

Brackett Independent School District
Brackett Secondary Schools
2011-2012 Campus Improvement Plan



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.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Information from PEIMS and TEA reports.

Brackett High School

Brackett High School Enrollment- 189

Brackett Junior High School Enrollment- 100

Brackett Educational Academy Enrollment- 0 (BEA campus consolidated with BHS beginning of 2011-2012 school year.)

Demographic Distribution

African American- 1.7% Hispanic- 67.4% White- 30.8% Native American-0% Asian/Pacific Islander-0%

Economically Disadvantaged- 54.7% At-Risk- 48.8% Limited English Proficient- 6.4% Special Education- 12.1%

Career & Technology- 61.6% Gifted & Talented- 14.5%

Brackett Junior High School

Demographic Distribution

African American- 1 % Hispanic- 66.7% White- 31.4% Native American-1% Asian/Pacific Islander-1%

Economically Disadvantaged- 70.6% At-Risk- 42.2% Limited English Proficient- 2.0% Special Education- 6.8%

Career & Technology- 7.6% Gifted & Talented- 6.8%

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. We believe the ability of teachers to know more about students as individuals enables them to be better prepared to provide for their educational needs.

Demographics Needs

The high percentages of our students coming from homes of poverty contributes to the size of the at-risk student sub-population. Working with a student body where the majority of students are at-risk of not finishing school presents extra challenges that our district must continue to deal with. Many of our teachers are native to Brackettville or the area and understand the characteristics of our diverse student body and know that they must continue to face these challenges on a daily basis.

Student Achievement

Student Achievement Summary

Brackett High School received an "Academically Acceptable" rating from TEA for the 2010-2011 school year. (Exemplary in 7 categories, Recognized in 4 categories, and Academically Acceptable in 3 categories.)

DISTRICT NAME: BRACKETT ISD

CAMPUS NAME: BRACKETT H S

CAMPUS NUMBER: 136901001

Campus Rating: Academically Acceptable

Grade Span: 09 - 12

Analysis groups used to determine ratings are highlighted in **BLUE**.

Accountability standards are shown in parentheses.

Special formats (*, >99%,

TEXAS ASSESSMENT OF KNOWLEDGE AND SKILLS (TAKS) TABLE

Required Status															
----- 2011 ----- ----- 2010 ----- ----- Improvement ----- ----- by Measure -----															
Performance	Number Met	Pct Number	Stu Met	Number Met	Pct Met	Number Met	Met	Min	Act	Met					
Results	Std	Taking	Std	%	Std	Taking	Std	Size	Chg	RI	RI?	STD	RI	EXCP	***
Reading/ELA (70%/80%/90%)															
All Students	110	120	92%	100%	110	116	95%	-3		EX	-	-	EX		
African Amer	*	*	*	*	*	*	*			-	-	-	-		
Hispanic	78	86	91%	72%	74	78	95%	-4		EX	-	-	EX		
White	*	*	94%	*	*	*	94%	0		EX	-	-	EX		
Econ Disadv	67	75	89%	63%	*	*	97%	-8		RE	-	-	RE		

Social Studies (70%/80%/90%)

All Students	66	69	96%	100%	72	75	96%	0	EX	-	-	EX
African Amer	*	*	*	*	*	*	*	-	-	-	-	-
Hispanic	49	52	94%	75%	43	46	93%	1	EX	-	-	EX
White	*	*	> 99%	*	*	*	> 99%	*	-	-	-	-
Econ Disadv	42	45	93%	65%	36	39	92%	1	EX	-	-	EX

Mathematics (65%/80%/90%)

All Students	106	119	89%	100%	108	122	89%	0	RE	-	-	RE
African Amer	*	*	*	*	*	*	*	-	-	-	-	-
Hispanic	74	86	86%	72%	70	83	84%	2	RE	-	-	RE
White	*	*	97%	*	*	*	97%	0	EX	-	-	EX
Econ Disadv	66	76	87%	64%	56	68	82%	5	RE	-	-	RE

Science (60%/80%/90%)

All Students	54	69	78%	100%	64	78	82%	Yes	-4	-1	No	AA	-	-	AA
African Amer	*	*	*	*	*	*	*	-	-	-	-	-	-	-	-
Hispanic	38	52	73%	75%	35	49	71%	Yes	2	**	No	AA	-	-	AA
White	*	*	94%	*	*	*	> 99%	*	-	-	-	-	-	-	-
Econ Disadv	31	45	69%	65%	29	42	69%	Yes	0	**	No	AA	-	-	AA

** Met the minimum size requirement, but did not meet the 75% floor for Recognized.

ENGLISH LANGUAGE LEARNERS (ELL) PROGRESS INDICATOR TABLE (na/60%/60%)

Reading/ELA

ELL Students	*	*	80%	*	*	89%	-9	-	-	-	-
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COMMENDED PERFORMANCE TABLE (na/15%/25%)

Number Pct Stu

Performance at Number at Grp
Results Commended Taking Commended %

Reading/ELA

All Students	26	120	22%	100%	RE
Econ Disadv	12	75	16%	63%	RE

Mathematics

All Students	23	119	19%	100%	RE
Econ Disadv	9	76	12%	64%	AA

*** Summary column: The final outcome for this measure after use of RI and exceptions (if applicable).

2011 Brackett High School Gold Performance Acknowledgements

Summary- Awarded 6 of 12 possible

AP/IB Results

Attendance Rate

College Ready Graduates, Recommended/Distinguished High School Plan

Recommended/Distinguished High School Plan

TSI (Higher Education Readiness Component: English Language Arts) ELA

TSI (Higher Education Readiness Component: Math)

(Comparison to area high schools- La Pryor 0, Hondo 0, Sabinal 4, Del Rio 1, Uvalde 4, EP HS 4, EP CC Winn 3, Rocksprings 3, Center Point 3, Johnson City 2, Sonora 4, Medina Valley 1)

AP/IB- To achieve a Gold Performance Acknowledgement a school must have:

15 % or more of 11th and 12th graders taking at least 1 AP or IB examination and at least 50% scoring at or above the criterion (3 and above for AP, 4 and above for IB)

BHS- 16.9% took AP exams with 57.1% scoring above the criterion

Attendance Rate- To achieve a Gold Performance Acknowledgement a school must have:

High School attendance must be 95% or higher

BHS- 95.8%

College Ready- To achieve a Gold Performance Acknowledgement a school must have:

40% or more of HS graduates must score at or above the college-ready criteria

on both the ELA and Math exit level TAKS

BHS- 59%

RHSP/DAP- To achieve a Gold Performance Acknowledgement a school must have:

85% or more of graduates meet or exceed the requirements for the Recommended or Distinguished Plan

BHS- 90.2%

TSI (Higher Education Readiness Component: English Language Arts) ELA- To achieve a Gold Performance Acknowledgement a school must have:

At least 65 percent of grade 11 examinees with a scale score of 2200 or more and a score of 3 or higher on the essay

BHS- 68%

TSI (Higher Education Readiness Component: Math) Math- To achieve a Gold Performance Acknowledgement a school must have:

At least 65 percent of grade 11 examinees with a scale score of 2200 or higher.

BHS- 70%

Brackett Junior High School received a "Recognized" rating from TEA for the 2010-2011 school year. (Exemplary in 14 categories, Recognized in 1 categories)

DISTRICT NAME: BRACKETT ISD

CAMPUS NAME: BRACKETT J H

Campus Rating: Recognized

CAMPUS NUMBER: 136901041

Grade Span: 07 - 08

Analysis groups used to determine ratings are highlighted in **BLUE**.

Accountability standards are shown in parentheses.

Special formats (*, >99%,

TEXAS ASSESSMENT OF KNOWLEDGE AND SKILLS (TAKS) TABLE

		Required				Status								
		2011		2010		Improvement		by Measure						
Performance	Number	Pct	Stu	Number	Pct	Met	Min	Act	Met					
Results	Met	Number	Met	Grp	Met	Number	Met	Size	Chg	RI	RI?	STD	RI	EXCP ***
	Std	Taking	Std	%	Std	Taking	Std							

Reading/ELA (70%/80%/90%)

All Students	85	89	96%	100%	90	96	94%	2		EX	-	-	EX
African Amer	*	*	*	*	*	*	*			-	-	-	-
Hispanic	55	59	93%	66%	59	64	92%	1		EX	-	-	EX
White	*	*	> 99%	*	*	*	97%	*		EX	-	-	EX
Econ Disadv	55	59	93%	66%	62	67	93%	0		EX	-	-	EX

Writing (70%/80%/90%)

All Students	40	43	93%	100%	44	47	94%	-1	EX	-	-	EX
African Amer	*	*	*	*	*	*	*	*	-	-	-	-
Hispanic	23	26	88%	60%	32	35	91%	-3	-	-	-	-
White	*	*	> 99%	*	*	*	> 99%	*	-	-	-	-
Econ Disadv	27	30	90%	70%	28	31	90%	0	EX	-	-	EX

Social Studies (70%/80%/90%)

All Students	*	*	> 99%	*	42	49	86%	*	EX	-	-	EX
African Amer	*	*	*	*	*	*	*	*	-	-	-	-
Hispanic	*	*	> 99%	*	24	29	83%	*	EX	-	-	EX
White	*	*	> 99%	*	*	*	89%	*	-	-	-	-
Econ Disadv	*	*	> 99%	*	29	36	81%	*	EX	-	-	EX

Mathematics (65%/80%/90%)

All Students	82	89	92%	100%	79	96	82%	10	EX	-	-	EX
African Amer	*	*	*	*	*	*	*	*	-	-	-	-
Hispanic	53	59	90%	66%	53	64	83%	7	EX	-	-	EX
White	*	*	97%	*	25	31	81%	16	EX	-	-	EX
Econ Disadv	53	59	90%	66%	52	67	78%	12	EX	-	-	EX

Science (60%/80%/90%)

All Students	42	46	91%	100%	36	50	72%	19	EX	-	-	EX
African Amer	*	*	*	*	*	*	*	*	-	-	-	-
Hispanic	29	33	88%	72%	19	30	63%	25	RE	-	-	RE
White	*	*	> 99%	*	16	19	84%	*	-	-	-	-
Econ Disadv	25	29	86%	63%	25	37	68%	18	-	-	-	-

ENGLISH LANGUAGE LEARNERS (ELL) PROGRESS INDICATOR TABLE (na/60%/60%)

Reading/ELA

ELL Students	*	*	*	*	*	*	-25	-	-	-	-	-
--------------	---	---	---	---	---	---	-----	---	---	---	---	---

COMMENDED PERFORMANCE TABLE (na/15%/25%)

Performance Results	Number at Commended	Pct Number Taking	Stu at Commended	Grp %	
Reading/ELA					
All Students	45	89	51%	100%	EX
Econ Disadv	21	59	36%	66%	EX
Mathematics					
All Students	24	89	27%	100%	EX
Econ Disadv	9	59	15%	66%	RE

*** Summary column: The final outcome for this measure after use of RI and exceptions (if applicable).

2011 Brackett Junior High School Gold Performance Acknowledgements

Awarded 3 of 8 possible

ATTENDANCE

COMMENDED LEVEL ON READING,

COMMENDED LEVEL ON WRITING

A few area junior high schools- Medina Valley 1, Hondo 0, Sabinal 0, Uvalde 4, Del Rio 0, EPJH 3, EP Memorial 0

Attendance Rate- To achieve a Gold Performance Acknowledgement a school must have:

Junior High School attendance must be 96% or higher

BJHS- 96.7%

Commended Reading/ELA- To achieve a Gold Performance Acknowledgement a school must have:

30 percent or more of examinees scoring at or above the TAKS commended performance standard

BJHS- 51%

Commended Writing- To achieve a Gold Performance Acknowledgement a school must have:

30 percent or more of examinees scoring at or above the TAKS commended performance standard

BJHS- 53%

Student Achievement Strengths

Brackett High School scored well above state averages in all areas and of the 14 academic areas in which we were held accountable. We reached the "Exemplary" level in 7. Performance in 4 more areas were at the "Recognized" level, while 3 were in the "Acceptable" range.

In the "Commended" performance area BHS received a "Recognized" rating in 3 of the 4 areas, with 1 area in the "Acceptable" range.

Brackett High School received 6 of 12 Blue Ribbon acknowledgements. (Area schools received from 0-4)

AP/IB Results

Attendance Rate

College Ready Graduates, Recommended/Distinguished High School Plan

Recommended/Distinguished High School Plan

TSI (Higher Education Readiness Component: English Language Arts) ELA

TSI (Higher Education Readiness Component: Math)

Brackett Junior High School scored well above state averages in all areas and of the 15 academic areas in which we were held accountable we reached the "Exemplary" level in 14. Performance in 1 more area was at the "Recognized" level.

In the "Commended" performance area BJHS received an "Exemplary" rating in 3 of the 4 areas, with 1 area in the "Recognized" range.

2011 Brackett Junior High School Gold Performance Acknowledgements

Awarded 3 of 8 possible

ATTENDANCE

COMMENDED LEVEL ON READING,

COMMENDED LEVEL ON WRITING

Student Achievement Needs

Analysis groups not reaching the 90% level.

Reading/ELA- HS Eco. Disadv. 89%

Mathematics- All Students 89%, Mathematics- Hispanic 86%, Mathematics- Eco. Disadv. 89%

HS Science All 78%, HS Science Hispanic 73%, HS Science Eco. Disadv. 69%

JH Science Hispanic 88%, JH Science Eco. Disadv. 86%

JH Social Studies All 89%, JH Social Studies Eco. Disadv. 84%

The area of science at both the HS and JH levels while at relatively high levels compared to statewide and area school percentages are the lowest scores in the secondary schools. Science scores fell slightly at the high school level from the previous year and increased significantly at the junior high level. We continue to work toward developing a more effective pyramid of interventions for struggling students. Staff development in differentiated teaching and learning and the introduction of proven intervention programs in the areas of math and reading promise to help us serve students achieving at levels below their abilities.

Technology

Technology Summary

Brackett Secondary schools utilizes technology on a daily basis. There are between 5 and 8 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: Study Island, Brain Pop, Ascend Math, Reading Plus. 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. Most teachers have smart board technology in the classrooms and have had training in the use of that technology.

Technology Strengths

Brackett ISD saw the value of the use of technology early on and the board and administration has committed resources to keep the schools abreast of the latest technology. We have a technology coordinator and two assistants that work 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 managed to replace obsolete equipment but problems with school finance make this more difficult as time passes.

Comprehensive Needs Assessment Data Documentation

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

- Campus goals
- AEIS data - longitudinal
- AEIS data - current
- AYP data
- PBMAS data
- Campus and/or district planning and decision making committee meeting discussions
- Local benchmark or common assessments results
- Number of students assigned to special programs and their academic achievement
- Attendance data
- Campus leadership and/or department meetings
- Student Success Initiative (SSI) results
- Prior year(s) campus and/or district improvement plans
- Texas Assessment of Knowledge and Skills (TAKS) results including TAKS (Accommodated), TAKS-M, and TAKS-Alt
- 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
- Gifted population, including performance, discipline, attendance and mobility
- Class size data

Goals

Goal 1: ALL SECONDARY CAMPUSES: Student achievement levels in grades 7-12 will continue to increase.

Performance Objective 1: Using data from the spring 2011 TAKS administration the number of 7-12 students that meet or exceed the state passing level on all sections of the TAKS test will be at the Exemplary or Recognized levels of achievement.

Summative Evaluation: 2012 Campus Accountability Data Tables

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Teachers will provide TEKS based instruction in the classroom and work with their colleagues to identify students in need of additional help that will be provided in class and in outside of school preparation sessions.	Principals and Department Head	Lesson Plans, Teacher Evaluations, identification of students in need of intervention				
2) Administrators will receive training in instructional leadership and school reform for campus principals.	Superintendent and Principals	Attendance at Educational Service Center training, leadership, and assessment conferences.				

Performance Objective 2: Using data from the spring 2011 TAKS administration the total number of students that reach the commended level on all tests will increase by 3%.

Summative Evaluation:

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) After school preparation and/or activities that targets high level students capable of reaching the commended level on the TAKS tests. .		Sign-in sheets or work turned in showing high level students completing activities designed to increase scores to commended levels.				

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 insure 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
1) Information will be gathered and disseminated to all regarding the changes in the assessment program.	Principals	Attendance at staff development and conferences targeting state assessments.				

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:

Goal 3: ALL SECONDARY CAMPUSES: The Brackett secondary schools will offer 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 7-12 students on topics related to gangs/drugs, goals in life, education, and self-esteem. Continue working with BFCS as to provide character and anti-drug messages to our students.

Summative Evaluation: Scheduling of events

Goal 4: INCREASE STUDENT ACHIEVEMENT IN ENGLISH LANGUAGE ARTS 7-12

Performance Objective 1: Prepare students for new Reading STAAR and EOC Exams while continuing to maintain high passing levels for students who are taking the ELA Test.

Summative Evaluation: 2012 Accountability Data Tables will show Exemplary ratings for all analysis groups used to determine ratings.

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 Head	Sign-in sheets				

2) Utilize Study Island's updated STAAR instructional software with online STAAR / End of Course benchmarks for all students and Reading Plus 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 TAKS preparation classes for ELA/Reading 10-12 grade students from January to TAKS testing March 2012.	Principals and Department Heads	Sign-in sheets for both teachers and students. Participation in D.A.T.E. grant.				
4) Utilize Reading Plus program in the RTI process for below grade level readers.	Principals and Department Heads	Program reports showing adequate time and progress.				

Performance Objective 2: The number of students taking STAAR or EOC Reading /ELA reaching the commended level will be maintained or increased.

Summative Evaluation: 2011 Accountability Data Tables

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Utilize all strategies for increasing percentage meeting state standards except for use of Reading Plus.	Principals and Department Heads					
						

Performance Objective 3: The passing rate on all Reading / ELA / Writing STAAR and End of Course Exams given at the junior high and high school levels will meet or exceed the state passing rates.

Summative Evaluation: 2012 Accountability Data Tables

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Utilize all strategies and programs available for students in grades 7-12 to ensure that meeting or exceeding state passing rates is accomplished.	Principals and Department Head	STAAR and End of Course passing rates for Reading / ELA / Writing Exams will meet or exceed the state passing rates.				

Performance Objective 4: 90% of all 10-12 grade students taking the ELA TAKS will reach the passing level, with all subgroups at or above 80%.

Summative Evaluation: 2012 Accountability Data Tables






Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Utilize all strategies for increasing the percentage of 10-12 grade students taking the ELA TAKS to meet or exceed state standards except for the use of Reading Plus.	Principal and Department Head	Percentage of 10-12 grade students who meet or exceed state standards.				

Goal 5: PREPARE STUDENTS FOR THE MATHEMATICS STAAR AND EOC EXAMS WHILE CONTINUING TO MAINTAIN HIGH PASSING LEVELS FOR STUDENTS TAKING THE MATH TAKS TESTS.

Performance Objective 1: The passing rate on all Mathematics STAAR and End of Course exams given at the junior high school level will meet or exceed the state passing rates. 90% of all 10-12 grade students taking the Math TAKS will reach the passing level, with all subgroups at or above 80%.

Summative Evaluation: 2011 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 in monthly meetings; help align mathematics curriculum and courses, and mentor new teachers in the department throughout the year.	Principals	Sign-in sheets and topics covered at department meetings.				
2) Provide TAKS review/remediation classes for 11th & 12th grade students who are at-risk of failing or who failed the previous mathematics TAKS exam.	Principals and Department Head	Sign-in sheets at TAKS preparation sessions.				
3) Utilize the instructional programs; Success Maker, Study Island, Ascend Math, and Skills Tutor as a screening and intervention tools for at-risk students in the area of math for 7th-9th grade students	Principals and Department Heads	Program reports showing engagement and progress.				
4) Provide Study Island web based TAKS practice for all 7th and 12th grade students in every TAKS tested subject as reinforcement and practice. for Available at both school and home sites.	Principals and	Program reports.				
5) Provide TAKS review/remediation classes for 11th & 12th grade students who are at-risk of failing or who failed the previous mathematics TAKS exam.	Principals and Department Heads	Sign-in sheets and curriculum documentation				
6) Work to keep class sizes small in all math courses.	Principal, department head.	Master schedule with class sizes listed				
7) Continue to ensure that each math student is provided with an up to date graphing calculator.	Principal, department head.					
8) Adjust the rigor and pace of mathematics instruction as new state guidelines for the STAAR tests become available.	Principal, department head.					

9) Provide resources for after-school tutoring.	Superintendent, principal.					
 = Discontinue  = No Progress  = Some Progress  = Considerable  = Accomplished						

Performance Objective 2: The number of students taking the TAKS Math exams reaching the commended levels will increase by 3%.

Summative Evaluation: 2011 AEIS report.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Include activities in the Pre-AP mathematics program (Pre-AP Algebra I, Pre-AP Geometry, Pre-AP Algebra II; Pre-AP Pre-Calculus) to increase the percentage of students reaching commended levels on state assessments.	Principals and Department Head	Increased numbers of students reaching commended levels on benchmark exams.				

Goal 6: INCREASE STUDENT ACHIEVEMENT IN SOCIAL STUDIES 7-12

Performance Objective 1: More than 85 percent of all 9-12 students will meet or exceed the state passing level on Social Studies TAKS/EOC with all subgroups at or above 80 percent. 85 percent of all 7-8 students will meet or exceed the state passing level on Social Studies STAAR exam with all subgroups at or above 80 percent.

Summative Evaluation: Number and frequency of meetings documented.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
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.				
2) Provide opportunities for regularly scheduled department meetings (6-12) that would enable better planning for Scope and Sequence; and departmental training and sharing of TAKS practice materials.	Principals and Department Head	Sign-in sheets at department meetings.				
3) Use all available instructional programs to determine all at-risk students and provide appropriate interventions.	Principal, department head.					
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.						
5) Upgrade technology in all social studies classrooms. (1 to 1 ratio on available computers, document cameras in each classroom, and availability of online resources)						

Performance Objective 2: The numbers of students taking TAKS Social Studies exams reaching the commended levels will increase by 3 percent.

Summative Evaluation: 2011 AEIS reports.

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

Performance Objective 3: All social studies teachers grade 3-12 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.

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

Summative Evaluation: 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 Heads	Sign-in sheets of meeting and purchase of new books.				

Goal 7: INCREASE STUDENT ACHIEVEMENT IN SCIENCE 7-12

Performance Objective 1: 87 percent of all 9-12 students will meet or exceed the state passing level on Science TAKS with all subgroups at or above 80 percent. 80 percent of all 7-8 students will meet or exceed the state passing level on Math TAKS with all subgroups at or above 75 percent.

Summative Evaluation: Campus Accountability Data Tables

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Hold outside of school TAKS preparation sessions for a minimum of 8 weeks prior to the spring TAKS administration.	Principal and Department Heads	Sign-in sheets.				
2) Utilize technology and online programs to provide both interventions and enrichment to all science students. (Study Island, Brain Pop, and library data banks.)	Principal, department head.					
3) Keep science class sizes as small as possible to enable the teacher to give each student individual attention when needed.	Principal, department head.					
4) Adjust the rigor of science instruction to meet the increased demands of the new state assessments.	Principal, department head.	Lesson plans, exams.				

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







Summative Evaluation: Taks results.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Enrichment exercises given to high level students designed to help them reach the commended level on the state assessments.	Principal, department head.					

Goal 8: 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.

Summative Evaluation: Documented time when students are working in Career Cruising.

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.	Principal and Counselor	Students will begin to develop more concrete ideas about career choices in their 4/6 year plans				
 = Discontinue  = No Progress  = Some Progress  = Considerable  = Accomplished						







Performance Objective 2: Increase career certification opportunities in each of the three CTE areas.

Summative Evaluation: 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.				
 = Discontinue  = No Progress  = Some Progress  = Considerable  = Accomplished						

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) Identify and create list of equipment requirements based on state curriculum.	CTE teachers, CTE director, Principal, and Superintendent	Updated labs and equipment.				
 = Discontinue  = No Progress  = Some Progress  = Considerable  = Accomplished						

Goal 9: INCREASE STUDENT PARTICIPATION IN GT PROGRAM THROUGH TEACHER EDUCATION AND AWARENESS.

Performance Objective 1: All teachers will receive 30 hours of GT training and receive GT certification All teachers will receive yearly recertification of 6 hours continuing education Certificates and hours on file in Central office

Summative Evaluation: Certificates and hours on file in Central office

Goal 10: INCREASE ACHIEVEMENT LEVELS OF STUDENTS IN THE SPECIAL EDUCATION PROGRAM.

Performance Objective 1: The percentages of special education students reaching the passing rate on state assessments will increase by 5%.

Summative Evaluation: TAKS, TAKS Accomadated, and TAKS modified passing levels will increae by 5%.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Teachers will receive all relevant information on each student in the special education program in a timely fashion.	Principal, Special education director.					

State Compensatory

Budget for Brackett Secondary Schools:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
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Personnel for Brackett Secondary Schools:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
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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

1: Comprehensive Needs Assessment

Brackett Secondary Schools will create during the 2011-2012 school year a Title 1 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

2: Schoolwide Reform Strategies

Brackett Secondary Schools 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. Response to 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 faculty and staff as well as parents.

3: Instruction by highly qualified professional teachers

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. An increase in the use of interactive white boards and other technology based programs will help teachers reach the 21st century learner by increasing student engagement.

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

4: 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. A secondary leadership team has been established that meets twice per week during the school day. All faculty and staff benefit from ongoing professional development opportunities.

5: Strategies to attract highly qualified teachers

5: Strategies to attract highly qualified teachers

Brackett ISD has an online application process and participates in college job fairs to attract highly-qualified personnel as needed. Each classroom teacher is provided with a laptop computer. Almost all classroom teachers in core areas have either Smart Board or Mobi Board technology. Brackett ISD pays above state base and also pays district teachers for progress toward and the holding of a Masters Degree.

6: Strategies to increase parental involvement

6: Strategies to increase parental involvement

Meetings to inform parents about scheduling, curriculum, financial aid for juniors and seniors, and career and technology offerings are held to inform the parents. Individual parent conferences are held on a regular basis.

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

7: Plans for assisting students in the transition from intermediate school programs to junior high school programs and from junior high school to high school programs.

Brackett Secondary Schools plans activities to help students to transition from 6th grade at the intermediate campus to 7th grade at the Junior High campus. We will host a 6th grade orientation in May and plan to have 6th graders come to the Junior High school building in May and 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

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 has in the past used AEIS-IT to disseminate and study assessment data but will change to Region 20 supported Eduphoria during the 2011-2012 school year

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

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

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. Response to Intervention, special education services and programs, 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.