



**Browner Intermediate  
2019-20 Campus Plan at a Glance  
Learning For All...Whatever It Takes!**

*Mission Statement: Our mission, in collaboration with unique partnerships, is to provide a rigorous academic curriculum along with enriching and individualized opportunities empowering every student to*

*compete in an ever-changing world.*

Vision: All students are equipped with skills to be inspired, contributing citizens excelling in any chosen endeavor within a dynamic global society.

**Goal 1: We will develop and provide high-quality instruction and learning opportunities that support high rigor and engagement to ensure all students are prepared for post-secondary success.**

- Increase campus rating from C (73) to B (80 or higher)
  - Weekly PLCs led by teacher facilitators
  - Interventions (LLI, RtI, GT, MTA)
  - Guided Reading and Writer's Workshop
  - Staff support and training for Guided Reading
- Earn at least one of six campus distinctions
  - Use GISD approved curriculum resources
  - Target reading academic achievement in all students, Hispanic, white
  - Data trackers for teachers and students
- Increase At-Risk attendance rate
  - Campus Tutors
  - Family Nights
  - Reward perfect attendance
  - Field trips and Day of Service

**Goal 2: We will commit to support student success by providing and retaining the appropriate quantity of qualified staff.**

- Daily common planning time (50 minutes)
- CLT will meet 4 times per year to review CIP and PD needs
- Instructional Specialist will assist all teachers with PD needs
- Book studies will be provided by Principal, IS, and Assistant Principal
- Mentoring for new staff members (meet once per six weeks)

**Goal 3: We will provide innovative opportunities to expose students to real-world environments engaging them into diverse partnerships fostering leadership.**

- Increase Browner Day of Service community partners from 17 to 19.
- Increase Career Day speakers from 11 to 13.

- Career Day and GISD Elementary Health Fair hosted by BIS
- Partnership with GHS for Ready, Set, Teach students
- Weekend snack packs provided by First Christian Church
- Miler's Club, Growing Up video, P.S. It's My Body, Health screenings provided by Nurse

**Goal 4: We will engage students in all grade levels through participation in innovative and diverse activities to build character, leadership, and team-building skills.**

- Students will participate in character and leadership activities such as Miler's Club, Restorative Practices, and Genius Hour. We will improve students who run 50 miles or more from 0 to 30; reduce office referrals from 194 to 174; Genius Hour will become a school-wide collaboration.
  - FitnessGram, PE Showcase, and Scarecrow Scamper in PE
  - Practice Rachel's Challenge through acts of kindness and weekly kindness circles
  - Daily morning meetings that highlight student/staff achievement, campus motto, and kindness rules
  - Student Council, campus musical, Art Show, Winter Talent Show, Peer Mediators
  - Students will donate to The Little Pantry, American Cancer Society, and National Adoption Day.
  - All students will be assigned to a House: Kindness, Courtesy, Compassion, Respect.

**Goal 5: We will maintain an optimal infrastructure that supports the appropriate number of devices to engage students in innovative, balanced, ethical, authentic learning opportunities and the training necessary to implement effectively.**

- Increase the number of teachers using Google Classroom from 15 to 21.
  - Weekly technology tips from Librarian sent to staff and posted around the campus
  - Chromebooks, iPads will be used to enhance student academic performance
  - Students will input data on DMAC after CFAs and submit assignments in Google Classroom.

**Goal 6: We will evaluate and utilize facilities in innovative ways based on current needs and demographics to plan effectively for future growth to benefit all students.**

- Renovate facilities to accommodate the merge of ERES with BIS in Aug. 2020
- Collaborate with Security Officer, Jameson Parker
- Campus drills to ensure safety procedures are followed

**Goal 7: We will adopt and implement responsible, transparent, adaptive, student-focused fiscal policies that meet the basic state and local requirements and support innovation.**

**Granbury Independent School District**  
**Brawner Intermediate School**  
**2019-2020 Campus Improvement Plan**



# Mission Statement

Our mission, in collaboration with unique partnerships, is to provide a rigorous academic curriculum along with enriching and individualized opportunities empowering every student to compete in an ever-changing world.

## Vision

All students are equipped with skills to be inspired, contributing citizens excelling in any chosen endeavor within a dynamic global society.

## Core Beliefs

We believe students' futures are impacted by access to and use of opportunities to foster their unique capabilities and interests.

We believe partnerships between parents, students, teachers, and the community are vital to the success of our school system.

We believe cultivating positive relationships is essential for successful learning.

We believe adaptable students who are life-long learners will be empowered to shape their world.

We believe providing an optimal environment enables each student to discover his or her full learning potential.

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Brawner Intermediate averaged approximately 390 students during the 2018-19 school year in grades 3, 4 and 5. Based upon current enrollment numbers (June 6, 2019) it is anticipated the number will be closer to 401 for the 2019-20 school year. The breakdown per grade level for 2019-20 is: 7 sections of 3rd grade (2 are bilingual), 7 sections of 4th grade (2 are bilingual), 7 sections of 5th grade (2 are bilingual).

Brawner Intermediate houses the bilingual program for grades 3, 4, 5 in GISD. During the 2018-19 school year there were 90 bilingual students and 13 ESL students. Our percentage of LEP students was 26.34%.

In May of 2019, 247 students received free meals (approximately 63%). 29 Brawner students received reduced-priced meals (approximately 7.4%). Our total free and reduced number of students was 276, or 70.4%.

Our percentage of students who were economically disadvantaged was 266, or 68.03%.

The enrollment by ethnic background was: 223- White, 146-Hispanic,

2-American Indian, 7-African American, and 5-Asian.

38 students withdrew during the 2017-18 school year. 37 students enrolled during the 2018-19 school year.

### Demographics Strengths

# Student Academic Achievement

## Student Academic Achievement Summary

3rd Reading: 67% (all students)

3rd Math: 75% (all students)

4th Reading: 52% (all students)

4th Math: 68% (all students)

4th Writing: 48% (all students)

5th Reading: 80% (including March and May administration)

5th Math: 83% (including March and May administration)

5th Science: 72% (all students)

## Student Academic Achievement Strengths

Brawner Intermediate's subpopulation score averages revealed specific areas of success in 2019.

- The following subpopulations increased in 3rd grade math: Hispanic, ECD, Special education, At Risk, and All students (66% to 75%).
- The following subpopulations increased in 3rd grade reading: At Risk
- The following subpopulations increased in 4th grade math: Hispanic, ECD, LEP, special education, At risk. Two areas in 4th grade math decreased: All students (70% to 68%) and white (74% to 62%). The cohort group increased from 66% to 68%.
- The following areas increased in 4th grade reading: Hispanic, white, ECD, special education (stayed the same). Two areas in 4th grade reading decreased: At risk (44% to 38%) and LEP/ELL (53% to 45%).
- All subpopulation areas decreased in 5th grade math.

5th grade reading scores in "All Students" dropped by one point (81% to 80%). The following areas increased: Hispanic and special education (33%

to 44%). Three areas in 5th grade reading decreased: White (82% to 78%), ECD (80% to 77%), and LEP/EL (86% to 69%).

- 5th grade science “All Students” score increased from 67% to 72%. Increased 5th grade science scores in Hispanic, white, and ECD. Three areas in 5th grade science decreased: LEP/EL (62% to 60%), special education (40% to 21%), At Risk (57% to 52%).

Cohort information:

- Current 4th graders improved from 66% in 3rd grade math to 68% in 4th grade math
- Current 5th graders improved from 65% in 4th grade reading to 80% in 5th grade reading.
- Current 5th graders improved from 70% in 4th grade math to 83% in 5th grade math.

# School Processes & Programs

## School Processes & Programs Summary

### Professional Development

All teachers are expected to be highly qualified in their content area and to continue learning about best practices.

Teachers attend 24 hours of professional training during the summer as well as campus staff development which is provided in August 2019. Professional development involves learning how to understand and implement the Texas Essential Knowledge and Skills (TEKS) and usage of the GISD Curriculum documents (Scope and Sequence). Additional campus training on STAAR will be implemented throughout the school year. Training is also provided by the Curriculum Department for any new textbook adoptions or changes in TEKS. Teachers are always given an opportunity to participate in collaborative groups and read educational books during the summer and school year.

Campus professional development will be provided to help teachers implement instructional strategies that are effective with Hispanic, bilingual, ELs, special education, at risk, and economically disadvantaged students in various content areas. Target areas will be refined based upon up to date data. Trainings attended by staff will result in presentations to highlight the sessions they attended during staff meetings.

Brawner Intermediate staff will participate in a book study (to be determined) for the 2019-20 school year. Analysis of the book will begin in August 2019.

Brawner Intermediate also participates in the Effective Schools Project (ESP) through Tarleton State University. We will continue to focus upon academic word walls in all subjects to strengthen vocabulary skills.

Two science teachers will attend the State Science conference (CAST) in order to raise science scores and increase teaching capabilities through professional development. In order to increase masters achievement (highest level of STAAR), GT teachers in each grade level will collaborate to make a more streamlined GT program at Brawner. The Librarian will attend TCEA to expand technology knowledge. The Counselor will attend TCA to implement more character development programs at Brawner. The Principal and Assistant Principal will attend TEPSA in June to gain new ideas and effectively communicate our vision for Brawner. The Principal and Instructional Specialist will attend PLC training in the fall of 2019. The Assistant Principal will present training on Restorative Practices to staff.

All teachers in each grade level have a 50 minute planning period daily. The planning period is structured so the entire grade level teachers can meet during the school day to improve collaboration. Grade level teachers meet as a group to collaborate in planning on PLC meeting days.

Common planning time across grade levels (vertical alignment) is scheduled on days students are not in attendance. Teacher teams meet with the campus Instructional Specialist, Assistant Principal and Principal every week to review grade level student data through the PLC process. Individual staff conferences are held with the principal at least once per year as required by the Granbury Appraisal Program. These conferences are held to determine individual strengths/weaknesses and to help drive the teacher's need for professional development.

Teachers may also participate in GTEI to add \$1000 each year to their salary. There were five teachers who qualified for GTEI in 2018-19. The main reason teachers do not participate in GTEI is due to absences.

### **School Processes & Programs Strengths**

# Perceptions

## Perceptions Summary

Granbury ISD Vision Statement: All students are equipped with the skills to be inspired, contributing citizens excelling in any chosen endeavor within a dynamic global society.

Granbury ISD Mission Statement: Our mission, in collaboration with unique partnerships, is to provide a rigorous academic curriculum along with enriching and individualized opportunities empowering every student to compete in an ever-changing world.

Brawner Motto – The motto of Brawner Intermediate School is:

Learning For All...Whatever It Takes!

Schoolwide Reform Strategies

Brawner partners with parent volunteers and GHS students from the Ready, Set, Teach program to pair students with mentors. Students in 5th grade tour the CTE center at GHS in the spring. 3rd grade and 5th grade students participate in a PBL based on personal financial literacy. College students from TSU and Weatherford College are on our campus regularly logging classroom observation hours and student teaching. Students from GHS participate in Ready, Set, Teach program. This valuable program trains high school students to become future teachers. Students are encouraged to wear a college shirt on college spirit day at the beginning of each six weeks. We remind our students that college is a possibility for everyone!

Brawner provides the following programs to strengthen the academic core areas, increase learning time, and meet the needs of under served populations:

Implementation of PLCs

Common planning time for all teachers in each grade level

Tutors for each grade level

Full time Instructional Specialist

Full time Bilingual paraprofessional

Two full time special education paraprofessionals

Partnership with mentors from the community and GHS students

Early start time (7:30 a.m.) to increase instructional minutes

Teacher tutoring before and after school

CTE field trips to GHS

Year at a Glance layout of BIS Counseling program

Personal Financial Literacy (Bank Loan) PBL in 3rd grade

Counselor Lunch Bunch groups

Counselor Social Skills groups

3rd grade TSU field trip

College Shirt Days

GHS students who participate in the Ready, Set, Teach program (training future educators)

TSU/Weatherford college sign-in sheets for students who are earning observation hours

Information Gathered from a Variety of Sources

The State of Texas Assessments of Academic Readiness (STAAR), Benchmarks, Common Assessments, summative tests and common formative assessments are administered to all grades. BOY, MOY and EOY Universal Screener scores are also reviewed.

Employee, student, and parent surveys are sources of qualitative data. The results of the parent and employee survey identified two strengths and two areas of needed improvement at Brawner. The student survey was specific to classroom instruction and incentives. All surveys are used to adjust and/or change current practices and perceptions of the students, staff and parents at Brawner Intermediate.

## **Perceptions Strengths**

Coordination Between Programs

Brawner coordinates with federal, state, and local services by providing the following experiences for students: Career Fair, Health Fair, Kindness Kickoff, Rachel's Challenge links, Nurse information for families, safety training provided by Assistant Principal, Fit Club for 4th/5th graders, charity donations to Christmas for Children, Friends for Animals, American Heart Association, sock drive for Ruth's Place, teddy bear drive for National Adoption Day,

weekend food bags provided by First Christian Church, Brawner Day of Service, Go Blue Day to support local law enforcement, Veterans Day program and Flag Parade, lockdown/tornado/fire drills, Miler's Club for student/teacher fitness, Freedom Week (campus-wide PBL), Red Ribbon Week, and visits from other schools in GISD to view our Guided Reading program. We also partner with our feeder campus, Emma Roberson Elementary, for reading programs and parent nights. ERES students are welcomed on our campus for Transition Day, 3rd grade Marketplace, Health Fair, and Parent Nights.

A parent survey will be conducted in the fall of 2019 during the Title 1 parent meeting to assess target areas. An additional parent survey will be distributed in May 2020 to gather parent feedback. Classroom teachers will design a survey for students to complete in May 2020 in order to gather student feedback. The results of the quantitative and qualitative data will be used to measure how successful the school has been in addressing identified needs and meeting the goals of the Campus Improvement Plan. The Principal and Assistant Principal will provide a survey for staff members to complete regarding strengths/areas of needed improvement for the campus administration team.

# Goals

## Goal 1: We will develop and provide high-quality instruction and learning opportunities that support high rigor and engagement to ensure all students are prepared for post-secondary success.

**Performance Objective 1:** Increase the campus performance of all students on STAAR. Students will show growth in reading and math, improving the campus rating from C (73) to B (80 or higher).

Year three of PLCs will continue the 2019-20 school year with teacher facilitators chairing weekly PLC meetings while administrators are present.

**Evaluation Data Source(s) 1:** Brawner students will meet or exceed the state "meets" percentage rate in reading. Staff will focus on using the approved curriculum documents and implementing resources with fidelity. Teachers will be expected to integrate balanced literacy strategies to improve reading scores.

Debbie Jarzobek will provide two guided reading training sessions to all ELA teachers in the 2019-20 school year. Teachers will have a dedicated guided reading time each day. Student progress will be checked every week through assessments developed during PLC meetings.

### Summative Evaluation 1:

#### Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
<p><b>TEA Priorities</b> Build a foundation of reading and math 1) All instructional staff will participate in the campus based PLC process to identify areas of needed growth based upon common formative assessments</p>	2.4, 2.5, 2.6	Principal, Teachers, Specialist, Assistant Principal	Expected impact: student academic growth. 3rd grade math "meets" will improve from 36% to the state "meets" average of 48%; 3rd reading will improve from 39% "meets" to 44% . 4th math "meets" will improve from 39% to 46%; 4th reading "meets" will improve from 31% to 43%; 4th writing will improve from 49% (approaches) to the state average of 65%. 5th math "meets" was 60% and beat the state average of 56%. 5th reading "meets" will improve from 43% to 51%.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
<p><b>TEA Priorities</b> Build a foundation of reading and math</p> <p>2) Provide supplemental interventions: RtI (40 minutes daily), LLI (40 minutes daily), MTA (40 minutes daily), GT (40 minutes once per week), Tier 1-3 strategies used in classrooms to support student success.</p>	2.4, 2.6	Principal, Teachers, Specialists, certified teacher tutors, Assistant Principal, LLI Para, MTA teachers	Intervention documentation (RTI, GT, special education referrals, 504, SPED, Education Galaxy, Dyslexia/MTA), common assessment and benchmark scores in reading and math will meet or beat GISD average, CFAs, STAAR data (moving from C to B rating).				
<p><b>TEA Priorities</b> Build a foundation of reading and math</p> <p>3) Utilize district-approved materials to increase all student scores in Reading and Writing. Use Guided Reading and Writer's Workshop daily in ELAR classes.</p>	2.4, 2.6	Principal, Teachers, Instructional Specialist, Assistant Principal, Debbie Jarzombek, LLI Para	Improved 4th grade writing benchmark performance from 48% in 2019 to 63% in 2020. Debbie Jarzombek will work with teachers on guided reading strategies. Students will utilize academic vocabulary, word walls, anchor charts, and writing across the curriculum.				
<p>4) Provide enrichment opportunities for students who are identified as gifted and talented.</p>	2.4, 2.5	Principal, Certified GT Teachers, Counselor, Instructional Specialist, Assistant Principal	Quality GT instruction (40 minutes once per week) by GT certified teachers, GT field trips, STEAM Carnival at Region 11, GT team planning with IS every six weeks, STAAR growth in "masters" level to meet the state average: 3rd math improve from 17% "masters" to 24%; 3rd reading improve from 14% "masters" to 28%. 4th math improve from 19% "masters" to 28%, 4th reading improve from 18% "masters" to 22%. 5th math beat the 2019 state "masters" average with 37% (state average was 36%), 5th reading improve from 23% "masters" to 29%.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
<b>TEA Priorities</b> Recruit, support, retain teachers and principals Build a foundation of reading and math 5) Provide additional opportunities for staff support in reading (Guided Reading support/training with Instructional Specialist, instruction with Debbie Jarzombek, reading records, library on rotation )	2.4, 2.5, 2.6	Principal, Instructional Specialists, Teachers, Assistant Principal, Librarian, LLI para	Expected impact: Improved reading scores to meet or beat the state average, student growth in reading, develop deeper student understanding of various texts.				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

**Goal 1:** We will develop and provide high-quality instruction and learning opportunities that support high rigor and engagement to ensure all students are prepared for post-secondary success.

**Performance Objective 2:** Focus on student STAAR progress and growth in order to earn at least one of six campus distinctions.

**Evaluation Data Source(s) 2:** Students who achieve "meets" and "masters" level performance in each STAAR subject will meet or beat the state average: 3rd grade math "meets" will improve from 36% to the state "meets" average of 48%; 3rd reading will improve from 39% "meets" to 44%. 4th math "meets" will improve from 39% to 46%; 4th reading "meets" will improve from 31% to 43%; 4th writing will improve from 49% (approaches) to the state average of 65%. 5th math "meets" was 60% and beat the state average of 56%. 5th reading "meets" will improve from 43% to 51%.

3rd math improve from 17% "masters" to 24%; 3rd reading improve from 14% "masters" to 28%. 4th math improve from 19% "masters" to 28%, 4th reading improve from 18% "masters" to 22%. 5th math beat the 2019 state "masters" average with 37% (state average was 36%), 5th reading improve from 23% "masters" to 29%.

**Summative Evaluation 2:**

**Targeted or ESF High Priority**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
<p><b>TEA Priorities</b> Build a foundation of reading and math 1) All staff will use GISD approved curriculum documents and resources with fidelity.</p>	2.4, 2.6	Principal, AP, Teachers, IS, LLI Para	Increased rigor during weekly Classroom walkthroughs, STAAR data showing increased number of students who score in meets/masters, PLCs, CFAs, CAs and Benchmarks. Daily guided reading in all ELAR classes.				
<p><b>TEA Priorities</b> Build a foundation of reading and math 2) Personal student data trackers will be used by all teachers. Students will also be accountable for tracking their data. Weekly teacher meetings during common planning time to discuss data and student growth.</p>	2.4, 2.6	Principal, AP, Teachers, IS	Student assessment scores, STAAR longitudinal data showing growth, data folders, discussion of each teacher's CFA/Summative scores with the whole grade level during weekly PLCs.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
3) Target reading achievement in the following areas: all students, Hispanic, and Caucasian/white.	2.4	Principal, AP, IS, Teachers	The campus will meet or beat the TEA reading target in academic achievement. In 2019, the campus scored 34% and did not meet the target of 44% in "all students." The campus scored 29% and did not meet the target of 37% in "Hispanic." The campus scored 37% and did not meet the target of 60% in "white."				

**Goal 1:** We will develop and provide high-quality instruction and learning opportunities that support high rigor and engagement to ensure all students are prepared for post-secondary success.

**Performance Objective 3:** Increase at-risk attendance rate from 95.8% in 2018-19 to 96.1% in 2019-20.

**Evaluation Data Source(s) 3:**

In May of 2019, 247 students received free meals (approximately 63%). 29 Brawner students received reduced-priced meals (approximately 7.4%). Our total free and reduced number of students was 276, or 70.4%. In September of 2019, our free and reduced number was 72.8%. Our percentage of students who were economically disadvantaged was 266, or 68.03%. The enrollment by ethnic background was: 223- White, 146-Hispanic, 2-American Indian, 7-African American, and 5-Asian. 38 students withdrew during the 2017-18 school year. 37 students enrolled during the 2018-19 school year. In order to reach our at-risk population, teachers will provide real world learning opportunities through the use of hands on learning and field trips. All students will participate in the Brawner Day of Service. Teachers will use ELPS through word walls, academic vocabulary, anchor charts, and writing across the curriculum.

**Summative Evaluation 3:**

**Targeted or ESF High Priority**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
<p><b>TEA Priorities</b> Build a foundation of reading and math 1) Supplemental instruction for EL and at-risk students through campus tutors, LLI Para, Music teacher, PE teacher, and Librarian. Provide family involvement events to support instruction: Campus Advisory Committee, Title 1 Parent Night, Bilingual Family Night, Mentoring program</p>	2.4, 2.6, 3.1, 3.2	Principal, AP, IS, Teachers, LLI Para, Bilingual Para	Tutors, Lesson plans, documentation of interventions used in classroom, student-created word walls, vocabulary, student made anchor charts, writing in all subjects.				
<p>2) Focus on improving attendance. Attendance in 2018 was higher (96.1%) than 2019 (95.8%). Provide interventions for students with poor attendance. Reward perfect attendance at the end of each six weeks grading period.</p>	2.4, 2.6	Principal, AP, IS, Teachers, office staff, Counselor	Improved attendance of all students. Continue to have the highest attendance percentage of all campuses in GISD.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
3) 5th grade students will visit Tarleton State University and the GHS CTE department.	2.6	CTE Director, Counselor, Principal, AP, 5th grade teachers	Increase students' knowledge of college and career opportunities.				
4) 3rd grade students will travel to Casa Manana, Ft. Worth Zoo, and the AMS OLC. 4th grade students will travel to Austin to view the Capitol and the Ft. Worth Omni theater. 5th grade students will travel to Camp El Tesoro, Tarleton, GHS CTE Department, and AMS OLC. All students will participate in Brawner Day of Service in March 2020.	2.6	Principal, AP, IS, Teachers	Increased student knowledge of real-world experiences and job opportunities available after graduation.				



100% = Accomplished    → = Continue/Modify    0% = No Progress    ✗ = Discontinue

## Goal 2: We will commit to support student success by providing and retaining the appropriate quantity of qualified staff.

**Performance Objective 1:** Daily schedule will allow common planning time of 50 minutes for teachers in order to meet student academic needs and improve our campus rating from C to B.

**Evaluation Data Source(s) 1:** Campus schedule, scheduling minutes for RtI, Dyslexia teaching strategies, 40 minutes daily of in-class Pirate Time, 50 minutes daily of common planning time weekly PLC meetings for each grade level.

### Summative Evaluation 1:

#### Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
<b>TEA Priorities</b> Recruit, support, retain teachers and principals 1) Provide daily grade level planning minutes (50 minutes), professional development during faculty meetings and staff development days.	2.5	Principal, AP, IS, Teachers, Campus Leadership Team	Obtain teacher feedback regarding PD needs, sign in sheets, agendas, GISD district calendar, teacher feedback regarding PD days, use CLT and IS to develop PD agendas.				
<b>TEA Priorities</b> Recruit, support, retain teachers and principals 2) Provide training in spring of 2020 with Tutt and Daggs to create a unified campus vision to prepare for the merge of ERES and BIS.	2.4, 2.6	Principal, AP, IS, CLT	Development of a clear mission statement and motto for Brawner Elementary School.				
<b>TEA Priorities</b> Recruit, support, retain teachers and principals 3) CLT will meet four times per year (December, February, April, June) regarding the professional development needs of the campus. CLT will review the Campus Improvement Plan at each meeting.	2.5	Principal, AP, CLT members	Training during PD days, Sign in sheets, agendas, feedback regarding PD training.				
<b>TEA Priorities</b> Recruit, support, retain teachers and principals 4) IS position will be used to maximize teacher development needs based upon current data.	2.5	Principal, AP, IS	Weekly walkthroughs, Tier 1, 2, 3 data, daily RtI tutoring, CA/Benchmark data, teacher data showing student growth. Starburst awards will be given weekly to recognize teachers who are growing in the area of PD and who are showing student growth.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
<b>TEA Priorities</b> Recruit, support, retain teachers and principals 5) Teachers will be given an opportunity to participate in different book studies led by Principal (What Great Teachers Do Differently), AP (Culturize), and IS (The Energy Bus).	2.6	Principal, AP, IS, Teachers	Ongoing professional development through a year-long book study.				
<b>TEA Priorities</b> Recruit, support, retain teachers and principals 6) Provide mentoring meetings for new teachers. Pair new teachers with veteran teachers in other grade levels.	2.5	Principal, AP, IS, new teachers, mentor teachers	Documentation of monthly meeting with mentor teacher. All new teachers will meet with Principal, AP, and IS once per six weeks to ensure new teacher success.				

 = Accomplished    
 = Continue/Modify    
 = No Progress    
 = Discontinue

### Goal 3: We will provide innovative opportunities to expose students to real-world environments engaging them into diverse partnerships fostering leadership.

**Performance Objective 1:** Increase Brawner Day of Service community partners from 17 businesses to 19. Increase Career Day speakers from 11 speakers to 13.

**Evaluation Data Source(s) 1:** Teachers will provide real-world learning opportunities through the use of field trips and guest speakers. All students will participate in Brawner Day of Service.

#### Summative Evaluation 1:

#### Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Counselor will host campus Career Day for all grade levels in February 2020. Increase number of Career Day speakers from 11 to 13.	2.4, 2.5, 2.6	Counselor, Principal, AP, IS, Teachers, community leaders	Community members will provide real-world work experiences for all students. Sign-in sheets, career day schedules/rotations, job description of each speaker will be used for documentation.				
2) GISD Elementary Community Health Fair will be hosted once again by Brawner Intermediate. Counselor will keep an updated list of community resources to help families.	2.5, 2.6, 3.2	PE Teachers across GISD, Principal, AP, IS, Nurse, Counselor	Agenda, sign-in sheets, Health Fair community participants, resource sponsor sign-in, news of Health Fair on social media.				
3) Collaborate with Connie Jesko at GHS to create schedules for Ready, Set, Teach! students at BIS. Seven GHS students are participating in the RST program this year.	2.5, 2.6	Principal, AP, IS, GHS Career Prep teacher	Improved STAAR scores from BIS students due to increased support in the classroom, positive GHS role models who are interested in teaching.				
4) Partner with community organizations for reinforcement of relationships (mentoring, weekend snack packs).	2.6	Nurse, Counselor, Principal, AP, IS, Granbury First Christian Church.	Students who receive weekend snack packs will be better prepared to receive and retain instruction. 57 students currently receive weekend snack packs. 80 students received snack packs in 2018-19.				
5) Partner with community organizations and businesses for student recognition.	2.4, 2.5, 2.6	Principal, AP, IS, Teachers, office staff	Student recognition through various community partnerships: Kiwanis, Six Flags, Braum's, HCN Honor Roll, GEF grants, various restaurant nights, parent volunteers during AM drop off.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
6) We will coordinate and plan school health activities, such as Miler's Club, Growing Up video, P.S. It's My Body, Vision/Hearing/Scoliosis screenings.	2.4, 2.5, 2.6	Principal, AP, IS, Nurse, Teachers	Students will be more aware of healthy lifestyle choices.				

## Goal 4: We will engage students in all grade levels through participation in innovative and diverse activities to build character, leadership, and team-building skills.

**Performance Objective 1:** Students will participate in character and leadership activities such as Miler's Club, Restorative Practices, and Genius Hour. Campus goal is to improve students who run 50 miles or more from 0 to 30; reduce office referrals from 194 to 174; Genius Hour will become a school-wide collaboration instead of restricting students to their grade level.

**Evaluation Data Source(s) 1:** All stakeholders (administrators, teachers, staff, parents, students) will create and participate in meaningful activities to build character and support collaboration.

### Summative Evaluation 1:

#### Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Provide campus-wide Genius Hour (once per week on Friday afternoon) for all students to pursue their passion, collaborate with others, and expand their interests.	2.4, 2.5, 2.6	Principal, AP, IS, Teachers	Implementation of Genius Hour, improved communication/collaboration skills, varied Genius Hour participation options, personal choice regarding the Genius Hour in which they will participate.				
2) Implement and support campus-wide fitness initiatives such as Fitness Gram, Miler's Club, PE Showcase, and Scarecrow Scamper. Students will practice math facts and vocabulary during PE.	2.5	PE Teacher, Classroom Teachers, Principal, AP	Documented student fitness charts, academic word wall in PE, number of students earning medals for 50 miles and 100 miles, Brawner PE Showcase, Miler's Kickoff with GHS Cross Country Team, Football Friday with GHS football players and coaches.				
3) Brawner will implement Restorative Practices, Rachel's Challenge, and weekly Kindness Circles in order to develop better relationships among students and staff.	2.5	Principal, AP, IS, Counselor, Teachers	Weekly kindness awards, decrease in referrals, students will solve conflicts and foster a caring community in the classroom, daily kindness pledge recited during morning meeting.				
4) Create school unity through daily morning meetings that highlight student effort, reinforcement of campus motto, pledges, attendance, and kindness rules.	2.5	Principal, AP, IS, Counselor, Teachers	Student participation, daily schedule of different morning meeting activities (Mindful Monday, What's in the Box Tuesday, Kindness Awards Wednesday, Group dancing on Thursday, Friday Aerobics) honoring behavioral and academic accomplishments.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
5) Students will have the opportunity to participate in Student Council, campus Musical, Art Show, Winter Talent Show, and Peer Mediators (4-6 students in 5th grade).	2.5, 2.6	Student Council sponsor, Principal, AP, Counselor, Music teacher, Art paraeducator.	Increased number of Brawner students who are involved in school activities. Opportunities for leadership in creating new school initiatives.				
6) Families, staff, and students will assist in stocking The Little Pantry created by Emmanuel Lutheran Church. 3rd grade will use funds donated from their Marketplace activity to benefit a local charity. 4th grade will donate to the American Cancer Society. 5th grade will collect bears for National Adoption Day. All students will participate in Brawner Day of Service in March 2020.	2.4, 2.5, 2.6	Principal, AP, IS, Counselor, Teachers, Community leaders	Positive relationships with community members, sense of pride through giving, reflection on new ways to help the community.				
7) All students will be assigned to one of the following Houses: Kindness, Courtesy, Compassion, Respect. Students will receive House points for acts of kindness. 5th graders will have the opportunity to interview and become a Peer Mediator.	2.5, 2.6	Principal, AP, IS, Teachers, Counselor	Improved sense of belonging and school pride through the House system; opportunity to be in a leadership role through being selected as a Peer Mediator.				



= Accomplished



= Continue/Modify



= No Progress



= Discontinue

## Goal 5: We will maintain an optimal infrastructure that supports the appropriate number of devices to engage students in innovative, balanced, ethical, authentic learning opportunities and the training necessary to implement effectively.

**Performance Objective 1:** Increase the number of teachers using Google Classroom from 15 to 21.

**Evaluation Data Source(s) 1:** Participation in #Teach4Gr8ness during summer training. Teachers are expected to use available technology in their instruction.

### Summative Evaluation 1:

#### Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Weekly technology tips for teachers provided by Librarian and technology department.	2.4, 2.5, 2.6	Librarian, Principal, AP, IS	Documented classroom technology activities, walkthrough documentation, faculty meeting updates provided by Librarian, Bright Bytes survey.				
2) Students will receive annual acceptable use training during Library rotations.	2.5	Librarian, Principal, AP, IS	Reduced number of bullying reports related to technology, AUP reminders for electronics usage on days where student phones/devices are allowed.				
3) Teachers will use a variety of technology tools to improve student performance (Chromebooks, iPads, classroom computers, personal devices, Brain Pop, Prodigy, Ed Galaxy, Lift Off, Nitro Type).	2.4, 2.5, 2.6	Principal, AP, IS, Teachers	Student proficiency on technology equipment, classroom walkthroughs, student usage reports, Bright Bytes survey				
4) Students will demonstrate proficiency and increase use of a variety of technology devices and apps in classroom lessons. Students will enter CFA answers on DMAC, vote for Student Council using Chromebooks, and submit assignments in Google classroom.	2.4, 2.5, 2.6	Principal, AP, IS, Teachers, Librarian, Student Google Guides	Documentation of lesson plans, DMAC test entries by students, number of votes submitted, Student Google Guides				

 = Accomplished
  = Continue/Modify
  = No Progress
  = Discontinue

## Goal 6: We will evaluate and utilize facilities in innovative ways based on current needs and demographics to plan effectively for future growth to benefit all students.

**Performance Objective 1:** Renovate facilities to accommodate the merge of ERES with BIS in August of 2020 to become Brawner Elementary School.

**Evaluation Data Source(s) 1:** Brawner will work closely with GISD maintenance and facility department and architects from Huckabee.

### Summative Evaluation 1:

#### Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
<b>TEA Priorities</b> Recruit, support, retain teachers and principals 1) Remodel the 400 hall at Brawner (athletic hallway) to create kindergarten classrooms.	2.4, 2.5, 2.6	Principal, AP, Maintenance director, GISD Superintendent, Huckabee	Removal of excess furniture; create 7-8 new kindergarten classrooms.				
2) Move Library to the room formerly used as the band hall on the 300 hallway.	2.4, 2.5, 2.6	Principal, AP, Librarian, Maintenance director, GISD Superintendent, Huckabee	Create a larger space to accommodate 600+ students; provide more room for K-2 books and Learning Lab.				
3) Add a folding partition to our current Library to create two classrooms or a multi-use space, such as a science lab for K-2 or a lecture hall.	2.5, 2.6	Principal, AP, Librarian, Maintenance director, GISD Superintendent, Huckabee	Documented use of science lab, use of classrooms, create more space for future campus growth.				
4) Addition of Security Officer, Jameson Parker.	2.5, 2.6	Principal, AP, GISD Director of Security	Increased sense of security by students, parents, and staff; involve security officer in staff meetings and social gatherings.				
5) Monthly campus facility inspection, district safety trainings, student drills (fire, lockdown, tornado, nuclear), science lab safety, advise students and staff to say something if they see something potentially harmful or dangerous.	2.5	Principal, AP, custodian, Maintenance director, Teachers	Documentation of completed campus work orders, feedback after safety drills, daily safety checks of doors, opportunities for students to report safety issues.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June

**Goal 7: We will adopt and implement responsible, transparent, adaptive, student-focused fiscal policies that meet the basic state and local requirements and support innovation.**

**Performance Objective 1:** Our campus will support the GISD district goal as directed.

**Evaluation Data Source(s) 1:** Use campus and Title funds responsibly to benefit all students.

**Summative Evaluation 1:**

**Targeted or ESF High Priority**

# State Compensatory

## Budget for Brawner Intermediate School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
<b>6100 Payroll Costs</b>		
199 e 11 6118 00 108 0 24 000	6118 Extra Duty Stipend - Locally Defined	\$6,345.00
<b>6100 Subtotal:</b>		<b>\$6,345.00</b>
<b>6300 Supplies and Services</b>		
199 e 11 6395 MM 108 0 24 000	6311 Gasoline and Other Fuels for Vehicles	\$5,000.00
<b>6300 Subtotal:</b>		<b>\$5,000.00</b>

# Personnel for Brawner Intermediate School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Jessica Causey	LLI Paraeducator	Leveled Literacy Intervention	

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Sandy Ruiz	Instructional Specialist	Title I	1