

Granbury Independent School District

Brawner Intermediate School

Improvement Plan

2020-2021



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 Elementary averaged approximately 392 students during the 2019-20 school year in grades 3, 4 and 5. Based upon current enrollment numbers (June 8, 2020) it is anticipated the number will be closer to 520 for the 2020-21 school year with the addition of 2nd grade. The breakdown per grade level for 2020-21 is: 8 sections of 2nd grade (2 are bilingual), 6 sections of 3rd grade (2 are bilingual), 7 sections of 4th grade (2 are bilingual), 7 sections of 5th grade (2 are bilingual).

Brawner Elementary houses the bilingual program for grades 3, 4, 5 in GISD. During the 2019-20 school year there were 98 bilingual students and 16 ESL students. Our percentage of LEP students was 29.08%.

In April of 2020, 240 students received free meals (63.0%). 25 Brawner students received reduced-priced meals (6.6%). Our total free and reduced number of students was 265, or 69.6%.

Our percentage of students who were economically disadvantaged was 269, or 68.62%.

The enrollment by ethnic background was: 216- White, 158-Hispanic,

1-American Indian, 2-African American, and 6-Asian.

33 students withdrew during the 2019-20 school year. 31 students enrolled during the 2019-20 school year.

Demographics Strengths

Brawner is the GISD Bilingual campus for grades 2-5. We celebrate diversity since over one third of our population is Bilingual.

Attendance

The campus goal is to have an average yearly attendance above 97%. Brawner ended the year (3/6/20) with an average attendance of 95.49%. 3rd grade's yearly attendance was 95.49%; 4th grade's yearly attendance was 96.07%; 5th grade's yearly attendance was 95.07%. As a campus, our lowest attendance rates are usually during the fourth six weeks. Our highest attendance rates are during the first six weeks. The Attendance Committee creates incentives for students to win the daily attendance competition such as free seating during lunch, use of electronics, extended recess, sitting in the bleachers, trips to Cici's pizza, and Dojo points.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Yearly combined campus attendance is below 97%. **Root Cause:** The campus has not focused on awarding attendance incentives to students.

Student Achievement

Student Achievement Summary

Student Achievement

Student performance on state assessments, measurable goals, subgroups, and timely intervention processes are addressed in the Campus Improvement Plan. The spring/summer 2020 STAAR tests were cancelled due to COVID-19. Listed below is the final test score (common assessment for six weeks 4 and full benchmarks) for each grade level as of 3/6/20:

5th Math BM 82%	STAAR '19 Score: 83%
5th Reading BM 69%	80%
5th Science CA 84%	72%
4th Math CA 84%	68%
4th Reading CA 75%	52%
4th Writing BM 45%	49%
3rd Math CA 84%	75%
3rd Reading CA 68%	67%

TEA Campus Rating: C (73). The campus rating will stay the same for the 2020-21 school year due to the cancellation of STAAR tests for spring/summer 2020.

While a thorough evaluation of individual scores/individual student performance may only produce general information at this time, an evaluation of comparisons to district averages, regional averages and state averages will be reviewed and target areas will be set by the campus when that information is

released.

Brawner subpopulation score averages were not able to be compared to 2019 STAAR data due to the cancellation of STAAR in 2020. However, significant gains were reported in cohort groups.

Student Achievement Strengths

Cohort information:

- 4th graders improved from 75% in 3rd grade math to 84% in 4th grade math
- 4th graders improved from 67% in 3rd grade reading to 75% in 4th grade reading
- 5th graders improved from 52% in 4th grade reading to 69% in 5th grade reading
- 5th graders improved from 68% in 4th grade math to 82% in 5th grade math.
- After reviewing 2020 CA 4 and Benchmark scores, specific areas of concern in “All Students” category are:
 - 5th grade reading performance (11 point decrease)
 - 5th grade math performance (one point lower in March of 2020 than 2019 STAAR performance)
 - 4th grade writing performance (only 45% passed)
 - 3rd grade reading performance (only 1 point higher in March of 2020 than 2019 STAAR performance)

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Sub pops are not performing close to the same level. **Root Cause:** Tremendous amount of time is needed to track and plan interventions with teachers to address the achievement gaps.

Problem Statement 2: One-third of the campus is Bilingual students in an early exit program. **Root Cause:** Brawner is the district's 2nd-5th grade Bilingual campus.

Problem Statement 3: There are significant gaps between the Bilingual students in ELAR and the "All Students" group. **Root Cause:** Bilingual students are slower to master the ELAR TEKS than Math/Science TEKS.

Problem Statement 4: There is an achievement gap between ECD students and the all student group. **Root Cause:** Students need a strong intervention program and Brawner is in the beginning stages of building a solid program.

School Culture and Climate

School Culture and Climate Summary

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 students participate in a PBL based on personal financial literacy (Brawner Marketplace). College students from TSU and Weatherford College are on our campus regularly to log 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 underserved 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

One full time special education paraprofessionals

Two full time special education teachers

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 the Brawner Academic Year

Personal Financial Literacy (Brawner Marketplace) PBL in 3rd grade

PAC meetings (Principal's Advisory Council) once per 6 weeks with Principal/AP

Counselor Social Skills groups

3rd grade field trip to Ft. Worth Zoo

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

School Culture and Climate Strengths

Transition

Brawner will become a 2nd, 3rd, 4th, and 5th grade campus in August of 2020. In order to make students feel more comfortable with attending a new campus, we organized a day where students could visit their next grade level. Transition Day was created in May of 2016 and our campus has successfully continued this special day each year (except during the COVID-19 closure in 2020). 2nd grade students from ERES "floated up" to 3rd grade and were able to tour our campus and meet 3rd grade staff and campus administrators. This was a very successful new program for our students and staff. Each grade level toured their future grade level and met teachers, discussed expectations, and participated in a scavenger hunt around campus. The 5th graders went on a site visit to GMS and toured the building.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Brawner will become a 2-5 campus for 2020-21. **Root Cause:** Realignment of campuses to open an Early Learning Academy.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention 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 (4 days) during the summer as well as campus staff development which will be provided in August 2020. 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 and Instructional Specialist 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 throughout the year on designated PD days to help teachers implement instructional strategies that are effective with Hispanic, bilingual, ELs, special education, at risk, and economically disadvantaged students. Target areas will be refined based upon up to date data. Off campus training attended by staff will result in presentations to highlight the sessions they attended during staff meetings.

Brawner Elementary 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. 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 Assistant Principal will present training on Restorative Practices to staff throughout the school year.

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 other 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, develop goals, and to help drive the teacher's need for professional development.

Staff Quality, Recruitment, and Retention Strengths

School Support Team Involvement

The Campus Leadership Team (CLT) will oversee the needs assessment process, lead the staff in developing plans and conduct or oversee the program's annual evaluation. The CLT includes the lead teacher from each grade level, Instructional Specialist, Counselor, Lead Special Education teacher, Music teacher, PE teacher, Bilingual teacher, Assistant Principal and Principal.

Campus Improvement Plan

The Campus Improvement Plan is developed by the Principal, Assistant Principal, Instructional Specialist and Campus Leadership Team, including parents and community members. The analysis of quantitative and qualitative data results in the development of goals and plans that support all students in reaching proficiency in academic content areas. The plan includes strategies at the classroom level as well as district levels targeted to achieve specific goals. The plan includes activities necessary to fully implement the strategies needed for addressing student learning.

Brawner retained 36 of 39 teachers and paraprofessionals on staff.

Teacher Survey Information

Teachers were surveyed in May 2020. There were thirty staff members who completed the survey. Teacher responses were as follows:

- Teachers would like to see administrators communicate and support new staff better through a dedicated mentoring program, provide more structure for tutors, reimagine how ISS is managed, and maintain walkthroughs year-round
- Teachers appreciate the reflection on data and its use to drive instruction, student celebrations, planning time and communication, and the academic growth as a result of a shared focus and mission
- PLC process with teacher facilitators was very successful; teacher growth and student growth was substantial
- Majority of staff members are very happy working at Brawner

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: According to staff feedback, some teachers left GISD due to conflict with other team members. **Root Cause:** The campus has not focused on relationships of staff members amongst the same grade level.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Curriculum and Instruction

The curriculum is aligned with the Texas Essential Knowledge and Skills (TEKS). The TEKS are the State's academic content standards. All teachers receive a digital copy of the TEKS and Scope and Sequence for each subject. The Scope and Sequence is developed in collaboration with teachers and curriculum personnel. Teachers are expected to stay on track with the district scope and sequence. Teachers participate in the curriculum alignment process throughout the school year. Curriculum alignment is accomplished in horizontal and vertical teams when teachers meet with the Instructional Specialist, Assistant Principal and Principal on campus. Campus PLC meetings will be held every other week in order to create action plans (CFAs and summatives) and also address areas of weakness. District Curriculum Coordinators continue to support teacher needs and attend PLC meetings. PLCs will continue in the 2020-21 school year and will help streamline teaching strategies and academic interventions. Teacher facilitators will lead PLC meetings in order to share best practices.

Previous STAAR tests, Benchmarks, universal screeners (Prodigy, Education Galaxy, etc.) fluency probes, CFAs, summatives, and Common Assessments/Benchmarks are used to evaluate instructional effectiveness and student progress. These assessments are tracked by classroom teachers for all students and low performing students are referred for interventions. Teachers chart student testing data in the Instructional Specialist's room. The TEKS are the approved curriculum for each subject. Textbooks and workbooks are adopted and regularly used to help teach the TEKS.

Curriculum, Instruction, and Assessment Strengths

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. Student learning is assessed weekly to ensure that reteaching strategies can be implemented.

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 other 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, develop goals, and to help drive the teacher's need for professional development.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Achievement gap is wide between "All Students", Bilingual, and ECD students. **Root Cause:** Instructional focus has been toward the "All Students" group. Brawner is focusing on ways to specifically target these areas.

Parent and Community Engagement

Parent and Community Engagement Summary

Family and Community Involvement

Teachers send home behavior cards, progress reports, Dojo messages, and report cards to keep parents informed. Parents can also look at their child's grades online using the Skyward Family Access program. A mentoring program will continue to be used to pair Brawner at-risk students with community members. We have a few members of our community who actively mentor students at Brawner; however, increasing the number of community mentors on campus is always a yearly goal.

A few of the many ways parents can volunteer include the following:

- Field trips
- Volunteering in classrooms
- Mentoring
- PTO participation
- Book Fair (twice yearly)
- Luncheons (Grandparents, Lunch with Loved Ones, Thanksgiving)
- Parent Nights: Mega Family Night, Bilingual Family Night
- Veteran's Day
- End of Year Awards Ceremony
- Health Fair
- Scarecrow Scamper, Football Friday, Field Day, PE Showcase

- TGIF and Santa Store
- Career Day and Brawner Day of Service
- Art showcase and Talent Show
- Brawnerpalooza and Dream Team
- Music performances by grade level and campus musical
- 5th grade Clap-Out parade
- Virtual parent involvement during Covid closures
- Latino Literacy Night
- Weekly supplies distributions
- Lunch distributions to community
- New for 2020-2021: Track meet at GMS for all GISD 5th graders

The PTO and Campus Advisory Committee (CAC) give parents and community members an opportunity to be involved in decision making through multiple meetings throughout the year. PTO meets on the third Tuesday of each month. CAC meets in August and May.

Correspondence is sent home in English and Spanish. A bilingual parent liaison is always available in the front office. We also employ a full time Bilingual paraprofessional who assists our eight bilingual classrooms.

Students are given the opportunity to participate in Genius Hour once a month during Pirate Time. Genius Hour is a time in which students participate in genuine play and conversation, focusing on something which sparks their passion. Students work on soft skills such as communicating with others, sharing, and working with students who are not in their class. Genius Hour is at the same time for the campus (Friday afternoon once per month) in order to allow all grade levels to interact with each other. Parents will be invited once per semester to participate in or observe Genius Hour.

Additional opportunities for Family and Community involvement include:

Student Council (class representatives and STUCO Officers) –Class reps are elected by class vote (1 boy and 1 girl per class) and the board is elected through a school wide election. Monthly meetings are held with campus sponsors before school to determine how best to serve Brawner and the community. STUCO members select several organizations to support with donations throughout the year. STUCO sponsors are responsible for the design & layout of the campus yearbook. STUCO officers and sponsors will attend a training in the fall of 2020 (Leaders ‘R Us) on ways to better assist our campus.

Miler’s Club-All students are given the opportunity to run/walk miles on the track. Students and staff members receive medals and t-shirts for reaching their goals of 50, 75, and 100 miles each year. Grade level totals are charted weekly during PE. Staff members may also participate in Miler’s Club and are encouraged to sign up for local races. PTO provides funding to support the campus incentive of shirts, medals, and overall healthy living.

Fit Club-4th and 5th grade students are invited to join the campus Fit Club. This club meets on Tuesday morning at 7:10 with the PE teacher.

Spanish speaking parents have requested that parent meetings be held at the GISD Administration Building. Having meetings in one central location will allow parents from BES and ERES to attend one meeting. The early exit program will be moving to a one-way dual language program and grades K-5 Bilingual will be combined in August of 2021.

Parent and Community Engagement Strengths

- Field trips
- Volunteering in classrooms
- Mentoring
- PTO participation
- Book Fair (twice yearly)

- Luncheons (Grandparents, Lunch with Loved Ones, Thanksgiving)
- Parent Nights: Mega Family Night, Bilingual Family Night
- Veteran's Day
- End of Year Awards Ceremony
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- Weekly supplies distributions
- Lunch distributions to community
- New for 2020-2021: Track meet at GMS for all GISD 5th graders

Parent Survey Information

Parent surveys were sent out in November 2019. Student surveys were not completed in May due to COVID-19. Students and parents will be surveyed again in November 2020. Parent responses were as follows:

- Teacher/parent communication is effective and frequent (very positive remarks in this area)

- Student to student relationships are a priority and explicitly addressed by staff
- Academic interventions are implemented as needed; however, parents would like the RTI process to be faster
- Brawner can grow in the area of providing homework support for parents (virtual learning examples in Google classroom and through Zoom)
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- Coordination Between Programs
- Brawner coordinates with federal, state, and local services by providing the following experiences for students: Career Day, 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, Veteran's Day program and Flag Parade, lockdown/tornado/fire drills, Miler's Club for student/teacher fitness, 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. We will begin to merge the two campuses in August 2020 as we welcome 2nd grade to our campus. Upon completion of construction, Brawner will welcome Kindergarten and 1st grade to our campus in August of 2021 as we become an elementary school that serves students in grades K-5.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Brawner needs to engage Spanish speaking parents on a more consistent basis. **Root Cause:** Brawner is combining bilingual students with ERES. The Dual Language program will move to Baccus in Aug. 2021.

School Context and Organization

School Context and Organization Summary

School and District Organization

Staff members are involved in decision making by serving on the Campus Advisory Committee (CAC). Others who serve on CAC are a district employee or Director, parents, and community members. The school budget is developed with the assistance of the CAC. The Title I budget is reviewed and allocation requests are discussed with the CAC. The campus Professional Development Plan is also reviewed and approved by the CAC. Brawner has three campus representatives who serve on the District Advisory Committee (DAC). This committee meets four times per year with other district employees and Dr. Glenn, GISD Superintendent.

The Intervention Specialist is the liaison with the Curriculum department as well as with grade level teams. All teachers have an opportunity to be involved in collaborative academic decision making.

The school staff is committed to increasing the academic achievement of all subgroups. Response to Intervention (RtI) is a collaborative process. RtI is the process used to identify students who are not making adequate academic progress. Data folders (created by students) will be used to identify students who are at risk. Timely interventions will be implemented once students are identified. Students can participate in the RtI program for academic or behavioral needs.

The Principal, Assistant Principal, and Instructional Specialist conduct classroom visits. The information is collected and shared with each teacher. The results of this information provides direction for additional professional development and individualized teacher training. The Granbury Appraisal Program (GAP) will continue to be used in the 2020-21 school year.

The local school budget is determined by the number of students enrolled (approximately 520 projected for August 2020). Once the allocation is received, the campus budget is developed by the Campus Advisory Committee. The proposed budget amount for our campus during the 2020-21 school year is \$35, 902; however, our budget will increase as we are gaining 2nd grade (130 students).

The school operates with one written plan which is the Campus Improvement Plan. Each grade level leader on the Campus Leadership Team (CLT) helps develop the plan. All teachers have an opportunity to contribute by participating in the Campus Advisory Committee (CAC) meetings. The Campus Needs Assessment document drives the Campus Improvement Plan.

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, but was not given in spring of 2020 due to the school closure. Students will be surveyed at the beginning of the 2020-21 school year instead. All surveys are used to adjust and/or change current practices and perceptions of the students, staff and parents at Brawner Elementary.

School Support Team Involvement

The Campus Leadership Team (CLT) will oversee the needs assessment process, lead the staff in developing plans and conduct or oversee the program's annual evaluation. The CLT includes the lead teacher from each grade level, Instructional Specialist, Counselor, Lead Special Education teacher, Music teacher, PE teacher, Bilingual teacher, Assistant Principal and Principal.

Campus Improvement Plan

The Campus Improvement Plan is developed by the Principal, Assistant Principal, Instructional Specialist and Campus Leadership Team, including parents and community members. The analysis of quantitative and qualitative data results in the development of goals and plans that support all students in reaching proficiency in academic content areas. The plan includes strategies at the classroom level as well as district levels targeted to achieve specific goals. The plan includes activities necessary to fully implement the strategies needed for addressing student learning.

Resource Allocation

Title I resources will be used to improve student achievement in reading, writing, math and science, which will substantially increase the percentage of

students attaining proficiency. Some of the fund will be used to improve parent participation and provide parent training. The majority of Title 1 money will be spent on certified teachers who will serve as tutors.

Evaluation of Plans and Strategies

Common assessments, benchmarks, summative tests, common formative assessments and yearly Universal Screener results will be used on a regular basis to ensure the interventions/strategies are having the intended impact on skills, knowledge and behavior of students. The reading and math STAAR test will be given in grades 3, 4, and 5. The Writing STAAR test will be given in grade 4 and Science will be given in grade 5.

A parent survey will be distributed in November 2020 to assess target areas and obtain 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 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 in May 2021 for staff members to complete regarding strengths/areas of needed improvement for the campus administration team.

School Context and Organization Strengths

The campus rating according to TEA is “Met Standard.” Discussion regarding the rating (C/73) was distributed during campus professional development, faculty meetings, PLCs, and CAC meetings. The campus did not receive any distinctions in the areas of Reading, Math, Science, student progress, closing academic gaps, and post secondary (0 distinctions received out of six possible areas). Academic efforts will be focused upon increasing individual student progress on STAAR and earning at least one campus distinction. It is a goal of the campus to receive at least one distinction and move to the B/80 rating.

Activities to Ensure Mastery

Brawner students are provided with additional learning opportunities such as: Science field trips to Outdoor Learning Center, presentation by a local author, dictionaries provided by the Granbury Kiwanis Club, campus field trips, 3rd grade trip to Casa Manana, 4th grade field trip to Austin, Spelling Bee, Book Fair (twice per year), Learning Lab in the Library, campus tutors and Ready, Set, Teach students from GHS. Due to the number of grants approved by Granbury Education Foundation, there are many presentations/assemblies in the spring semester to make learning come to life.

In general, the performance gap between at risk/white/Hispanic/special education students continues to be a target area. Our bilingual population, overall Hispanic population and At Risk/ECD students continue to be target populations for the campus. Title I resources will be used to improve student

performance through tutors, after school programs, books and supplies, teacher professional development, and parent training in all target areas set by the campus. A complete review of target areas needed for student success will be set through campus meetings in August 2020 and the continuation of Professional Learning Communities (PLCs) in the 2020-21 school year.

Quantitative data from a variety of sources (common assessments, classroom based assessments such as CFAs and summatives, universal screeners, grades, etc.) will be used to identify individual student needs. Each teacher will be responsible for maintaining a data correlation spreadsheet for his/her class. The data sheet will list the information that is needed to begin the intervention process. A copy of the data sheet will be updated and given to the Intervention Specialist, Assistant Principal, and Principal after every summative assessment. Response to Intervention (RTI), teacher information, and information on the data sheets will be used to identify student needs in a timely manner. Student data folders will continue to be used and students will be trained to track their individual data from a variety of sources. Students will enter their answers to CFAs and summatives in DMAC. Students will work with their teachers to set individual goals and monitor progress. Staff will be trained on usage of student data folders in August of 2020.

Students will receive additional instruction by certified Title I tutors. The tutors will tutor second, third, fourth and fifth grade students using a variety of materials including Guided Reading books, Education Galaxy, Prodigy, Xtra Math, and small group instruction. Tier 3 students will receive additional interventions from the classroom teacher. Reports on progress of all Tier 2 & 3 students will be reviewed by campus caseworkers (Assistant Principal and Instructional Specialist) every six weeks. Meetings to initiate changes in interventions or levels of interventions received will be scheduled as needed.

Gifted and Talented students will receive 40 minutes of instruction once per week by a certified GT teacher. GT students will be challenged academically by using higher level thinking skills, studying current events and topics of personal interest, questioning, and practicing public speaking skills. Students will research a topic of their choice and present information to an audience. GT students will also be encouraged to participate in the campus spelling bee and UIL. During the 2019-20 school year, Brawner had 35 students in GT (27 white, 7 Hispanic, 1 Asian).

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Brawner did not receive any campus distinctions. **Root Cause:** More focus needs to be placed upon individual student growth and all teachers instructing at the same level.

Technology

Technology Summary

Technology

All students receive regular technology instruction in the classroom. Each classroom is equipped with ten Chromebooks. DLP projectors and smart boards are mounted in classrooms as well as a teacher station, document camera, and audio system through the district bond. Also available for checkout from the campus librarian are 31 mini-iPads. In the 2020-21 school year, students will receive technology instruction once per week in the library.

Technology Strengths

GISD has a tremendous technology department that is innovative and supports technology as a tool for learning. They provide constant support for teachers.

Problem Statements Identifying Technology Needs

Problem Statement 1: Brawner had an increase in students using school computers for inappropriate searches. **Root Cause:** More focus needs to be placed on the Acceptable Use Policy that is signed by every student.

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). Due to COVID, spring/summer STAAR was cancelled. It is likely most students experienced regression during the spring of 2020 during virtual learning. Based on STAAR 2019 scores and our last Benchmark/Common Assessment scores in March 2020, the campus was on track to increase the letter rating to B. 3rd grade reading improved to 68% from 67%; 3rd math improved to 84% from 75%. 4th reading improved to 75% from 52%; 4th math improved to 84% from 68%. 5th science improved to 84% from 72%. The following intervention programs will be used: mClass reading interventions, Amplify Reading interventions for Tier 2 students, LLI reading support for Tier 3 learners, Do The Math Tier 3 support for struggling math learners.

Targeted or ESF High Priority

Evaluation Data Sources: mClass reading interventions, Amplify Reading interventions for Tier 2 students, LLI reading support for Tier 3 learners, Do The Math Tier 3 support, STAAR data, walk through evaluations, teacher feedback, Benchmarks, common assessments.

Summative Evaluation: None

Strategy 1: Instructional specialist will be utilized to monitor student data (mClass, Amplify Reading, LLI, Do The Math), lead PLCs, provide daily coaching and lead intervention implementation	
Strategy's Expected Result/Impact: Achievement gap will close for all subpopulations	Formative
Staff Responsible for Monitoring: Principal, AP, IS	Dec
Title I Schoolwide Elements: None	Feb
TEA Priorities: None	Apr
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: Instructional Specialist salary Title I (211)	

Strategy 2: Provide additional opportunities for staff professional development in reading such as balanced literacy coaching, training on mClass and Amplify Reading, Do The Math

<p>Strategy's Expected Result/Impact: Expected impact: Improved reading scores to meet or beat the state average, student growth in reading, develop deeper student understanding of various texts.</p> <p>Staff Responsible for Monitoring: Principal, Instructional Specialists, Teachers, Assistant Principal, Librarian, LLI para</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>ESF Levers: None</p> <p>Problem Statements: None</p> <p>Funding Sources: Balanced Literacy Coach Title II (255)</p>	Formative
	Dec
	Feb
	Apr
	Summative
	June

Strategy 3: Bilingual paraprofessional will be utilized to assist in meeting the instructional needs of the Bilingual students. Bilingual para will be trained in Gomez & Gomez instructional strategies.

<p>Strategy's Expected Result/Impact: Increase ELAR scores for Bilingual students</p> <p>Staff Responsible for Monitoring: Principal, Bilingual teachers, IS, AP, Bilingual Para</p> <p>Title I Schoolwide Elements: None</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>ESF Levers: None</p> <p>Problem Statements: None</p> <p>Funding Sources: Bilingual Paraprofessional Title III (263)</p>	Formative
	Dec
	Feb
	Apr
	Summative
	June

Strategy 4: Utilize district-approved materials to increase all student scores in Reading and Math for STAAR test-taking genre.

<p>Strategy's Expected Result/Impact: Improved STAAR scores for Reading and Math</p> <p>Staff Responsible for Monitoring: Principal, Teachers, Instructional Specialist, Assistant Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>ESF Levers: None</p> <p>Problem Statements: None</p> <p>Funding Sources: STAAR genre resources Title III (263)</p>	Formative
	Dec
	Feb
	Apr
	Summative
	June

Strategy 5: All instructional staff will participate in the campus based PLC process to identify areas of needed growth based upon common formative assessments

Strategy's Expected Result/Impact: Improved STAAR scores for Reading, Math, Writing, Science	Formative
Staff Responsible for Monitoring: Principal, Teachers, Specialist, Assistant Principal	Dec
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Feb
TEA Priorities: Build a foundation of reading and math	Apr
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

Strategy 6: 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.

Strategy's Expected Result/Impact: Intervention documentation (RTI, GT, special education referrals, 504, SPED, LLI, mClass, Amplify Reading, Do The Math, 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).	Formative
Staff Responsible for Monitoring: Principal, Teachers, Specialists, certified teacher tutors, Assistant Principal, LLI Para, MTA teachers	Dec
Title I Schoolwide Elements: 2.4, 2.6	Feb
TEA Priorities: Build a foundation of reading and math	Apr
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 2: Focus on student STAAR progress and growth in order to earn at least one of six campus distinctions. Students who achieve "meets" level performance in each STAAR subject will meet or beat the state average for the 2020-21 school year. 3rd grade sub-populations will increase their scores by the following percentages: 3rd Math Hispanic will improve from 39% to 49%, White will improve from 37% to 45%, Special Education will improve from 38% to 40%, Economically Disadvantaged will improve from 37% to 46%, English Learners will improve from 42% to 52%. 3rd Reading Hispanic will improve from 22% to 30%, White will improve from 29% to 39%, Special Education will improve from 31% to 33%, Economically Disadvantaged will improve from 21% to 29%, English Learners will improve from 26% to 30%. 4th Writing performance will increase from 45% to the GISD district average of 64%. 5th Reading will improve from 69% to the GISD district average of 86%. 5th math will improve from 82% to 88%.

Targeted or ESF High Priority

Evaluation Data Sources: mClass reading interventions, Amplify Reading interventions for Tier 2 students, LLI reading support for Tier 3 learners, Do The Math Tier 3 support, Benchmarks, common assessments, STAAR data, walkthrough evaluations, teacher feedback

Summative Evaluation: None

Strategy 1: Personal student data trackers will be used by all teachers. Students will also be accountable for tracking their data and setting goals for CAs and Benchmarks. Weekly teacher meetings during common planning time to discuss data and student growth.		
Strategy's Expected Result/Impact: 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.		Formative
Staff Responsible for Monitoring: Principal, AP, Teachers, IS		Dec
Title I Schoolwide Elements: 2.4, 2.6	Problem Statements: None	Feb
TEA Priorities: Build a foundation of reading and math	Funding Sources:	Apr
ESF Levers: None	None	Summative
		June

Strategy 2: Target reading achievement in the following areas: all students, Hispanic, White, Special Education, English Learners, and ECD by utilizing STAAR materials in English and Spanish.

<p>Strategy's Expected Result/Impact: The campus will meet or beat the TEA reading target in academic achievement. The campus will meet or beat the state STAAR averages for these subpopulations.</p> <p>Staff Responsible for Monitoring: Principal, AP, IS, Teachers</p> <p>Title I Schoolwide Elements: 2.4</p> <p>TEA Priorities: None</p> <p>ESF Levers: None</p>	<p>Problem Statements: None</p> <p>Funding Sources: STAAR genre practice books Title III (263)</p>	Formative
		Dec
		Feb
		Apr
		Summative
June		

Strategy 3: All staff will use GISD approved curriculum documents and resources with fidelity.

<p>Strategy's Expected Result/Impact: 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. Intervention programs such as mClass, Amplify Reading, Do The Math.</p> <p>Staff Responsible for Monitoring: Principal, AP, Teachers, IS, LLI Para</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>ESF Levers: None</p>	<p>Problem Statements: None</p> <p>Funding Sources: None</p>	Formative
		Dec
		Feb
		Apr
		Summative
June		

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 3: Increase at-risk attendance rate from 95.49% in 2019-20 to 97%. The campus goal is to have an average yearly attendance at or above 97%.

Targeted or ESF High Priority

Evaluation Data Sources: Skyward attendance logs

Summative Evaluation: None

Strategy 1: Provide family involvement events to support instruction: Campus Advisory Committee, Title 1 Parent Night, Bilingual Family Night, Mentoring program. Provide various forms of communication in English/Spanish for parents: Remind updates, Facebook/Twitter updates, Dojo communication, notes sent home in backpacks, campus calls from Principal.	
Strategy's Expected Result/Impact: Parents more involved in assisting their student with learning.	Formative
Staff Responsible for Monitoring: Principal, AP, IS, Teachers, LLI Para, Bilingual Para	Dec
Title I Schoolwide Elements: 2.4, 2.6, 3.1, 3.2	Feb
TEA Priorities: None	Apr
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: Parent Involvement Strategies Title I (211)	
Strategy 2: Provide interventions for students with poor attendance. Reward perfect attendance at the end of each six weeks grading period.	
Strategy's Expected Result/Impact: Improved attendance of all students. Continue to have the highest attendance percentage of all campuses in GISD.	Formative
Staff Responsible for Monitoring: Principal, AP, IS, Teachers, office staff, Counselor	Dec
Title I Schoolwide Elements: 2.4, 2.6	Feb
TEA Priorities: None	Apr
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

Strategy 3: 5th grade students will visit the GHS CTE department.

Strategy's Expected Result/Impact: Increase students' knowledge of college and career opportunities.	Formative
Staff Responsible for Monitoring: CTE Director, Counselor, Principal, AP, 5th grade teachers	
Title I Schoolwide Elements: 2.6	
TEA Priorities: None	
ESF Levers: None	
Problem Statements: None	Dec
Funding Sources: None	Feb
	Apr
	Summative
	June

Strategy 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, GHS CTE Department, and AMS OLC. All students will participate in Brawner Day of Service in March 2020.

Strategy's Expected Result/Impact: Increased student knowledge of real-world experiences and job opportunities available after graduation.	Formative
Staff Responsible for Monitoring: Principal, AP, IS, Teachers	
Title I Schoolwide Elements: 2.6	
TEA Priorities: None	
ESF Levers: None	
Problem Statements: None	Dec
Funding Sources: None	Feb
	Apr
	Summative
	June

 No Progress
  Accomplished
  Continue/Modify
  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

Targeted or ESF High Priority

Evaluation Data Sources: Master Schedule

Summative Evaluation: None

Strategy 1: Provide daily grade level planning minutes (50 minutes), professional development during faculty meetings and staff development days. Provide staff training for new intervention programs: mClass, Amplify Reading, Do The Math.	
Strategy's Expected Result/Impact: 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.	Formative
Staff Responsible for Monitoring: Principal, AP, IS, Teachers, Campus Leadership Team	Dec
Title I Schoolwide Elements: 2.5	Feb
Problem Statements: None	Apr
TEA Priorities: None	Summative
Funding Sources: None	June
ESF Levers: None	
Strategy 2: Provide training in spring of 2021 with Tutt and Daggs to create a unified campus vision to prepare for the merge of ERES and BRE.	
Strategy's Expected Result/Impact: Development of a clear mission statement and motto for Brawner Elementary School.	Formative
Staff Responsible for Monitoring: Principal, AP, IS, CLT	Dec
Title I Schoolwide Elements: 2.4, 2.6	Feb
Problem Statements: None	Apr
TEA Priorities: Recruit, support, retain teachers and principals	Summative
Funding Sources: None	June
ESF Levers: None	

Strategy 3: CLT will meet four times per year (December, February, April, June) regarding the professional development needs of the campus. CLT will review and update the Campus Improvement Plan at each meeting.


Strategy's Expected Result/Impact: Training during PD days, Sign in sheets, agendas, feedback regarding PD training.	Formative
Staff Responsible for Monitoring: Principal, AP, CLT members	Dec
Title I Schoolwide Elements: 2.5	Feb
TEA Priorities: Recruit, support, retain teachers and principals	Apr
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	


Strategy 4: IS position will be used to maximize teacher development needs based upon current data.


Strategy's Expected Result/Impact: 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 in the classroom.	Formative
Staff Responsible for Monitoring: Principal, AP, IS	Dec
Title I Schoolwide Elements: 2.5	Feb
TEA Priorities: Recruit, support, retain teachers and principals	Apr
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

Strategy 5: Provide mentoring meetings for new teachers or those who are new to the campus. Pair new teachers with veteran teachers in other grade levels.

Strategy's Expected Result/Impact: 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.	Formative
Staff Responsible for Monitoring: Principal, AP, IS, new teachers, mentor teachers	Dec
Title I Schoolwide Elements: 2.5	Feb
TEA Priorities: Recruit, support, retain teachers and principals	Apr
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

 No Progress

 Accomplished

 Continue/Modify

 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.

Targeted or ESF High Priority

Evaluation Data Sources: 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: None

Strategy 1: Counselor will host campus Career Day for all grade levels in February 2021. Increase number of Career Day speakers from 11 to 13.	
Strategy's Expected Result/Impact: 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, feedback from students.	Formative
Staff Responsible for Monitoring: Counselor, Principal, AP, IS, Teachers, community leaders	Dec
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Feb
Problem Statements: None	Apr
TEA Priorities: None	Summative
ESF Levers: None	June
Strategy 2: GISD Elementary Community Health Fair will be hosted once again by Brawner Elementary. Counselor will keep an updated list of community resources to help families in need.	
Strategy's Expected Result/Impact: Agenda, sign-in sheets, Health Fair community participants, resource sponsor sign-in, news of Health Fair on social media.	Formative
Staff Responsible for Monitoring: PE Teachers across GISD, Principal, AP, IS, Nurse, Counselor	Dec
Title I Schoolwide Elements: 2.5, 2.6, 3.2	Feb
Problem Statements: None	Apr
TEA Priorities: None	Summative
ESF Levers: None	June
Funding Sources: None	

Strategy 3: Collaborate with Connie Jesko at GHS to create schedules for Ready, Set, Teach! students at BRE.	
<p>Strategy's Expected Result/Impact: Improved STAAR scores from Brawner students due to increased support in the classroom, positive GHS role models who are interested in teaching.</p> <p>Staff Responsible for Monitoring: Principal, AP, IS, GHS Career Prep teacher</p> <p>Title I Schoolwide Elements: 2.5, 2.6 Problem Statements: None</p> <p>TEA Priorities: None Funding Sources: None</p> <p>ESF Levers: None</p>	Formative
	Dec
	Feb
	Apr
	Summative
	June
Strategy 4: Partner with community organizations for reinforcement of relationships (mentoring, weekend snack packs, backpacks, clothing/hygiene drives).	
<p>Strategy's Expected Result/Impact: Students who receive weekend snack packs will be better prepared to receive and retain instruction. Approximately 75 students receive weekend snack packs consisting of non-perishable items.</p> <p>Staff Responsible for Monitoring: Nurse, Counselor, Principal, AP, IS, Granbury First Christian Church.</p> <p>Title I Schoolwide Elements: 2.6 Problem Statements: None</p> <p>TEA Priorities: None Funding Sources: None</p> <p>ESF Levers: None</p>	Formative
	Dec
	Feb
	Apr
	Summative
	June
Strategy 5: Partner with community organizations and businesses for student recognition.	
<p>Strategy's Expected Result/Impact: 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.</p> <p>Staff Responsible for Monitoring: Principal, AP, IS, Teachers, office staff</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 Problem Statements: None</p> <p>TEA Priorities: None Funding Sources: None</p> <p>ESF Levers: None</p>	Formative
	Dec
	Feb
	Apr
	Summative
	June

Strategy 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.

Strategy's Expected Result/Impact: Students will be more aware of healthy lifestyle choices.	Formative
Staff Responsible for Monitoring: Principal, AP, IS, Nurse, Teachers	Dec
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Feb
TEA Priorities: None	Apr
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

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 by 50%; reduce office referrals by 10% through the implementation of Restorative Circles. Genius Hour will become a school-wide collaboration instead of restricting students to their grade level.

Targeted or ESF High Priority

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

Summative Evaluation: None

Strategy 1: Provide campus-wide Genius Hour (once per six weeks on Friday afternoon) for all students to pursue their passion, collaborate with others, and expand their interests.	
Strategy's Expected Result/Impact: Implementation of Genius Hour, improved communication/collaboration skills, varied Genius Hour participation options, personal choice regarding the Genius Hour in which they will participate.	Formative Dec Feb Apr Summative June
Staff Responsible for Monitoring: Principal, AP, IS, Teachers	
Title I Schoolwide Elements: 2.4, 2.5, 2.6	
TEA Priorities: None	
ESF Levers: None	
Problem Statements: None	
Funding Sources: None	

Strategy 2: Implement and support campus-wide fitness initiatives such as PE Showcase Night, Fitness Gram, Miler's Club, and Scarecrow Scamper. Students will practice math facts and vocabulary during PE.

Strategy's Expected Result/Impact: 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.

Staff Responsible for Monitoring: PE Teacher, Classroom Teachers, Principal, AP

Title I Schoolwide Elements: 2.5

Problem Statements: None

TEA Priorities: None

Funding Sources:

ESF Levers: None

None

Formative

Dec

Feb

Apr

Summative

June

Strategy 3: Brawner will implement Restorative Practices, Mindful Monday yoga activities, and weekly Kindness Awards in order to develop better relationships among students and staff.

Strategy's Expected Result/Impact: 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.

Staff Responsible for Monitoring: Principal, AP, IS, Counselor, Teachers

Title I Schoolwide Elements: 2.5

Problem Statements: None

TEA Priorities: None

Funding Sources:

ESF Levers: None

None

Formative

Dec

Feb

Apr

Summative

June

Strategy 4: Create school unity through daily morning announcements (PA and video) that highlight student effort, reinforcement of campus motto, pledges, attendance, and kindness rules. Two classes will meet every Friday in the cafeteria to have morning meeting with the Principal and AP.

Strategy's Expected Result/Impact: Student participation, daily schedule of different morning meeting activities (Mindful Monday, What's in the Box Tuesday, Kindness Awards Wednesday, Academic awards on Thursday, Friday Aerobics) honoring behavioral and academic accomplishments.

Staff Responsible for Monitoring: Principal, AP, IS, Counselor, Teachers

Title I Schoolwide Elements: 2.5

Problem Statements: None

TEA Priorities: None

Funding Sources:

ESF Levers: None

None

Formative

Dec

Feb

Apr

Summative

June

Strategy 5: Students will have the opportunity to participate in Student Council, Art Show, Talent Show, and Peer Mediators (4 students in 5th grade).

<p>Strategy's Expected Result/Impact: Increased number of Brawner students who are involved in school activities. Opportunities for leadership in creating new school initiatives. Improved sense of belonging and school pride; opportunity to be in a leadership role through being selected as a Peer Mediator. Educate younger students on the importance of solving conflicts in a peaceful manner.</p> <p>Staff Responsible for Monitoring: Student Council sponsor, Principal, AP, Counselor, Music teacher, Art paraeducator.</p> <p>Title I Schoolwide Elements: 2.5, 2.6</p> <p>TEA Priorities: None</p> <p>ESF Levers: None</p>	<p>Problem Statements: None</p> <p>Funding Sources: None</p>	Formative
		Dec
		Feb
		Apr
		Summative
		June


Strategy 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 2021.


<p>Strategy's Expected Result/Impact: Positive relationships with community members, sense of pride through giving, reflection on new ways to help the community.</p> <p>Staff Responsible for Monitoring: Principal, AP, IS, Counselor, Teachers, Community leaders</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>TEA Priorities: None</p> <p>ESF Levers: None</p>	<p>Problem Statements: None</p> <p>Funding Sources: None</p>	Formative
		Dec
		Feb
		Apr
		Summative
		June

Strategy 7: Counselor and teachers will implement social-emotional learning (SEL) strategies in the classroom. Weekly classroom counseling lessons per grade level will be provided by the Counselor.

<p>Strategy's Expected Result/Impact: Students identify their emotions and feelings, learn to solve conflicts using effective strategies. Many students were negatively affected by the time away from school during the COVID closure. Counselor will provide services to students and will give information about community resources to families in need.</p> <p>Staff Responsible for Monitoring: Counselor, Teacher, AP, IS, Principal</p> <p>Title I Schoolwide Elements: None</p> <p>TEA Priorities: None</p> <p>ESF Levers: None</p>	<p>Problem Statements: None</p> <p>Funding Sources: None</p>	Formative
		Dec
		Feb
		Apr
		Summative
		June

 No Progress

 Accomplished

 Continue/Modify

 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: All teachers must be ready to use SeeSaw (K-2) or Google Classroom (3-5) in the event that school is closed again due to COVID. Increase the number of teachers using Google Classroom from 21 to 28. Provide Chromebooks for student use in the event of school closure due to COVID.

Targeted or ESF High Priority

Evaluation Data Sources: Parent feedback regarding technology support, Google Classroom, SeeSaw, Participation in #Teach4Gr8ness during summer training. Teachers are expected to use available technology in their instruction. Provide training and technology help for parents in the event of school closure.

Summative Evaluation: None

Strategy 1: Weekly technology tips for teachers provided by Librarian and technology department.	
Strategy's Expected Result/Impact: Documented classroom technology activities, walkthrough documentation, faculty meeting updates provided by Librarian, Bright Bytes survey.	Formative
Staff Responsible for Monitoring: Librarian, Principal, AP, IS	Dec
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Feb
Problem Statements: None	Apr
TEA Priorities: None	Summative
Funding Sources: None	June
ESF Levers: None	
Strategy 2: Students will receive annual acceptable use training during Library rotations. AP will revisit AUP in January.	
Strategy's Expected Result/Impact: Reduced number of bullying reports related to technology, AUP reminders for electronics usage on days where student phones/devices are allowed.	Formative
Staff Responsible for Monitoring: Librarian, Principal, AP, IS	Dec
Title I Schoolwide Elements: 2.5	Feb
Problem Statements: None	Apr
TEA Priorities: None	Summative
Funding Sources: None	June
ESF Levers: None	

Strategy 3: Teachers will use a variety of technology tools to improve student performance (Chromebooks, iPads, classroom computers, personal devices, Brain Pop, Prodigy, Ed Galaxy, Nitro Type).

<p>Strategy's Expected Result/Impact: Student proficiency on technology equipment, classroom walkthroughs, student usage reports, Bright Bytes survey</p> <p>Staff Responsible for Monitoring: Principal, AP, IS, Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>TEA Priorities: None</p> <p>ESF Levers: None</p>	<p>Problem Statements: None</p> <p>Funding Sources: None</p>	Formative
		Dec
		Feb
		Apr
		Summative
		June

Strategy 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 or SeeSaw.

<p>Strategy's Expected Result/Impact: Documentation of lesson plans, DMAC test entries by students, number of votes submitted, Student Google Guides trained by Librarian</p> <p>Staff Responsible for Monitoring: Principal, AP, IS, Teachers, Librarian, Student Google Guides</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>TEA Priorities: None</p> <p>ESF Levers: None</p>	<p>Problem Statements: None</p> <p>Funding Sources: None</p>	Formative
		Dec
		Feb
		Apr
		Summative
		June

 No Progress
  Accomplished
  Continue/Modify
  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 Brawner in August of 2021 to become a K-5 campus.

Targeted or ESF High Priority

Evaluation Data Sources: Brawner will work closely with GISD maintenance and facility department and architects from Huckabee. Brawner staff will foster relationships with ERES staff, students, and families.

Summative Evaluation: None

Strategy 1: Remodel the 400 hall at Brawner (athletic hallway) to create kindergarten classrooms.	
Strategy's Expected Result/Impact: Removal of excess furniture; create 7-8 new kindergarten classrooms and one restroom area.	Formative
Staff Responsible for Monitoring: Principal, AP, Maintenance director, GISD Superintendent, Huckabee	Dec
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Feb
TEA Priorities: Recruit, support, retain teachers and principals	Apr
ESF Levers: None	Summative
	June
Strategy 2: Addition of Security Officer, Steven Fowler.	
Strategy's Expected Result/Impact: Increased sense of security by students, parents, and staff; involve security officer in staff meetings and social gatherings, create comfort between students and police officers.	Formative
Staff Responsible for Monitoring: Principal, AP, GISD Director of Security, Campus Security Officer	Dec
Title I Schoolwide Elements: 2.5, 2.6	Feb
TEA Priorities: None	Apr
ESF Levers: None	Summative
	June

Strategy 3: 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.

<p>Strategy's Expected Result/Impact: Documentation of completed campus work orders, feedback after safety drills, daily safety checks of doors, opportunities for students to report safety issues.</p> <p>Staff Responsible for Monitoring: Principal, AP, custodian, Maintenance director, Teachers</p> <p>Title I Schoolwide Elements: 2.5</p> <p>TEA Priorities: None</p> <p>ESF Levers: None</p>	Formative
	Dec
	Feb
	Apr
	Summative
<p>Problem Statements: None</p> <p>Funding Sources: None</p>	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

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.

Targeted or ESF High Priority

Evaluation Data Sources: Use campus and Title funds responsibly to benefit all students.

Summative Evaluation: None

State Compensatory

Budget for Brawner Intermediate School

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
199 e 11 6118 00 108 0 24 000	6118 Extra Duty Stipend - Locally Defined	\$25,810.00
199 e 11 6125 00 108 0 24 000	6125 Salary Support - Locally Defined	\$43,713.00
6100 Subtotal:		\$69,523.00
6300 Supplies and Services		
199 e 11 6395 CI 108 0 24 000	6395 Supplies, DP Operations - Locally Defined	\$5,340.00
199 e 11 6395 MM 108 0 24 000	6395 Supplies, DP Operations - Locally Defined	\$20,000.00
199 e 11 6397 CA 108 0 24 000	6397 Other Equipment - Locally Defined	\$7,210.00
199 e 11 6397 EG 108 0 24 000	6397 Other Equipment - Locally Defined	\$3,045.00
199 e 11 6397 IS 108 0 24 000	6397 Other Equipment - Locally Defined	\$5,000.00
199 e 11 6397 MM 108 0 24 180	6397 Other Equipment - Locally Defined	\$3,086.00
6300 Subtotal:		\$43,681.00

Personnel for Brawner Intermediate School

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Hope Storms	LLI Accelerated Intervention Paraprofess	Reading State Comp Ed	1

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Maria Rodriquez	Bilingual Instructional Paraprofessional	Title III	1
Sandy Ruiz	Instructional Specialist	Title I	1

Addendums



**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.