

# **Brackett Independent School District**

## **Brackett Secondary Schools**

### **2014-2015 Campus Improvement Plan**

**Accountability Rating: Met Standard**

**Distinction Designations:**  
Academic Achievement in Mathematics  
Academic Achievement in Science  
Academic Achievement in Social Studies  
Top 25% Student Progress  
Top 25% Closing Performance Gaps  
Postsecondary Readiness



**Public Presentation Date:** November 10, 2014

# **Mission Statement**

The secondary schools at Brackett I.S.D. share the district's mission statement which is:

The mission of BISD, in partnership with parents and community, is to enable students to be safe and obtain the knowledge, desire and integrity to pursue meaningful and productive lives.

## **Vision**

**Stakeholders will Ensure Diverse Experiences Resulting in Productive, Successful Citizens**

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Brackett Secondary schools consist of Brackett Junior High and Brackett High School. They are located in Brackettville, Texas, which is between Uvalde and Del Rio, Texas. For the current school year 2014 - 2015 Junior High services 136 students and High School services 205 students for a total of 341 students. Enrollment varies throughout the year due to a mobile student population.

Students that attend Brackett Secondary School are predominately Hispanic or White. There is a very small percentage of African Americans. The percentage of economically disadvantaged students range from 48.8% for High School and 52.1% for Junior High. English language learners range from 2.4% for High School to 3.5%; between 8-13 students for both campuses.

### Demographics Strengths

The relatively small numbers of students in our school and citizens in our community allows educators to get to know the students and parents very well. For teachers to know their students on an individual basis enables them to be better prepared to provide for their educational needs. Small class sizes allows for a more individualized education for each student. Students are able to enjoy educational experiences that a rural area provides.

### Demographics Needs

Teachers must meet the challenge of preparing students that come from homes of poverty which often contributes to high numbers of those students being at risk.

Attendance rates for those students that are at risk.

Meeting the needs of the ELL student.



# Student Achievement

## Student Achievement Summary

Brackett Secondary Schools : **Met Standard**

### Junior High

#### 2014 STAAR Results

Met Satisfactory Standard

Reading	85%
Math	88%
Writing	73%
Science	57%
Social Studies	33%

### High School

#### 2014 STAAR Results

Met Satisfactory Standard

Reading	82%
Math	85%
Science	98%

### **Student Achievement Strengths**

Student Achievement at Brackett Secondary schools are attributed to:

- 1) Department Head meetings and organization
- 2) Curriculum driven on student's needs
- 3) UIL participation
- 4) Before, after and during school tutorial periods
- 5) Small class size

### **Student Achievement Needs**

To help our students at Brackett Secondary Schools perform to their highest level possible some improvement in the following areas are needed:

- 1) Instructional Practices for ELL students
- 2) Junior High level science and social studies departments need stronger implementation of curriculum and data analysis.
- 3) Dissemination of information to parents regarding the STAAR and Graduation Plans
- 4) Training in the areas of implementing modifications for those students at risk.



## **School Culture and Climate**

### **School Culture and Climate Summary**

Brackett Secondary School's personnel are dedicated to creating an environment where students feel safe. Safe practice procedures are in place to ensure that our students know what to do in case of an emergency - fire drills, lock out drills, lock down drills. Visitors are required to first go to main secondary office before entering any other building. There is an open door policy where parents are always welcome to participate in activities and events taking place on campus. There is also an open door policy in place for parent/teacher conferences, concerns and improvement recommendations.

### **School Culture and Climate Strengths**

Secondary teachers are always ready to go the extra mile to prepare our students for success. Teachers often come up to the school on their own time during the week ends, before school and after school in order to make sure they are doing everything they can to properly prepare the students. Professionalism is used when communicating to the students and parents. Teachers and paraprofessionals are on duty and are visible to students before, during and after school to ensure that students are getting where they need to be and are safe in doing so.

Areas of strengths for school climate are:

Open House, Thanksgiving Lunch, Renaissance Fair, Sporting events, UIL academic events, Luncheons, Homecoming, Fall Festival, Report Card and Progress Report Mail outs, Tx Connect parent portal

### **School Culture and Climate Needs**

There is always room for improvement and some of those areas would be:

English Language Learners student and parent translators/meetings.

Parenting Support

Community Support

# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Summary

### Junior High

6th	3 Teachers
6th/Coach	1 Teacher
7th	1 Teacher
7th/8th	3 Teachers

### High School

Math Dept	4 Teachers (2 are also coaches 1 share with JH)
Science Dept	3 Teachers (1 share with JH)
English Dept	3 Teachers
Social Stud.Dept	3 Teachers (1 also athletic director)
Health/Speech	1 Teacher (also a coach and share with JH)
Spanish	1 Teacher (share with JH)
Band/Choir	1 Teacher (share with JH)
Theater Arts	1 Teacher (share with JH)
AG/FFA	1 Teacher (share with JH)
Health Human Serv	1 Teacher (share with JH)
Accounting/Technology	1 Teacher (share with JH)
DAEP -district wide	1 Teacher (also a coach)

Special Education	1 Teacher (also a coach)
Librarian -district wide	1
Athletic Director	1
ESL -district wide	1
Paraprofessionals	7 (one in library district wide)

For 2014 - 2015 Brackett Secondary schools have 3 new teachers, this is their first year ever to teach; 1 teacher new to Texas. Total of 32 teachers with 3 of those being first year teachers, 2 teachers with 2-5 years experience, and the rest with more than 5 years experience. All teachers are highly qualified except for 1 in the Junior High. The staff at BJH and BHS are highly experienced professionals.

### **Staff Quality, Recruitment, and Retention Strengths**

- \*support from department heads
- \*search and recruit highly qualified teachers
- \*Title 1 funds
- \*Low behavior issues
- \*Teacher/Student ratio
- \*small class sizes
- \*family atmosphere

### **Staff Quality, Recruitment, and Retention Needs**

\*Retention of highly skilled teachers

\*Salary comparisons with districts our size and area

\*Teachers in all ethnic groups in comparison to enrollment (need more hispanic teachers)

## **Curriculum, Instruction, and Assessment**

### **Curriculum, Instruction, and Assessment Summary**

The teachers at Brackett Secondary schools use teacher made scope and sequence and/or the scope and sequence from TCMPC -Texas Curriculum Management Program Cooperative (formerly known as CScope) to guide them in their planning and teaching practices. Teachers use a variety of teacher made, company made, as well as state adopted materials. Online resources, STAAR materials, benchmarks, and the STAR benchmark are used to assess student's needs.

### **Curriculum, Instruction, and Assessment Strengths**

- \*Rigorous scope and sequence leads to rigorous teaching practices
- \*Collaboration between department heads and classroom teachers to ensure success in all grade levels
- \*Benchmark strategies to use data and student's needs to drive the instruction
- \*Vertical alignment of TEKS
- \*School board and administration support

### **Curriculum, Instruction, and Assessment Needs**

- \* Additional training and awareness of changing TEKS
- \*Instructional practices for our ELL students
- \*Modification strategies for students at risk in the classroom
- \*Professional development for Junior High Science and Social Studies teachers
- \*Technology to meet the needs of our curriculum

# **Family and Community Involvement**

## **Family and Community Involvement Summary**

Parental and community support is very important at the secondary level. Parents and teachers come together in variety of ways such as:

\*Meet the Teacher Night

\*Open House

\*Homecoming Events

\*Parent/Teacher Conferences

\*AG Day

\*Health Fair

\*Blood Drives

\*Veteran's Day Program

\*Fall Festival

\*Sports Events- Football, Volleyball, Basketball, Cross Country, Track, Tennis, Softball, Baseball

\*8th Grade Graduation

\*High School Graduation

\*College Night - to other schools

\*CTE Fair

\*Career Extravaganza

- \*Christmas Play

- \*Band/Music Performances

- \*Theater class Performances

- \*One-Act Play

- \*UIL academic events

### **Family and Community Involvement Strengths**

There are many opportunities where the parents, community, teachers, staff and students all come together to experience involvement in the educational process of our students here at Brackett Secondary schools. Parents love to come to any type of performance that the students are involved in. Parent/teacher conferences are well received and needed.

### **Family and Community Involvement Needs**

There are still needs in the area of family and community involvement:

- \*Career opportunity experiences

- \*Business support for our schools

- \*Informational sessions on STAAR and Graduation Plans

- \*Ways families can better assist their children in the home environment.

# Technology

## Technology Summary

Brackett Secondary schools utilize technology on a daily basis. There are between 3 and 5 computers in each classroom and 6- 20-24 station laptop carts available for use in the classroom. We subscribe to effective online educational programs such as: StudyIsland, Brain Pop, Ascend Math, Reading Plus, Think Through Math, Gynzy, and more. The district library has 15 computers on the floor, a 24 station laptop cart, and a 20 station lab for educational use. The library subscribes to the latest in educational databases that facilitate student research.

All teachers in the Brackett Secondary schools have assigned laptops and LCD projectors in the classrooms as well as document cameras. Some teachers have smart board technology in the classrooms and have had training in the use of that technology.

## Technology Strengths

Brackett ISD sees the value of the use of technology. The school board and administration has committed resources to keep the schools abreast of the latest technology. We have a technology coordinator and an assistant that do their best to keep the technology resources updated and operational.

## Technology Needs

Rapid changes in technology mean that equipment must be regularly replaced. Computers, servers, and other tools of technology have a useable life span of between 4 and 6 years which necessitates the replacement of a significant amount of technology each year. The district must have a replacement schedule in place to make sure that we do not get overwhelmed with obsolete equipment. We have tried to replace obsolete equipment but problems with school finance make this more difficult as time passes.

A huge issue at this time is our internet speed. Without this key tool the technology we have does no good because it can not be used.

We need to make sure that all classrooms have the technology equipment and software that is available at our school district at this time. Not all classrooms are equipped in the same manner. (ex; smart boards, up dated computers, lap tops, software to run certain programs etc.)



# Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

## Improvement Planning Data

- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data
- Community and student engagement rating data

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Progress of prior year STAAR failures
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- Local benchmark or common assessments data

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data

- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance and mobility
- At-Risk population, including performance, discipline, attendance and mobility
- Career and Technical Education (CTE) data, including academic achievement, program growth, race, ethnicity, gender, etc
- Section 504 data
- Gifted and talented data
- Dyslexia Data

#### **Student Data: Behavior and Other Indicators**

- Attendance data






#### **Employee Data**

- Campus leadership data

# Goals

## Goal 1: Improve communication between the district and all stakeholders.


**Performance Objective 1:** The district will build and maintain positive relationships with its stakeholders to create common interest in support of the district's mission. Stakeholders include employees, students, parents, trustees, media, volunteers, business partners, senior citizens, and other taxpayers and voters.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 5</p> <p>1) Parent outreach meetings. Information to the newspapers and parent/teacher conferences, Gradebook parent and student portals, staff emails and website, mail out (progress reports and report cards), Gen Tex week and scrolling marquee.</p>	Staff	More involvement from parents in meetings.				
<p>  = Accomplished            = Considerable            = Some Progress            = No Progress            = Discontinue         </p>						

**Goal 2: ALL SECONDARY CAMPUSES: Administrators and teachers continue preparation for the STAAR and End of Course exams as they come into place and be able to make necessary adjustments to curriculum to ensure our students maintain the high levels of success we are accustomed to. All EOC passing percentage rates will exceed the state passing rate.**

**Performance Objective 1:** Administrators and teachers will receive staff development targeted at changes in the state assessment program and attend the state assessment conference to prepare for the future.


**Summative Evaluation:** Attendance at state assessment conferences and workshops dealing with STAAR and EOC exams.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1</p> <p>1) Information will be gathered and disseminated to all regarding the changes in the assessment program.</p>	Principals Campus Testing Coordinator	Attendance at staff development and conferences targeting state assessments.				
2) Teacher/parent information meetings on EOC and STAAR	Teachers Principals	sign in sheets for parent meetings				
3) Inform parents of connection between End of Course standards and graduation plans.	Counselor	parent signatures on student's graduation plan				
<p><b>Critical Success Factors</b> CSF 2</p> <p>4) The administrators will request that the board require students to meet level two on End of Course exams.</p>	Principal and Superintendent	Accountability reports				
						

**Goal 2: ALL SECONDARY CAMPUSES:** Administrators and teachers continue preparation for the STAAR and End of Course exams as they come into place and be able to make necessary adjustments to curriculum to ensure our students maintain the high levels of success we are accustomed to. All EOC passing percentage rates will exceed the state passing rate.

**Performance Objective 2:** Information regarding assessment changes will be provided to all faculty members and discussed at faculty meetings and campus leadership team meetings as it becomes available.






**Summative Evaluation:** District and Campus testing coordinators will train the proper staff of assessment changes.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Training before testing dates	campus testing coordinator	sign in sheets				
2) Dissemination of information from assessment conferences	campus and district testing coordinator	sign in sheets				
						

**Goal 3: ALL SECONDARY CAMPUSES: The Brackett secondary schools will provide a safe and drug-free environment for students, staff and patrons.**


**Performance Objective 1:** Incorporate presentations by motivational speakers, community members, and law enforcement agencies to 6-12 students on topics related to gangs/drugs, goals in life, education, and self-esteem. Seek presenters to provide character and anti-drug messages to our students.

**Summative Evaluation:** Calendar of events.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 6</p> <p>1) Mr. Wiesinger with Depart of Mental Health comes to speak to students about various topics such as: drugs, alcohol, pregnancy, college, goals, self-esteem.</p>	Principals	in classrooms 2 days a week				
<p>2) Border Patrol presentations</p>	Principals	student character				
<p>  = Accomplished            = Considerable            = Some Progress            = No Progress            = Discontinue         </p>						


**Goal 3: ALL SECONDARY CAMPUSES:** The Brackett secondary schools will provide a safe and drug-free environment for students, staff and patrons.

**Performance Objective 2:** Assure that all extra curricular activities are safe and drug free environments.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Remove disruptive students from extra curricular activities.	Principal and Law Enforcement	Successful campus activities.				
2) Drug dog walk through.	Interquest	No evidence of drugs.				
3) Operation detour presentation to Freshman.	Border Patrol and other Law Enforcement Agencies.	Student attendance				
4) Teacher duty rosters - before school, during lunch and after school.	Teachers	Fewer discipline problems.				
5) Communication with Sheriff's department and City Police	Principal	Safer campus				
6) Safe School Environment	Counselor	Anti-bullying guidance lessons				
7) SRO officer on campus to ensure school safety.	Administration	Officer on campus				
8) Drug screening for those students involved in extra-curricular activities.	Administration	test results				
						

**Goal 4: Promote safe healthy and nurturing schools.**


**Performance Objective 1:** The district will provide and maintain safe, healthy and nurturing environments conducive to learning, which will enable students to think critically and act responsibly.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) SRO officer on campus	Administration	officer presence helps students feel safe				
						



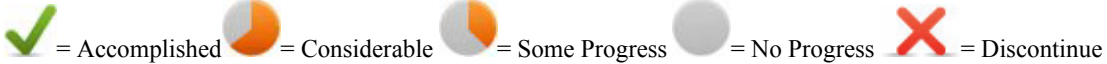
**Goal 4:** Promote safe healthy and nurturing schools.

**Performance Objective 2:** Provide abstinence information to students.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Provide sex education instruction. P.A.P.A. curriculum	Health teacher	Decrease in pregnancies.				
2) Provide BIG Decisions curriculum	Nurse	Decrease in pregnancies and STDs.				
3) Teens in the Driver's Seat presentations and public service announcements.	Teens in the Driver's Seat Sponsors.	Fewer traffic violations and accidents.				
						

**Goal 5: Improve student achievements annually:**

**Performance Objective 1:** Provide a comprehensive curriculum and instructional program with high standards (PK-12) which enables all students to improve achievement.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Odysseyware Lab (OWL)	Staff	Improved grades and reduced failures.				
<b>Critical Success Factors</b> CSF 4 2) Tutorial periods during, before and after school. Reading and Math review classes offered and tutorials in Science and Social Studies.	Staff	Improved grades and reduced failures.				
3) Utilize on-line programs and software.	Staff	Improved grades and reduced failures.				
4) Communicate library websites to parents.	Librarian	Improved grades and reduced failures.				
5) Communicate with parents.	Staff	Improved grades and reduced failures.				
<b>Critical Success Factors</b> CSF 4 6) Mandatory tutorials for 9th graders.	Staff	Improved grades and reduced failu				
						

**Goal 6: Employ a diverse and qualified teaching, administrative and support staff:**


**Performance Objective 1:** The district will recruit, employ and retain a quality teaching, administrative, and support staff to attain excellence in student performance.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Recruit quality teachers using resources such as Region 20 and University Job Fairs.	Administration	Highly qualified teachers staying with BISD				
						

## Goal 7: INCREASE STUDENT ACHIEVEMENT IN ENGLISH LANGUAGE ARTS 6-12

**Performance Objective 1:** Performance Objective 1: Prepare students for Reading STAAR and EOC exams while continuing to meet or exceed state passing rates.


**Summative Evaluation:** 2014 Campus Accountability Tables

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Offer after school STAAR / End of Course preparation sessions for 7-12 ELA/Reading students prior to spring testing.	Principals and department heads	Sign in sheets.				
2) Utilize Study Island's updated STAAR instructional software with online STAAR / End of Course benchmarks for all students and Essay Punch program for targeted at-risk students.	Principals and Department Head	Program reports showing students time engaged in the programs and resulting academic growth.				
3) Offer after school STAAR preparation classes for ELA/Reading	Principals and Department Head	Sign-in sheets for both teachers and students.				
4) Study Island and Essay Punch programs in the RTI process for below grade level readers.	Principals and Department Head	Program reports showing adequate time and progress.				
						

**Goal 7: INCREASE STUDENT ACHIEVEMENT IN ENGLISH LANGUAGE ARTS 6-12**

**Performance Objective 2:** The number of students taking STARR or EOC Reading/ELA reaching Level III will be maintained or increased.


**Summative Evaluation:** 2014 Campus Accountability Tables

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Utilize all strategies to meet state standards	Principals and Department Heads	Increased number of students reaching Level III on benchmarks.				
2) Utilize Accelerated Reader in Grades 6-12	Principals, Librarian, and Department Heads.	Students will show a years growth as reflected in the AR program.				
3) Utilize Essay Architect and Writing Academy to reach and exceed state writing standards.	Principals and Department Heads.	Increased numbers of students reaching Level III on ELA, EOC and STAAR Writing.				
4) Utilize all strategies and programs available for students in grades 6-12 to ensure that state passing rates are accomplished.	Principals and Department Heads.	STAAR and End of Course passing rates for Reading/ELA/Writing Exams will meet or exceed the state passing rate.				
						

## Goal 8: PREPARE STUDENTS FOR THE MATHEMATICS STAAR AND EOC EXAMS WHILE CONTINUING TO PREPARE STUDENTS FOR POST-SECONDARY SUCCESS

**Performance Objective 1:** The passing rate on all Mathematics Staar/End of Course exams given at the secondary level will continue to meet or exceed the state rates, while students continue to show improvement in their performance.


### Summative Evaluation: 2014 Campus Accountability Tables

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Department leader will disseminate information to 6-12 teachers, help align curriculum and courses, and mentor new teachers in the department	Principals	Meeting agendas, emails, memos				
2) Provide review/remediation classes for students who are at risk of failing or who have failed previous mathematics Staar or EOC exam	Principals & Department Chair	Staar/EOC reports, class roles				
3) Utilize instructional programs such as Study Island and Think Through math as screening and intervention tools for at-risk 6-9 math students.	Principals & Department Chair	Program reports showing engagement and progress.				
4) Strive to keep class sizes as small as possible in all math courses	Principals and Department Head	Master schedule with class sizes listed				
5) Schedule all core mathematics classes in the morning or early afternoon, to avoid extra-curricular absences and increase success in classes and on Staar/EOC	Principal, Counselor, Department Chair	Master schedule				
6) Continue to ensure that each 8-12 math student has access to an up-to-date graphing calculator	Principals & Department Chair	Calculator inventory records				
7) Continue to adjust the rigor and pace of mathematics instruction as new mathematics TEKS are phased in	Principal, department head.	Curriculum, Scope & Sequence				
8) Provide resources to offer out-of-school tutoring time	Superintendent & Principals	Calendar of sessions offered; sign-in sheets				
						

**Goal 8: PREPARE STUDENTS FOR THE MATHEMATICS STAAR AND EOC EXAMS WHILE CONTINUING TO PREPARE STUDENTS FOR POST-SECONDARY SUCCESS**

**Performance Objective 2:** The number of students taking the Staar/EOC math exams who reach level 3 will increase


**Summative Evaluation:** 2014 Campus Accountability Tables

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Include activities in all 6-12 math classes to improve critical thinking skills	Principals and Department Head	Staar / EOC reports				
2) Provide resources to offer out-of-school tutoring time	Superintendent & Principals	Calendar of sessions offered; sign-in sheets				
3) Continue to offer Pre-AP courses at grade levels 7-12	Principals & Department Chair	Master schedule, class roles				
						

**Goal 8: PREPARE STUDENTS FOR THE MATHEMATICS STAAR AND EOC EXAMS WHILE CONTINUING TO PREPARE STUDENTS FOR POST-SECONDARY SUCCESS**

**Performance Objective 3:** Students will be prepared for success at the post-secondary education level in STEM degrees and careers.

**Summative Evaluation:** Counselor's post-secondary data


Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Continue to improve evaluation of students at the 6th grade level for entrance into the Pre-AP math program, and identify candidates in subsequent years.	Department Chair	Assessment rubric and class roles				
2) Continue to improve alignment of Pre-AP and AP courses with the College Board level of rigor	Department Chair	Curriculum, Scope & Sequence, AP Calculus audit				
3) Offer PSAT, SAT, and ACT preparation in 10-12 math classes	Department Chair	Scope & Sequence				
4) Continue to improve evaluation of students at the 6th grade level for entrance into the Pre-AP math program, and identify candidates in subsequent years.	Department Chair	Assessment rubric and class roles				
						



## Goal 9: INCREASE STUDENT ACHIEVEMENT IN SOCIAL STUDIES 6-12

**Performance Objective 1:** The passing rate on all Social Studies Staar/End of Course exams given at the secondary level will continue to meet or exceed the state rates, while students continue to show improvement in their performance.


### Summative Evaluation: 2014 Campus Accountability Tables

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
<b>System Safeguard Strategies</b> 1) Department leader will train, disseminate information, and align courses and curriculum for social studies. Mentor teachers throughout the year.	Principal and Department Head	Sign-in sheets at department meetings.				
<b>System Safeguard Strategies</b> 2) Provide opportunities for regularly scheduled department meetings (6-12) that would enable better planning for Scope and Sequence, departmental training and sharing of STAAR/EOC practice materials.	Principals and Department Head	Sign-in sheets at department meetings.				
<b>System Safeguard Strategies</b> 3) Use all available instructional programs to determine all at-risk students and provide appropriate interventions.	Principal, department head.	Students identified and plan implemented.				
4) Collaborate on increasing STAAR and EOC data bank of questions for both the standard and modified assessments and utilize these questions for reinforcement and practice.	Principals and Department Head.	Sign-in sheets at department meetings. Test question data bank for each grade level tested.				
5) Upgrade technology in all social studies classrooms. ( 5 to 1 ratio on available computers, document cameras or Infocus and availability of online resources.)	Principals and Department Head	Current technology in the classrooms that can be utilized by the students.				
						

**Goal 9: INCREASE STUDENT ACHIEVEMENT IN SOCIAL STUDIES 6-12**

**Performance Objective 2:** The number of students taking STAAR/EOC Social Studies exams reaching the commended levels will increase by 2-3 percent.


**Summative Evaluation:** 2014 Accountability Reports

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Continue to include advanced social studies resources to increase percentages of students reaching the commended level on the state assessments.	Principal, department head.	Campus accountability data tables.				
						

**Goal 9: INCREASE STUDENT ACHIEVEMENT IN SOCIAL STUDIES 6-12**

**Performance Objective 3:** All social studies teachers grade 6-12 will have the opportunity to meet at least once each semester to work on scope and sequence

**Summative Evaluation:** Sign-in sheet with minutes of meeting.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) All social studies teachers grade 6-12 will meet as a department to work on scope and sequence and coordinate with the BISD calendar.	Principal & Dept. Head	Sign-in sheet with minutes of meeting.				
						

**Goal 9: INCREASE STUDENT ACHIEVEMENT IN SOCIAL STUDIES 6-12**

**Performance Objective 4:** Increase available library resources and books dealing with specific social studies topics at all levels that have Accelerated Reader tests.


**Summative Evaluation:** 2014 Circulation reports

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Social Studies teachers will meet with librarian in January to make recommendations.	District Librarian and Department Head	Sign in sheets of meeting and the purchase of new books and resources.				

## Goal 10: INCREASE STUDENT ACHIEVEMENT IN SCIENCE 6-12

**Performance Objective 1:** The passing rate on all Science Staar/End of Course exams given at the secondary level will continue to meet or exceed the state rates, while students continue to show improvement in their performance.






### Summative Evaluation: 2014 Campus Accountability Tables

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Department Leader will disseminate information via email and Department meetings; help align curriculum and courses, and mentor teachers in department throughout the year	Department Head	aligned curricula, meeting agendas and rolls				
<b>System Safeguard Strategies</b> 2) Hold both outside of school and in class EOC/STAAR preparation sessions for at least eight weeks prior to Spring EOC/STAAR	Principal, Department Head, Subject Area Teachers	sign in sheets, review curricula				
3) Utilize technology and online programs to provide both interventions and enrichment to all science students (Study Island, Brain Pop, and library data banks)	Principals, Department Head, Subject Area Teachers	curricula & lesson plans				
4) Maintain small class sizes to enable teacher to give students as much one-on-one attention as possible; to ensure lab safety and ability to monitor labs; and to promote the development of science skills	Principal, Department Head, Subject Area Teachers	class rosters/size lists, teacher-student ratios, curricula & lesson plans				
<b>System Safeguard Strategies</b> 5) adjust rigor of science curricula to meet increased demands of new state standards	Principal, Department Head, Subject Area Teachers	curricula & lesson plans				
6) All 7th grade students will enroll in science enrichment & skills lab (Pitsco lab + supplemental science problems)	Principal, Department Head, Subject Area Teachers	Class Rosters				
						

**Goal 10: INCREASE STUDENT ACHIEVEMENT IN SCIENCE 6-12**

**Performance Objective 2:** The number of students reaching level 3 will increase by 3% over the previous year.


**Summative Evaluation:** STAAR results

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
<p><b>System Safeguard Strategies</b></p> <p>1) Enrichment excercises given to all students designed to help more students reach the commended level on the state assessments</p>	Principal, Department Head, Subject Area Teachers	curricula & lesson plans				
2) Continue to maintain or increase BISD student participation in UT Jackson School of Geosciences GEOForce Program.	Principal, Department Head, Subject Area Teachers, GeoForce sponsor	mailouts, informational meeting rosters				
<p>  = Accomplished            = Considerable            = Some Progress            = No Progress            = Discontinue         </p>						

## Goal 11: INCREASE STUDENT OPPORTUNITIES AND ACHIEVEMENT IN THE AREA OF CAREER AND TECHNOLOGY EDUCATION (CTE)


**Performance Objective 1:** Students will explore careers and post secondary opportunities.  
Students will explore careers and post secondary opportunities.

**Summative Evaluation:** Students will have opportunities to participate in career searches.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) CTE teachers and counselor will work with students in Career Cruising.	CTE Teacher Core Area Classroom Teachers	Students will begin to develop more concrete ideas about career choices & determine an endorsement.				
2) Offer ASVAB military entrance exam.	Counselor	student who are interested in pursuing the military after graduation will take ASVAB exam				
3) Include course Exploring Careers for ALL 8th graders	Business Teacher Counselor	all 8th Grade participation				
4) Offer Explorer Program through the Border Patrol	Border Patrol Counselor Principals	increase participants in the Explorer program				
5) Raise CTE program awareness in the community by hosting awareness meetings	CTE Teachers CTE Director and Counselor	Bulletin board & Brackett website, brochure, newspaper and course catalog				
6) Career Cruising implementation beginning at 6th grade	Principal Counselor CTE Director	interest inventories complete				
7) Host CTE Fair for Junior High	CTE Teachers CTE Director	Junior High student survey				
8) Host College/Career Extravaganza	CTE Teachers CTE Director Counselor Principals	student survey				
						

**Goal 11: INCREASE STUDENT OPPORTUNITIES AND ACHIEVEMENT IN THE AREA OF CAREER AND TECHNOLOGY EDUCATION (CTE)**

**Performance Objective 2:** Perkins reports completed in summer of 2011 will show students taking certification exams in each of the three areas.






Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) CTE teachers will provide instruction for industry certifications being offered and students will take certifications exams.	CTE Director, Principal, and Teachers	Students passing various certification exams; OSHA, Food Handlers, Microsoft Office, Hunter Safety, Quality Counts, Welding				
						



**Goal 11: INCREASE STUDENT OPPORTUNITIES AND ACHIEVEMENT IN THE AREA OF CAREER AND TECHNOLOGY EDUCATION (CTE)**

**Performance Objective 3:** District will explore the need to update the Family Consumer Lab, Business Lab, and Agriculture Lab to meet the rigors of the changing job market.


**Summative Evaluation:** Advisory group meetings documented with discussion notes from each meeting.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) 5 year plan to identify and create list of equipment requirements based on state curriculum.	CTE teachers, CTE director, Principal, and Superintendent	Updated labs and equipment.				
2) Identify Course sequences to support endorsements	CTE teachers, Counselor, Principal, Superintendent	Course catalog/offerings Dec 10 Region 20 Workshop				
3) Create plan for shared building, meats lab/culinary arts with commercial equipment and space so not over crowding lab	Principal, CTE Director School Board, Superintendent	Approval and Plans				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

**Goal 12: INCREASE STUDENT PARTICIPATION IN GT PROGRAM THROUGH TEACHER EDUCATION AND AWARENESS.**

**Performance Objective 1:** Core teachers will receive the initial 30 hours of GT training and receive GT certification in order to service students in the classroom. CORE teachers will receive yearly re-certifications with 6 hours of professional development in the GT area.

**Summative Evaluation:** Teachers are responsible for keeping track of their hours and certificates on file.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Teachers will go to Region 20 for initial 30 hours of GT training	GT coordinator Classroom teacher	all teachers will have 30 hours of GT training in order to service students in the classroom				
2) All teachers will receive the needed 6 hours of continuing education hours each year.	GT coordinator	through inservice week at the beginning of the year				
						

**Goal 12:** INCREASE STUDENT PARTICIPATION IN GT PROGRAM THROUGH TEACHER EDUCATION AND AWARENESS.

**Performance Objective 2:** GT students will participate in field trips that engage their area of giftedness.


**Summative Evaluation:** Field trips provided by BISD staff

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Students will participate in cross curricular field trips at least 1 per year.	GT coordinator Special Programs Director	field trips will be planned for proper GT students				

**Goal 12:** INCREASE STUDENT PARTICIPATION IN GT PROGRAM THROUGH TEACHER EDUCATION AND AWARENESS.

**Performance Objective 3:** Teachers will receive relevant information on each GT student


**Summative Evaluation:** Teachers will differentiate in the classroom and provide additional guidance on furthering their GT student's educational experience.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Teachers will receive information on identified GT students, area of giftedness and other relevant information needed to address the student's needs.	GT coordinator Director of Special Programs	teachers will have relevant information in a timely manner				
						

**Goal 13: Brackett Secondary Special Education students will receive an education that meets their needs with an ultimate goal of graduating high and going on to live a productive and active life style.**

**Performance Objective 1:** Cluster V and the Special Education department will keep BISD staff up to date on the referral process and changes of requirements for special education services.


**Summative Evaluation:** Teachers will be well informed on special education procedures, policies and services at our district.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
<p><b>System Safeguard Strategies</b></p> <p>1) Special Education staff as well as Cluster V staff will present updates on special education services.</p>	<p>Special Education Teachers Cluster V staff Special Programs Director</p>	<p>teachers are well informed and up date on special education process</p>				
<p><b>System Safeguard Strategies</b></p> <p>2) Special Education brochures will be available to parents, community and staff.</p>	<p>Special Education Teacher Director of Special Programs</p>	<p>updated information known</p>				
<p>3) Referral process will be disseminated to the campus staff.</p>	<p>Special Programs Director Cluster V staff</p>	<p>teachers will follow the proper pre - referral process</p>				
<p>4) Referral process will be disseminated to the campus staff.</p>	<p>Special Programs Director Cluster V staff</p>	<p>teachers will follow the proper pre - referral process</p>				
<p>5) Referral process will be disseminated to the campus staff.</p>	<p>Special Programs Director Cluster V staff</p>	<p>teachers will follow the proper pre - referral process</p>				
<p>6) Care Team meetings will take place to ensure interventions are taking place prior to referral process.</p>	<p>Principals Counselor Special Programs Director</p>	<p>teachers will follow care team referral process</p>				
						

**Goal 13:** Brackett Secondary Special Education students will receive an education that meets their needs with an ultimate goal of graduating high and going on to live a productive and active life style.

**Performance Objective 2:** Special Ed staff and classroom teachers will follow the Special Education student's IEP






**Summative Evaluation:** STAAR and EOC passing levels will increase.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
<b>System Safeguard Strategies</b> 1) Teachers will receive all relevant information on each student in the special education program in a timely fashion.	Principal Special education teacher	teachers will follow students current IEP				
<b>System Safeguard Strategies</b> 2) Scheduled time for content mastery	Special Education Teacher Classroom teacher Principal	students will receive proper time in the content mastery setting according to IEP				
						

**Goal 13:** Brackett Secondary Special Education students will receive an education that meets their needs with an ultimate goal of graduating high and going on to live a productive and active life style.

**Performance Objective 3:** INCREASE ACHIEVEMENT LEVELS OF STUDENTS IN THE SPECIAL EDUCATION PROGRAM.


**Summative Evaluation:** Special Education students will show some progress on state accountability ratings

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
<p><b>System Safeguard Strategies</b> 1) Mainstreamed student's IEP's will be aligned to grade level TEKS.</p>	Special Education Teacher Principals	Students will show progress on state accountability.				
<p><b>System Safeguard Strategies</b> 2) ARD meetings will take place once a year to ensure proper learning environment and proper state mandated testing is being assigned.</p>	Special Education Teacher Classroom teachers Principals	Reduce number of students not taking the regular STAAR test.  Educational needs are being met.				
<p style="text-align: center;">  = Accomplished              = Considerable              = Some Progress              = No Progress              = Discontinue         </p>						

**Goal 14: All limited English proficiency students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.**

**Performance Objective 1:** Improve English language proficiency of LEP students in regular classroom settings using appropriate ESL TEKS.

**Summative Evaluation:** ESL/migrant documentation of attendance at meetings. Increase number of ESL certified teachers. Report cards, progress reports, proof of staff development attendance. Sign in sheets, report cards, progress reports, parent conference sign in logs. English proficiency progression in cumulative graph form. State assessment tests will show "Met Expectations" ratings

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
<p><b>System Safeguard Strategies</b></p> <p>1) Parents of migrant/ESL students will have opportunities to participate in migrant/ESL parent meetings. Provide brochures to community and parents that includes information about the Migrant and ESL program</p>	ESL coordinator Migrant coordinator	Increased communication between school and home				
2) More teachers are encouraged to pursue ESL certification	ESL Coordinator	Improve student performance by improving teaching strategies to diverse populations.				
3) ESL staff development through ESC 20	ESL coordinator	Improve ESL teaching strategies and enhance student performance.				
4) Rosetta Stone Language Learning Software	ESL Teacher	Facilitate & Accelerate ESL Students Acquisition of oral academic English				
5) Teachers will incorporate instructional accommodations as teaching strategies that will enhance ESL student's academic performances.	ESL coordinator	Improve ESL student's acquisition of oral/academic English				
6) The ESL Program will make available to immigrant monolingual children (Spanish speakers) learning materials in Spanish for Grades K-5th, donated to the district by the Mexican Secretariat of Foreign Affairs and the Mexican Secretariat of Public Education.	ESL coordinator Classroom Teachers	Enhance ESL student's social and academic development, acquisition of oral/academic English; academic performances, preparedness for applicable State Assessment Tests.				
						



## System Safeguard Strategies

Goal	Performance Objective	Strategy	Description
9	1	1	Department leader will train, disseminate information, and align courses and curriculum for social studies. Mentor teachers throughout the year.
9	1	2	Provide opportunities for regularly scheduled department meetings (6-12) that would enable better planning for Scope and Sequence, departmental training and sharing of STAAR/EOC practice materials.
9	1	3	Use all available instructional programs to determine all at-risk students and provide appropriate interventions.
10	1	2	Hold both outside of school and in class EOC/STAAR preparation sessions for at least eight weeks prior to Spring EOC/STAAR
10	1	5	adjust rigor of science curricula to meet increased demands of new state standards
10	2	1	Enrichment exercises given to all students designed to help more students reach the commended level on the state assessments
13	1	1	Special Education staff as well as Cluster V staff will present updates on special education services.
13	1	2	Special Education brochures will be available to parents, community and staff.
13	2	1	Teachers will receive all relevant information on each student in the special education program in a timely fashion.
13	2	2	Scheduled time for content mastery
13	3	1	Mainstreamed student's IEP's will be aligned to grade level TEKS.
13	3	2	ARD meetings will take place once a year to ensure proper learning environment and proper state mandated testing is being assigned.
14	1	1	Parents of migrant/ESL students will have opportunities to participate in migrant/ESL parent meetings. Provide brochures to community and parents that includes information about the Migrant and ESL program

# State Compensatory

## Personnel for Brackett Secondary Schools:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Alma Gutierrez	Director of Special Programs	Special Programs	
Amanda Frerich	Teacher	HS English	
Amanda Graham	Teacher	6th Science/Soc Stud	
Amy Lewis	Teacher	Home/Health Services	
Angie Meeks	Teacher	6th Reading/Lang Arts	
Antonio Ramon	Teacher	Spanish	
Bonnie Brotherton	Teacher	7th Reading/Lang Arts	
Celia Ramon	Library Paraprofessional		
Christie Palmer	Teacher	HS English/ ART	
Christy Price	Vice Principal	Secondary	
Daron Worrell	Principal	Secondary	
David Edwards	Teacher	AG/FFA	
Dorthy Roberts	Paraprofessional		
Dusty Brotherton	Teacher/Coach	Speech/Health/Athletics	
Eileen Allen	Teacher	HS Math	
Flor Hinojosa	Teacher	8th Reading/Lang Arts/Journalism	
Frances Franklin	Paraprofessional		
Jamie Ballew	Teacher/Testing Coordinator	HS Math	
Joe Castro	Paraprofessional		
Julie Bruce	Teacher/UIIL Coordinator/Coach	HS/JH Math/ UIL/ Athletics	
Justin Morris	Teacher/Athletic Director	Social Studies/Athletics	
Kristopher Ede	Teacher/Coach	Health/Athletics/PE	

Laura Woodson	Teacher	HS Social Studies	
Lindsey Kunz	Teacher/Coach	HS Math/Athletics	
Lisa Conoly	Teacher	Theater Arts	
Liz Frerich	Teacher	HS English	
Marla Hibbitts	Teacher	HS/JH Science	
Marvin Willis	Teacher	Band/Music	
Mary Jane Garcia	Paraprofessional		
Mary Payne	Paraprofessional		
Pat Hidalgo	Paraprofessional		
Patrick Walsh	Teacher/Coach	DAEP/Athletics/PE	
Robin Schwandner	Teacher	HS Social Studies	
Rocky Roberts	Teacher	Special Education	
Sean Berry	Teacher	7th/8th Science	
Selina Berry	Teacher	6th/7th Teacher	
Travis Houston	Teacher	HS/JH Science	
Troy Hibbitts	Teacher	HS Science	

# Title I

## Schoolwide Program Plan

The secondary schools of Brackett I.S.D. will utilize Title I funds to aid in increasing the effectiveness of the entire educational program on all secondary campuses. A needs assessment will be used to identify and commit to specific goals and strategies that address those needs. A plan will be developed and an annual review of the effectiveness of the schoolwide program will be conducted and revisions to the plan will be made as necessary.

## Ten Schoolwide Components

### 1: Comprehensive Needs Assessment

Comprehensive Needs Assessment

Brackett Secondary Schools will create a Title I team. This team will work on creating a comprehensive needs assessment using campus performance data, Title I team planning and data disaggregation, attendance reports, discipline reports, survey results, etc. to develop a comprehensive needs assessment.

### 2: Schoolwide Reform Strategies

Brackett Secondary School teachers will participate in and receive training in best practices in instruction and implement research based best practices to increase student performance. Students will engage in career planning. Intervention activities will continue to be a focus for a schoolwide improvement effort. Title I training will be conducted and communication will carry over to all staff as well as parents.

### 3: Instruction by highly qualified professional teachers

The Brackett Secondary School's administration works hard to ensure that 100% of teaching staff and paraprofessionals are highly qualified according to NCLB standards. Paraprofessionals receive training to meet HQ status. All teachers receive ongoing professional development opportunities.

### 4: High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, student services personnel, parents, and other staff

High-quality and ongoing professional development for teachers, principals, and paraprofessionals will be provided to help educators better serve students in our district. All professional development training opportunities are aligned with the campus and district improvement plans. All faculty and staff benefit from ongoing professional development opportunities.

### 5: Strategies to attract highly qualified teachers

Recruiting teachers from univeristy where teachers are well prepared and ready to serve the 21st century learner.

Focusing on aquiring teachers that are already certified in the teaching field.

Well rounded school district with few behavior issues and highly motivated students.

#### **6: Strategies to increase parental involvement**

\*ESL parent meetings

\*CTE Fair

\*Parent/Teacher conferences

\*Performances through school programs

\*GT parent night

\*College Night

#### **7: Plans for assisting preschool children in the transition from early childhood programs to elementary school programs**

Brackett Secondary Schools plan activities to help students transition from 5th grade at the intermediate campus to 6th grade at the Junior High campus. We will host a 5th grade orientation in May and plan to have 5th graders come to the Junior High school building to meet the teachers and be given information that will help them as they move up. Meetings will be held with parents of transitioning students to give them information designed to help their children.

#### **8: Measures to include teachers in the decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program**

Core academic departments will administer formative assessments, six week assessments, and benchmark assessment to monitor learning and identify students needing intervention and enrichment. The district uses the AEIS, TAPR and Eduphoria reports to base academic needs, monitor improvement and address areas of need.

#### **9: Activities to ensure effective timely assistance for students who experience difficulty mastering the proficient or advanced levels of academic achievement standards**

Diagnostic assessments will be used to determine a population of students needing early intervention. Common assessments will determine students needing direct instruction for intervention. Benchmark results will be used to track/monitor student progress toward goals.

#### **10: Coordination and integration of federal, state and local services and programs**

Brackett Secondary Schools will utilize Title I funds, SSIG funds, and local funds together to provide instruction and interventions that are research-based to help students succeed at the highest levels possible. Intervention, special education services, 504 programs and regular education instruction, gifted and talented instructional activities, pre-advanced placement opportunities, and other advanced extra-curricular opportunities will afford students the opportunity to achieve and excel through a balanced and coordinated program designed help all students reach their fullest potential.

## 2014-2015 Campus Advisory Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Non-classroom Professional	Daron Worrell	Principal
Classroom Teacher	Jamie Ballew	HS Math
Classroom Teacher	Lisa Conoly	Theater Arts/GT
Classroom Teacher	David Edwards	CTE/AG/FFA
Classroom Teacher	Liz Frerich	HS English
Classroom Teacher	Troy Hibbitts	HS Science
Classroom Teacher	Justin Morris	Athletics Director
Classroom Teacher	Robin Schwandner	HS Social Studies
Non-classroom Professional	Christy Price	Vice Principal
Non-classroom Professional	Louisa Stone	Counselor
Parent		parent

# Addendums