

Brookeland Elementary School
2017-2018

Campus Improvement Plan

2017-2018 School Year

Campus Improvement Plan
Brookeland Elementary School 2017-2018

Committee Members - Planning and Decision Making

Name	Title	Campus / District	Term Ends
Odom, Charlotte	Principal	Brookeland Elementary School	
Powell, Ashley	Assistant Principal	Brookeland Elementary School	
Gillis, Stacy	Counselor	Brookeland Elementary School	
Gilbert, Tammy	Teacher	Brookeland Elementary School	6-2018
Strother, Joshelyn	Teacher	Brookeland Elementary School	6-2018
Morgan, Julie	Teacher	Brookeland Elementary School	6-2018
Hilderbrand, Cami	Parent	Brookeland Elementary School	6-2018
Beckett, Charlie	Business Representative	Brookeland Elementary School	6-2018

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Names of People Responsible For Implementation

Name	Title	Campus / District
Odom, Charlotte	Principal	Brookeland Elementary School
Powell, Ashley	Assistant Principal	Brookeland Elementary School
Gillis, Stacy	Counselor	Brookeland ISD
Moon, Dawn	Nurse	Brookeland ISD
Holmes, Jeannine	Library Aide	Brookeland ISD
Franklin, Cathy	Library Aide	Brookeland ISD
Defee, Mike	Director of Technology	Brookeland ISD
Whitsitt, Cassy	Special Education Director	Brookeland ISD
Strickland, Bobbie	Diagnostician	Brookeland ISD
Anders, Jackie	Elementary Technology	Brookeland Elementary School
Smith, Denise	Prekindergarten Teacher	Brookeland Elementary School
Stuart, Meagan	Prekindergarten Aide	Brookeland Elementary School
Bennett, Connie	Kindergarten / 1st Grade Teacher	Brookeland Elementary School
Thomas, Emily	Kindergarten / 1st Grade Teacher	Brookeland Elementary School
Burge, Megan	Kindergarten / 1st Grade Teacher	Brookeland Elementary School
Wood, Charlotte	Kindergarten / 1st Grade Teacher	Brookeland Elementary School
Smith, Jessica	2nd/3rd Grade Reading and Math Intervention	Brookeland Elementary School
Ansley, Amber	2nd/3rd Grade Science Teacher	Brookeland Elementary School
Morgan, Jennifer	2nd/3rd Grade Social Studies Teacher	Brookeland Elementary School
Bennet, Rachel	2nd/3rd Grade Reading Teacher	Brookeland Elementary School
Donahoe, Charlotte	2nd/3rd Grade Math Teacher	Brookeland Elementary School
Gilbert, Tammy	2nd/3rd Grade Reading and Math Intervention	Brookeland Elementary School
Spenser, Wendy	4th/5th Grade RtI Teacher	Brookeland Elementary School
Shuler, Brandy	4th/5th Grade English Teacher	Brookeland Elementary School

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Names of People Responsible For Implementation

Name	Title	Campus / District
Strother, Joshelyn	4th/5th Grade Math Teacher	Brookeland Elementary School
Quick, Margaret	4th/5th Grade Science Teacher	Brookeland Elementary School
Smith, Karen	4th/5th Grade Social Studies Teacher	Brookeland Elementary School
Morgan, Julie	Art Teacher	Brookeland Elementary School
Rawlinson, Denise	Rtl Teacher	Brookeland Elementary School
Gilbert, Tammy	Reading Lab Teacher	Brookeland Elementary School
Dixson, Jennifer	Kindergarten / 1st Grade Aide	Brookeland Elementary School
Isom, Lenora	Instructional Aide	Brookeland Elementary School
Lynch, Brenda	Kindergarten - 3rd Grade Special Education Teacher	Brookeland Elementary School
McKinley, Denise	4th/5th Grade Special Education Aide	Brookeland Elementary School
Rawlinson, Denise	Physical Education Teacher	Brookeland Elementary School
Brown, Brett	Coach	Brookeland Elementary School

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Attendance

Attendance

Goal: **97%**

	2012	2013	2014	2015	2016
All Students	95.20	95.00	95.10	94.70	95.10
African American	96.70	95.80	97.20	96.30	96.70
Economically Disadvantaged	95.20	94.90	95.10	94.80	94.90
Hispanic	96.30	97.10	96.60	96.60	95.20
Special Education	93.90	93.40	93.80	93.00	94.70
Two or More Races	0.00	0.00	95.00	0.00	94.70
White	95.10	94.80	94.90	94.50	95.10

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STAAR

Grade: **3rd-5th**

All Subjects

100%

	2013	2014	2015	2016	2017	2018	2019	2020
All Students	72.00	75.00	87.00	78.00	71.00	80.67	90.33	100.00
Economically Disadvantaged	78.00	71.00	85.00	71.00	66.00	77.33	88.67	100.00
Hispanic	0.00	100.00	86.00	79.00	100.00	100.00	100.00	100.00
Special Education	0.00	0.00	0.00	29.00	26.00	50.67	75.33	100.00
Two or More Races	0.00	63.00	100.00	75.00	42.00	61.33	80.67	100.00
White	75.00	74.00	86.00	80.00	73.00	82.00	91.00	100.00

Grade: **3rd-5th**

STAAR Mathematics

100%

	2014	2015	2016	2017	2018	2019	2020
All Students	79.00	80.00	82.00	77.00	84.67	92.33	100.00
Economically Disadvantaged	70.00	79.00	74.00	73.00	82.00	91.00	100.00
Hispanic	0.00	0.00	83.00	100.00	100.00	100.00	100.00
Special Education	100.00	38.00	38.00	0.00	58.67	79.33	100.00
White	78.00	82.00	84.00	81.00	87.33	93.67	100.00

Grade: **3rd-5th**

STAAR Reading

100%

	2013	2014	2015	2016	2017	2018	2019	2020
All Students	84.00	83.00	96.00	80.00	73.00	82.00	91.00	100.00
Economically Disadvantaged	86.00	84.00	95.00	74.00	69.00	79.33	89.67	100.00
Hispanic	0.00	0.00	0.00	83.00	100.00	100.00	100.00	100.00
White	86.00	82.00	96.00	81.00	75.00	83.33	91.67	100.00

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STAAR

Grade: **4th**

STAAR Writing

100%

	2013	2014	2015	2016	2017	2018	2019	2020
All Students	48.00	55.00	74.00	63.00	70.00	80.00	90.00	100.00
Economically Disadvantaged	54.00	50.00	77.00	63.00	63.00	75.33	87.67	100.00
White	50.00	50.00	76.00	67.00	72.00	81.33	90.67	100.00

Grade: **5th**

STAAR Science

100%

	2013	2014	2015	2016	2017	2018	2019	2020
All Students	65.00	64.00	74.00	75.00	43.00	62.00	81.00	100.00
Economically Disadvantaged	80.00	54.00	65.00	62.00	41.00	60.67	80.33	100.00
White	65.00	67.00	71.00	76.00	42.00	61.33	80.67	100.00

About Brookeland Elementary

Mission Statement:

The staff of Brookeland ISD believes that ALL students can learn. We believe that our school's purpose is to educate all students to high levels of academic performance while fostering positive growth in social/emotional behaviors and attitudes. We accept the responsibility to teach all students in a challenging, meaningful way that allows each child to become a literate, contributing adult. Brookeland ISD is a center for sound learning, academic discovery, and the pursuit of wisdom through advanced course offerings, high academic standards and aggressive, innovative instruction. The students of Brookeland ISD will excel and compete academically with any students in the country.

Grade Span:

PK – 5

Enrollment:

240

State Accountability Rating:

2017 Met Standard

Comprehensive Needs Assessment (CNA)

The campus committee members (faculty, staff, and parents) analyze campus data including STAAR and STAAR EOC exams and grade level data to identify the strengths and weaknesses. Strategies are recommended to address the campus's needs.

Areas of Concern:

1. Demographics:

- People Responsible – Principal and Department Heads
- Data reviewed every six weeks

a. Data Sources Reviewed:

- * Enrollment
- * Daily attendance

b. Summary of Strengths:

- * Low teacher to student ratio
- * High attendance rates
- * Department team meetings

c. Summary of Needs:

- * Improve student writing and science scores
- * Action Plan for RtI classes

d. Priorities:

- * Action Plan for RtI classes
- * Improve student writing and science scores

e. Actions:

- * Implement Action Plan for students in RtI classes each six weeks
- * Department team meetings

2. Student Achievement, Curriculum, Instruction, and Assessment:

- People Responsible – Principal and Department Heads
- Data reviewed every six weeks

a. Data Sources Reviewed:

- * Academic performance – Report card grades, Student work, Benchmarks, and STAAR tests
- * Completion rates – Promotion rates and Retention rates - Reviewed bi-annually
- * Instructional programs – Monitoring, evaluating, and modifying programs, and Maximize student engagement and learning
- * Instructional materials – Amount/quality of textbooks and Supplemental resources
- * Available professional and paraprofessional staff

b. Summary of Strengths:

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- * Weekly grade level meetings
- * Six-week Department meetings
- * Met Standard in 2017

c. Summary of Needs:

- * Improve student writing and science scores
- * Action Plan for Rtl classes

d. Priorities:

- * Action Plan for Rtl classes
- * Improve student writing and science scores

e. Actions:

- * Implement Action Plan for students in Rtl classes each six weeks
- * Provide professional development for teachers
- * Use of A+ Site License

3. School Culture and Climate:

- People Responsible – Principal, Assistant Principal, and Counselor
- Data reviewed bi-annually

a. Data Sources Reviewed:

- * Average class size
- * School climate – Quality of student-teacher relationships, Student attitudes toward school, and Teacher job satisfaction
- * Student discipline and behaviors – Discipline referrals and Attendance
- * Classroom management and organization
- * Student, teachers, parents and community perceptions of the school through Surveys

b. Summary of Strengths:

- * High attendance rate
- * Low teacher to student ratio
- * Attendance Committee meeting every six weeks
- * Team meeting to review school events

c. Summary of Needs:

- * More parental and community involvement

d. Priorities:

- * Increase positive parental and community involvement

e. Actions:

- * Activities to promote positive climate

4. Staff Quality, Professional Development, Recruitment, and Retention:

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- People Responsible – Principal
- Data reviewed monthly

- a. Data Sources Reviewed:
 - * Highly Qualified status – Number of staff
 - * Professional development opportunities and resources
 - * Staff demographics
 - * School administrators – Number of administrators and experience
 - * Recruitment and retention strategies

- b. Summary of Strengths:
 - * Department team meetings
 - * Access to Region V ESC for upcoming workshops

- c. Summary of Needs:
 - * Training in core subject areas and integrating technology
 - * Maintain staff and highly qualified teachers

- d. Priorities:
 - * Maintain staff and highly qualified teachers
 - * Training in core subject areas and integrating technology

- e. Actions:
 - * Retention Bonuses for staff
 - * Training for content specific professional development

- 5. Parent and Community Involvement:
 - People Responsible – Principal and Counselor
 - Data reviewed annually

 - a. Data Sources Reviewed:
 - * Parental involvement – Open House, Community Pep Rally, and Fall Fest
 - * Frequency of information disseminated
 - * Involvement of parents and community in school decisions
 - * Types of community partnerships

 - b. Summary of Strengths
 - * Strong community support system
 - * Opportunities for parental and community engagement
 - * Extracurricular activities

 - c. Summary of Needs:
 - * Parental Involvement at all grade levels

 - d. Priorities:

- * Continue to promote parental involvement at all grade levels

e. Actions:

- * Continue communication with parents
- * Continue to hold community events

6. Technology:

- People Responsible – Principal and Technology Director
- Data reviewed quarterly

a. Data Sources Reviewed:

- * Amount, quality and/or availability of equipment, software, etc.
- * Extent to which teachers integrate technology into instruction
- * Type of computer systems available
- * Up-to date/out-of-date hardware and software
- * Technology professional development opportunities

b. Summary of Strengths:

- * Knowledgeable technicians
- * Incorporation of technology by teachers
- * Listen to teacher's needs and assess benefits to students

c. Summary of Needs:

- * Update technology hardware
- * Training of technology application and programs available

e. Priorities:

- * Update technology hardware
- * Provide professional development

d. Actions:

- * Purchase updated technology hardware (e.g., Smart TVs, desktops, laptops, and switches)
- * Professional development

Demographics

2016 - 2017 Enrollment:

0 – Early Childhood (4 years old)
22 – Prekindergarten
27 – Kindergarten
21 – First Grade
52 – Second Grade
29 – Third Grade
34 - Fourth Grade
32 – Fifth Grade

2016 - 2017 Ethnic Distribution:

8 (3.7%) – African American
9 (4.1%) – Hispanic
189 (87.1%) – White
0 (0.0) – American Indian
1 (0.5%) – Asian
0 (0.0%) – Pacific Islander
10 (4.6%) – Two or More Races

2016 - 2017 Student Groups:

142 (65.4%) – Economically Disadvantaged
0 (0.0%) – English Language Learners (ELL)
0 (0.0%) – Students with Disciplinary Placements
75 (34.6%) – Students Meeting At-Risk Criteria
28 (15.4%) - Mobility

2016 - 2017 Students per Teacher:

14.0 – Kindergarten
10.5 – Grade 1
15.6 – Grade 2
10.6 – Grade 3
15.3 – Grade 4
10.8 – Grade 5

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2016 - 2017 Student Enrollment by Program:

0 (0.0%) – Bilingual/ESL Education
0 (0.0%) - Career and Technical Education
0 (0.0%) - Gifted and Talented Education
20 (9.2%) - Special Education

Federal Requirements - Schoolwide Program

The 10 Schoolwide Components under NCLB have been removed.

ESSA requires three actions that are essential for effective implementation of a schoolwide program.

In accordance with the revised (12/10/15) Section 1114(b)(1) of Title I, Part A Statute, a Schoolwide program shall include the following federally required components:

1. Conduct a comprehensive needs assessment - (SCNA) Schoolwide Comprehensive Needs Assessment.
 - a. Takes into account information on the academic achievement of children in relation to state academic standards.
 - b. Any other factors determined by LEA.
2. Prepare a comprehensive schoolwide plan - (SPA) Schoolwide Plan and Activities.
 - a. Developed with involvement of parents.
 - b. Provided in language that the parents can understand.
 - c. Developed in coordination with other federal, state and local resources – violence prevention, nutrition programs, Head Start, Career and Technical education.
 - d. Description of strategies that will be implemented.
 - e. Opportunities for all children to meet state academic standards.
 - f. Methods and strategies that strengthen the academic program, increase the amount of quality learning time, provide enriched and accelerated curriculum.
 - g. May use funds to establish or enhance preschool programs.
 - h. May operate dual or concurrent enrollment programs that address needs of low-achieving students to include – training for teachers, tuition and fees, books and required instructional materials, innovative delivery methods, transportation.
3. Annually evaluate the schoolwide plan - (SPE) Schoolwide Plan Evaluation.
 - a. Regularly monitored and revised based on student needs.
4. Coordination and integration with other Federal State and local services - (SCI) Schoolwide Coordination and Integration.

Federal Requirements - Schoolwide Program Components

Brookeland Elementary School conducts a Title I Schoolwide Program on the campuses. The Schoolwide Components are addressed in the Campus Improvement Plan under the following goals.

1. Conduct a Schoolwide Comprehensive Needs Assessment (SCNA).
 - Goal #2: Campus Performance Objectives Strategy
 - Goal #5: Professional Development Needs Assessment Strategy
 - Goal #6: Technology Needs Assessment Strategy

2. Prepare a comprehensive Schoolwide Plan and Activities (SPA).
 - Goal #1: Parent and Community Involvement Strategy
 - Goal #2: Foundation Program Strategy
 - Goal #2: Early Intervention Program Strategy
 - Goal #2: Accelerated Instruction Strategy
 - Goal #3: Dropout Prevention Strategy
 - Goal #4: Career Guidance and Counseling Strategy
 - Goal #5: Professional Development Program Strategy
 - Goal #5: Recruitment and Retention Initiatives Strategy
 - Goal #6: Technology Integrated Curriculum Strategy
 - Goal #7: Safe Schools Initiatives Strategy
 - Goal #7: Counseling Responsive Services Strategy

3. Annually conduct a Schoolwide Plan Evaluation (SPE).
 - Goal #1: Evaluation of the Parent Involvement Program Strategy
 - Goal #2: Campus Performance Objectives Strategy
 - Goal #2: Accelerated Instruction Strategy
 - Goal #5: Evaluation of Professional Development Program Strategy
 - Goal #6: Evaluation of Technology Program Strategy

4. Coordinate and integrate with other Federal State and local services - (SCI) Schoolwide Coordination and Integration.
 - Goal #2: Early Intervention Program Strategy
 - Goal #2: Accelerated Instruction Strategy
 - Goal #5: Professional Development Program Strategy
 - Goal #7: Coordinated School Health Program Strategy

Needs Assessment Summary

Brookeland Elementary received an Accountability Rating from TEA in 2017 of Met Standard. The Met Standard Rating requires that the campus met or exceeded the target score on Student Achievement and/or Student Progress, Closing Performance Gaps, and Postsecondary Readiness.

Student Strengths and Needs:

Note: Passing Rates on the STAAR tests in 2017 were at Level II.

Reading: 73% of All Students met the passing standard on the STAAR Reading tests. Passing rates for other student groups ranged from 100% for Hispanic students to 69% for Economically Disadvantaged students.

Math: 77% of All Students met the passing standard on the STAAR Math tests. Passing rates for other student groups ranged from 100% for Hispanic students to 73% for Economically Disadvantaged students.

Writing: Fourth grade students participated in the STAAR Writing test. 70% of All Students met the passing standard on the Writing test. Passing rates for other student groups ranged from 72% for White students to 63% for Economically Disadvantaged students.

Science: Fifth grade students participated in the STAAR Science test. 43% of All Students met the passing standard on the Science test. Passing rates for other student groups ranged from 42% for White students to 41% for Economically Disadvantaged students.

Interventions:

Brookeland Elementary has several programs in place to address identified needs. Students who need additional support or have difficulty passing the STAAR tests will qualify to receive additional assistance through the following programs:

- * Prekindergarten Program for eligible students
- * Tutorials before and after school for grades PK – 5
- * A Reading Lab for grades PK - 5
- * RtI Program for grades PK – 5
- * Summer School Program for grades PK – 5

Faculty and Staff:

Professional development is encouraged for the staff, particularly focusing on areas where students are low performing. Local and supplemental funds provide opportunities for travel to conferences, as well as, participating in Region VII professional development services.

Attendance:

Attendance rates at Brookeland Elementary increased from 94.7% in 2014-2015 to 95.1% in 2015-2016. The staff has designed several activities to encourage attendance. These include attendance incentives, parent notifications, and counseling services.

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Goal: 1 Parents and community members will be full partners with educators in the education of Brookeland Elementary students. (TI, A SW SPA, SPE) [TEC §4.001 (b)(1)]						
Objective(s):						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Strategy:</p> <p>Parent and Community Involvement (TI, A SW SPA) - The Brookeland Elementary principal along with the Site-Based Decision Making Committee (SBDMC) will meet periodically to discuss parental involvement issues, programs, strategies, and activities.</p> <p>Brookeland Elementary stakeholders (staff, students, parents, community members, and business representatives) will be notified of reports, upcoming conferences, campus-level events, meetings, and programs impacting our campus.</p> <p>Multiple avenues including the District website, local media relations, and community events will be explored and utilized. The school will explore the possibility of an electronic school newsletter linked to the district website. Parent portal will be publicized and parents will be trained on its use.</p> <p>Parent:Teacher conferences are scheduled at least once a semester. Parents are invited to visit the campus and a parent may request a conference at any time. Phone calls are used daily for quick and efficient communication regarding tardiness, absenteeism, student academic needs, and other pertinent issues. Home visits are made to communicate with hard-to-reach parents.</p>	8/2017 - 5/2018	Principal - Charlotte Odom	Local Funds - Time Contributions of Faculty and Staff	Documents :Parent Involvement Records - Monthly: Increase in parents attending Brookeland Elementary activities as communication increases between teachers and parents.	Improved parent involvement.	<p>Documents :Parent Involvement Records - 05/18: 90% of the parents will have attended Brookeland Elementary Parental Involvement activities.</p> <p>Documents :School Records - 05/18: Campus records will indicate that 100% of the parents/guardians of students not meeting the State's content standards and State student performance standards will have been scheduled for a supplemental conference.</p>

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<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Activity:</p> <p>Parent Compact - In accordance with Title I regulations (SEC 1118 (d)), school and parent representatives will develop a Parent/Student/Teacher Compact. This compact will outline how parents, the school staff and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards.</p> <p>All parents will be given a copy of the compact detailing the responsibilities that teachers, parents and students have in helping students accomplish performance goals. Parent/student signatures will not be required; however, parents are encouraged to discuss the contents of the compact with their child(ren).</p>	June 2017	Principal - Charlotte Odom	Local Funds - Time Contributions of Faculty and Staff		A Parental Involvement Policy and Compact that provides guidance for parents in becoming equal partners in their students' education.	Documents :Parent Involvement Records - - 06/17: Parents were given a meaningful opportunity to review and comment on the current Parent, Student, Teacher compact.

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<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Activity:</p> <p>Parent Notifications - In compliance with Federal Title I, Part A Improving Basic Programs, parents are notified of all situations that ultimately impact their child's education, providing the opportunity for important parental feedback.</p> <p>Parent notifications activities include, but are not limited to the following information:</p> <ul style="list-style-type: none"> * Qualifications of staff, * Parental rights to request information, * Title I, Part A Parent Involvement Policy, * Parental Information Resource Centers, * Student Progress Reports, * School Report Cards, * Application of technology, * Safe and Drug-Free Schools and Communities Programs, * School Choice Options. <p>Whenever possible, translators are provided and communication takes place in an understandable format and in the parent's primary language.</p>	8/2017 - 5/2018	Principal - Charlotte Odom	Local Funds - Parent Notification Resources		100% contact.	<p>Documents :Parent Contact Logs - - 05/18: 100% of all applicable parents were contacted in a timely manner.</p> <p>Parental feedback was documented with each contact.</p>

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Objective(s):

<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Activity:</p> <p>Title I, Part A Schoolwide Assistance - The LEA, through the activities of the Superintendent and the DPDMC, and in tandem with the Title I Schoolwide Consultant from SECCA, acts as the Title I Schoolwide School Support Team, ensuring that the members of the SPDMCs are cognizant of the regulations governing Schoolwide programs, understand the components of a Title I Schoolwide Program and include these components in the Brookeland Elementary CIP.</p> <p>Grant management consultation services are provided for the implementation of the Title I, Part A program and coordination with the Title II, Part A and Title IV programs and other federal, state, and local programs. Technical assistance is available for Every Student Succeeds Act (ESSA) requirements such as supplement, not supplant, campus allocations, and compliance and accountability.</p>	<p>7/2017 - 6/2018</p>	<p>Principal - Charlotte Odom</p>	<p>Federal - Title I, Part A - Districtwide SECCA, Inc. Consulting Services \$1,421.00</p> <p>Federal - Title II, Part A TPTR - Districtwide SECCA, Inc. Consulting Services \$600.00</p> <p>Federal - Title IV, Part A - SSAEP - Districtwide SECCA, Inc. Consulting Services \$200.00</p> <p>State - State Compensatory Education (SCE) - Districtwide SECCA, Inc. Consulting Services \$7,052.00</p>	<p>Documents :Agendas, Meeting Notes -- 12/17: Brookeland ISD DPDMC's agendas and minutes reflect a continued monitoring of the Title I Program.</p>	<p>Brookeland Elementary will be in compliance with all federal regulations governing Title I, Part A Schoolwide campus.</p>	<p>Documents :School Records -- 05/18: Brookeland Elementary will receive the State Accountability Rating of Met Standard.</p>

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<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Strategy:</p> <p>Site-Based and Decision-Making Committee (SBDMC) - As directed by Board policy, the SBDMC will be involved in planning, budgeting, curriculum, staffing patterns, staff development and school organization. [TEC 11.251(d)]</p> <p>The SBDMC will play an integral role in the planning, development and evaluation of the educational system of Brookeland Elementary School. Through the activities of the SBDMC, teachers are provided opportunities to participate in the decisions regarding the use of assessments and the Assessment Program of Brookeland Elementary.</p> <p>Parents will be notified of the special programs and support programs available to their students.</p>	8/2017 - 5/2018	Principal - Charlotte Odom	Local Funds - Time Contributions of Committee Members	Documents :Agenda Minutes, Sign-in Sheets - 08/17: SBDMC minutes will reflect that staff, parents and community members have been involved in the Elementary School educational system.	Increased student achievement with the support of Brookeland Elementary School parents.	Documents :School Records - 01/18: A current CIP has been approved by the Brookeland ISD Board of Trustees.

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Objective(s):						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Strategy:</p> <p>Evaluation of Parent Involvement Program (TI, A SW SPE) - Parents are involved in the evaluation of the district's Parental Involvement Program. During the evaluation process, parents review the Title I, Part A Parental Involvement Policy for the district, parents and the students. Parents may vote to amend if necessary. At this time, parents choose to adopt the district policy as the Brookeland Elementary Parental Involvement Policy, or to draft a campus-specific policy.</p> <p>An annual parent/community survey is distributed to parents, in which the survey results will be analyzed by the SBDMC to determine material strengths and weaknesses of the Parental and Community Involvement program, as well as individual components of same.</p> <p>The campus will actively recruit the participation of a diverse population of parents. The meeting will be scheduled at a convenient time and location. Parents will be invited to come and a Public Notice will be posted.</p>	8/2017 - 5/2018	Principal - Charlotte Odom	Local Funds - Time Contributions of Parents and Staff	Documents :Parent Involvement Records - 12/17: An increase in community and parent involvement activities as compared to the previous year.	Increased parent involvement.	Documents :Parent Involvement Records - 05/18: A review of parent involvement records indicates that a greater number of parents and community members were involved in the educational system of their students.

Campus Improvement Plan
Brookeland Elementary School 2017-2018

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<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Strategy:</p> <p>Campus Performance Objectives (TI, A SW SCNA, SPE) - The Superintendent and Chair of the DPDMC will assist the Brookeland Elementary campus SBDMC with guidance in setting the campus' performance objectives. Districtwide performance objectives are based on data available through the comprehensive needs assessment process.</p> <p>The SBDMC meets to review the campus curriculum, instruction and assessment. Through the activities of the SBDMC, teachers are provided opportunities to participate in the decisions regarding the use of assessments and the Assessment Program of Brookeland Elementary.</p> <p>Some of the areas evaluated include monitoring the instructional programs and activities for their effectiveness; reviewing the amount and quality of textbooks and what supplemental resources are available to support the baseline program; and reviewing the professional and paraprofessional staff available.</p> <p>Brookeland Elementary will adopt performance objectives reflective of their students' unique needs.</p>	8/2017 - 5/2018	Principal - Charlotte Odom	Local Funds - Time Contributions of Committee Members	Informal Assessment :Classroom Assessments - 12/17: 80% of students will pass campus benchmark tests.	Increased student achievement.	<p>Informal Assessment :Classroom Assessments - 05/18: 90% of students in grades PK - 2 will pass all assessments given to continue on grade level.</p> <p>Criterion-Referenced Test :STAAR Tests - 05/18: 81% of students in grades 3 - 5 will pass all appropriate grade-level and subject-area STAAR tests.</p>

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Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy:</p> <p>Federal and State Mandated Testing Program - Brookeland Elementary participates in the State-Developed Testing Program that is consistent with the regulations of ESSA.</p> <p>The State of Texas Assessments of Academic Readiness (STAAR) tests will measure Math and Reading (grades 3 – 5), Writing (grade 4), and Science (grade 5).</p> <p>The STAAR program is aligned with the State-Adopted Curriculum, the Texas Essential Knowledge and Skills (TEKS). Students will be administered the appropriate grade-level and subject-area STAAR tests in line with the state issued Student Assessment Calendar.</p>	1/2018 - 5/2018	Principal - Charlotte Odom	Local Funds - Time Contributions of Faculty and Staff	Informal Assessment :Classroom Assessments - 12/17: 80% of students will pass campus benchmark tests.	Increased student achievement.	Criterion-Referenced Test :STAAR Tests - 05/18: 81% of students in grades 3 - 5 will pass all appropriate grade-level and subject-area STAAR tests.
<p>Strategy:</p> <p>Foundation Program (TI, A SW SPA) - Teachers and staff implement scientifically research-based instructional strategies, activities and initiatives to increase the amount and quality of learning time, promote accelerated instruction and provide educational enrichment to all students.</p> <p>Brookeland Elementary will continue to assure student readiness for STAAR testing with curriculum (TEKS) and testing alignment being reflected in lesson plans and teaching strategies. Staff will continue to incorporate concrete evaluations including benchmark testing through utilization of available curriculum along with appropriate data disaggregation through DMAC.</p>	8/2017 - 5/2018	Principal - Charlotte Odom	Local Funds - Time Contributions of Faculty and Staff	Informal Assessment :Classroom Assessments - 12/17: 80% of students achieving passing scores on classroom assignments, unit and six weeks tests and TEKS-based tests.	Increased student achievement.	Informal Assessment :Classroom Assessments - 05/18: 90% of students in grades PK – 2 will pass all assessments given to continue on grade level. Criterion-Referenced Test :STAAR Tests -05/18: 81% of students in grades 3 - 5 will pass all appropriate grade-level and subject-area STAAR tests.

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Brookeland Elementary School 2017-2018

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<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
Strategy: Early Intervention Program (TI, A SW SPA, SCI) - A Prekindergarten program will be conducted through coordination of funding of state/local funds. The program will be available to all students meeting the State criteria of being eligible for participation in the National Free and Reduced-priced School Lunch program, Limited English proficient, child of an active duty member of the military, is or ever has been in the conservatorship of DFPS and/or homeless. Brookeland Elementary conducts a full-day Prekindergarten program with emphasis on language acquisition skills for special population groups. Instruction is provided through an experiential and multi-sensory approach with developmentally appropriate and scientifically research-based activities. The PK curriculum is based on the state-adopted PK guidelines and vertically aligned with Head Start.	8/2017 - 5/2018	Prekindergarten Teacher - Denise Smith	Federal - Title I, Part A - Time Contributions of Prekindergarten Teacher FTE: 0.50 <p style="text-align: right;">\$29,938.38</p> State - State Compensatory Education (SCE) - Time Contributions of Prekindergarten Aide FTE: 1.00 <p style="text-align: right;">\$15,897.37</p>	Informal Assessment :Classroom Assessments - 12/17: 80% of all students will master appropriate developmental skills, as indicated by teacher records.	Students with prerequisite early school readiness skills for success in Kindergarten.	Informal Assessment :Classroom Assessments - 05/18: 90% of PK student will master the State's Prekindergarten Guidelines.

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<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
Activity: Prekindergarten Transition Services - Prekindergarten students and their families participate in the Kindergarten Roundup activities at Brookeland Elementary. Activities to ensure smooth transitioning from Prekindergarten to Kindergarten will include class visits, student teaming, team teaching and parent meetings. The Prekindergarten teacher will introduce early Kindergarten-level activities to their students to stretch their comprehension and familiarize themselves with some of the academic elements of Kindergarten. The staff will work with students on behavioral and hygiene issues ensuring students will be ready for Kindergarten and the behavioral and hygiene assumptions that go with same.	8/2017 - 5/2018	Prekindergarten Teacher - Denise Smith Kindergarten / 1st Grade Teacher - Connie Bennett Kindergarten / 1st Grade Teacher - Megan Burge	Local Funds - Time Contributions of PK/K Staff	Informal Assessment :Classroom Assessments - - 6 Weeks: Progress reports will indicate increased skill levels and appropriate behavior and hygiene.	Students and parents familiarized with the Kindergarten program.	Informal Assessment :Classroom Assessments - - 05/18: 90% of PK student will master the State's Prekindergarten Guidelines.

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<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
Strategy: Accelerated Instruction (TI, A SW SPA, SPE, SCI) – Brookeland Elementary uses the student performance data resulting from the basic skills assessment instruments and achievement tests to design and implement appropriate compensatory, intensive, or accelerated instructional services for students that enable them to be performing at grade level at the conclusion of the next regular school term. Students receiving assistance under SCE are identified using the State criteria defined under TEC Section 29.081 – Revised 2013 or local criteria that have been approved by the school board. Students receiving assistance under Title I, Part A are those students failing or most at-risk of failing to meet the state’s academic achievement standards. Schoolwide programs meet the educational needs of all children, particularly those identified as having the greatest needs.	8/2017 - 5/2018	Principal - Charlotte Odom	Coordinated Local, State and Federal Funding - See Individual Activities		Students “at risk of dropping out of school” are involved in an educational process that ensures that they will have the same opportunity to meet the same challenging State content standards and challenging State student performance standards that all students are expected to meet.	Documents :Counselor Records - 05/18: 100% of At-Risk students are identified in a timely manner and appropriate programs and interventions implemented.

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Activity: "Students at Risk of Dropping out of School" Assessment - Brookeland Elementary follows the state mandated guidelines for identifying students at risk of dropping out of school. [TEC Sect. 29.081(d) – Revised 2013] For purposes of this section, "student at risk of dropping out of school" includes each student who is under 26 years of age and who: (1) was not advanced from one grade level to the next for one or more school years; (2) NA; (3) did not perform satisfactorily on an assessment instrument administered to the student under Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument; (4) if the student is in prekindergarten, kindergarten, or grade 1, 2, or 3, did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year; (5) NA; (6) has been placed in an alternative education program in accordance with Section 37.006 during the preceding or current school year; (7) has been expelled in accordance with Section 37.007 during the preceding or current	8/2017 - 5/2018	Counselor - Stacy Gillis	Local Funds - Assessment Instruments and Testing Materials	Informal Assessment :Classroom Assessments - - 12/17: 80% of the students meeting the State-adopted "at risk" criteria will demonstrate accelerated improvement, as reflected on appropriate mid-year test scores.	Increased academic performance by all students and all student groups.	Documents :Student Records - - 05/18: 100% of At-Risk students are identified in a timely manner and appropriate programs and interventions implemented.

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Brookeland Elementary School 2017-2018

Goal: 2 Brookeland Elementary School students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (TI, A SW SCNA, SPA, SPE, SC1) Objective(s):						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
school year; (8) is currently on parole, probation, deferred prosecution, or other conditional release; (9) was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school; (10) is a student of limited English proficiency, as defined by Section 29.052; (11) is in the custody or care of the Department of Protective and Regulatory Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official; (12) is homeless, as defined by 42 U.S.C. Section 11302, and its subsequent amendments; or (13) resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.						

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Brookeland Elementary School 2017-2018

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Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Activity: Tutorial Program - A Tutorial program is available to students in grades PK – 5 who met the State-adopted "at-risk" criteria to increase academic achievement and reduce drop-out rates. Tutorials are available to students in core subject areas before and after the school day.	8/2017 - 5/2018	Principal - Charlotte Odom	State - State Compensatory Education (SCE) - Extra Duty Pay for Tutorial Teachers \$5,146.45	Informal Assessment :Classroom Assessments - - 12/17: 80% of students achieving passing scores on classroom assignments, unit and six weeks tests and TEKS-based tests.	Increased student achievement.	Informal Assessment :Classroom Assessments - - 05/18: 90% of students in grades PK – 2 will pass all assessments given to continue on grade level. Criterion-Referenced Test :STAAR Tests - - 05/18: 81% of students in grades 3 - 5 will pass all appropriate grade-level and subject-area STAAR tests.
Activity: Response to Intervention (Rtl) - Students in grades PK – 5 who are experiencing difficulty with mastering concepts in core subject areas, or who may experience difficulties with core subject area STAAR tests are provided supplemental instruction through Rtl. Rtl is a Continuum of Services Model that provides: (1) high-quality instruction and scientific, researched-based, tiered intervention strategies aligned with individual student need; (2) frequent monitoring of student progress to make results-based academic or behavioral decisions; (3) data-based school improvement and (4) the application of student response data to important educational decisions (such as those regarding placement, intervention, curriculum and instructional goals and methodologies.	8/2017 - 5/2018	Principal - Charlotte Odom	State - State Compensatory Education (SCE) - Time Contributions of Rtl Staff FTE: 5.58 \$218,721.80 State - State Compensatory Education (SCE) - Rtl Reading Resources \$3,000.00 State - State Compensatory Education (SCE) - Core Subject Area Supplemental Resources \$5,000.00	Informal Assessment :Classroom Assessments - - 12/17: 80% of students achieving passing scores on classroom assignments, unit and six weeks tests and TEKS-based tests.	Increased student achievement.	Informal Assessment :Classroom Assessments - - 05/18: 90% of students in grades PK – 2 will pass all assessments given to continue on grade level. Criterion-Referenced Test :STAAR Tests - - 05/18: 81% of students in grades 3 - 5 will pass all appropriate grade-level and subject-area STAAR tests.

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Brookeland Elementary School 2017-2018

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Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Activity: Reading Lab - A Reading Lab is available to assist students in grades PK – 5 who need additional assistance in mastering reading concepts.	8/2017 - 5/2018	Principal - Charlotte Odom Reading Lab Teacher - Tammy Gilbert	State - State Compensatory Education (SCE) - Time Contributions of Reading Lab Teacher FTE: 1.00 <p style="text-align: right;">\$54,058.76</p> State - State Compensatory Education (SCE) - Reading Curriculum <p style="text-align: right;">\$4,000.00</p>	Informal Assessment :Classroom Assessments - - 12/17: 80% of students achieving passing scores on classroom assignments, unit and six weeks tests and TEKS-based tests.	Increased student achievement.	Informal Assessment :Classroom Assessments - - 05/18: 90% of students in grades PK – 2 will pass all assessments given to continue on grade level. Criterion-Referenced Test :STAAR Tests - - 05/18: 81% of students in grades 3 - 5 will pass appropriate grade-level Reading STAAR tests.
Activity: Summer School - Certified teaches and aides will provide additional assistance during a summer session to those students who are at risk of dropping out school either because of a failure on the STAAR tests, or failure to meet minimum expectations in core subject areas during the school year. Summer school duration is four weeks.	June 2018	Principal - Charlotte Odom	State - State Compensatory Education (SCE) - Time Contributions of Summer School Staff <p style="text-align: right;">\$3,087.86</p>		Increased student achievement.	Informal Assessment :Classroom Assessments - - 06/18: 90% of students will be promoted to the next grade level.
Strategy: Special Education Program - Special education services shall be provided to eligible students in accordance with all applicable federal law and regulations, state statutes, rules of the State Board of Education (SBOE) and commissioner of education, and the State Plan under Part B of the Individuals with Disabilities Education Act (IDEA).	8/2017 - 5/2018	Principal - Charlotte Odom	Coordinated Local, State and Federal Funding - See Activities Below	Informal Assessment :Classroom Assessments - 12/17: 100% of the students with disabilities will be meeting their mastery percentages, as dictated by their IEPs.	Improved student achievement. Students with disabilities have every opportunity to meet their full educational potential in the least restrictive environment.	Informal Assessment :Classroom Assessments - 05/18: 100% of the students with disabilities will be meeting their mastery percentages, as dictated by their IEPs, and will pass the State required assessment instrument at the end of the school year.

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<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Activity:</p> <p>Special Education Assessment - A student will be referred for a full and individual initial evaluation for possible Special Education Services when there is sufficient documentation that the student continues to experience difficulty in the general classroom after the provision of intervention strategies and activities. If a student has limited English proficiency, a member of the Language Proficiency Assessment Committee (LPAC) participates in a pre-referral.</p> <p>The referral may be initiated by school personnel, the student's parents or legal guardian, or another person involved in the education or care of the student. School personnel will complete the referral in accordance with Texas Education Code (TEC) §29.024, related to the 45 calendar day time line.</p> <p>Evaluation instruments will be unbiased by gender, ethnicity, country of origin, socio-economic factors, language or hearing status.</p> <p>Reevaluation will occur no less than every three years. The ARD Committee will meet to review existing data and determine the scope of the reevaluation.</p>	8/2017 - 5/2018	Counselor - Stacy Gillis	Local Funds - Assessment Instruments		Students with disabilities have every opportunity to meet their full educational potential in the least restrictive environment.	Documents :Student Records - - 05/18: 100% of all referrals for Special Education services have proceeded through the process in compliance with federal regulation and Commissioner Rules.

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Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Activity: Special Education Modifications - Brookeland Elementary provides a range of educational programs and different instructional arrangements for students with disabilities. The appropriate instructional setting will be determined for each student by ARD committees. Mainstreamed students are monitored by the Special Education teachers. Each regular education teacher is provided a copy of their students' IEPs. If the ARD Committee deems it advantageous, students with disabilities are ARDed into Special Programs classes, i.e., State Compensatory Education and Title I, Part A. The "Least Restrictive Environment" required for academic success is always a main consideration.	8/2017 - 5/2018	Principal - Charlotte Odum	State - Special Education Block Grant - Time Contributions of Special Education Staff \$331,798.00	Informal Assessment :Classroom Assessments - - 12/17: 100% of the students with disabilities will be meeting their mastery percentages, as dictated by their IEPs.	Students with disabilities have every opportunity to meet their full educational potential in the least restrictive environment.	Informal Assessment :Classroom Assessments - - 05/18: 100% of the students with disabilities will be meeting their mastery percentages, as dictated by their IEPs, and will pass the State required assessment instrument at the end of the school year.
Activity: Related Services - The ARD committee assures that the need for related services is considered for each student with disabilities and there is evidence of the link between the need for the related service and educational benefit to the student. Related Services are provided to all students for the time specified in their IEPs, with gaps in services made up in a timely manner. These services include Occupational Therapy, Physical Therapy, Speech Therapy, Visually Impaired Services, Counseling and Auditorially Impaired Services. These services are provided by the Sabine County Co-op, which includes Brookeland ISD as a member.	8/2017 - 5/2018	Special Education Director - Cassy Whitsitt	State - Special Education Block Grant - Time Contributions of Related Services Personnel		Students with disabilities have every opportunity to meet their full educational potential in the least restrictive environment.	Documents :Student Records - - 05/18: 100% of the students with disabilities are receiving Related Services, as dictated in their IEPs.

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<p>Strategy:</p> <p>English as a Second Language (ESL) Program - Brookeland ISD offers an ESL program whose goal is to enable English Language Learners (ELLs) to become competent in the comprehension, speaking, reading, and composition of the English language through the integrated use of second language methods. The ESL program shall emphasize the mastery of English language skills, as well as mathematics, science, and social studies, as integral parts of the academic goals for all students to enable ELLs to participate equitably in school.</p> <p>Currently, there are no ELLs at Brookeland Elementary.</p>	8/2017 - 5/2018	Principal - Charlotte Odom				
<p>Strategy:</p> <p>Migrant Program - Brookeland ISD will provide information and services to students who qualify as Migrant students. The program is designed to help migrant students overcome difficulties associated with a migratory lifestyle such as cultural and language barriers and social isolation, as well as helping them succeed in school and transition to post secondary education or employment.</p> <p>Currently, there are no migrant students at Brookeland Elementary.</p>	8/2017 - 5/2018	Principal - Charlotte Odom				

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<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
Activity: Modifications for Dyslexia - At Brookeland Elementary, students who are identified as having dyslexia are provided a reading intervention program that is individualized to meet the unique learning needs of the student. Monitored students not progressing in line with their peers may be recommended for reevaluation; and if necessary a more intensive specialized program will be prescribed.	8/2017 - 5/2018	Principal - Charlotte Odom	Local Funds - Time Contributions of Dyslexia Staff	Informal Assessment :Classroom Assessments - - 12/17: 80% of students will demonstrate improved reading and comprehension skills.	Increased student achievement.	Informal Assessment :Classroom Assessments - - 05/18: 90% of students in grades K – 2 will score at least "Developed" on the four screening sections of the TPRI. Criterion-Referenced Test :STAAR Tests - - 05/18: 81% of students in grades 3 - 5 will pass the STAAR Reading tests.

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<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Strategy:</p> <p>504 Program - Students classified as 504 are those who have a physical or mental impairment which limits a major life activity such as learning, self-care, walking, seeing, hearing, speaking, breathing, working and performing manual tasks, as well as an academic need. Assessments are administered if students are demonstrating chronic difficulties unresponsive to intervention strategies to determine need for ARD or 504 determinations.</p> <p>The educational program for a Section 504 student will be modified to meet the individual needs as identified by assessment data.</p> <p>Testing Accommodations may include the following: Individual or small group administration, projection devices, manipulating tests materials, oral/signed administration, extra time, large print, transcription, and use of a calculator or overlays.</p> <p>Environmental accommodations may also be made for students. These may include changing student's seating as needed for the situation, adapting environment to avoid distractions, providing notebooks for organization, and providing lighting accommodations or non-verbal behavior cues (cue cards).</p> <p>STAAR requirements do not provide for exemptions of Section 504 students from mastery of the TEKS.</p>	8/2017 - 5/2018	Counselor - Stacy Gillis	Local Funds - Time Contributions of Faculty and Staff		Increased student achievement.	Documents :Counselor Records - 05/18: 100% of the students identified as 504 have had their individual needs diagnosed appropriately and are receiving timely and appropriate assistance, per counselor records.

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Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Activity: Modifications for G/T Students - G/T students are clustered within their regular foundation classroom and are provided a differentiated instructional program by a certified G/T teacher. The program provides a differentiated curriculum and an array of learning opportunities emphasizing content in the four major core areas.	8/2017 - 5/2018	Principal - Charlotte Odom	Local Funds - Time Contributions of Faculty and Staff	Documents :Counselor Records - - 12/17: All students referred for consideration have completed the process in a timely manner and those identified as G/T are offered the opportunity to participate in the program, per Counselor Records.	Increased student achievement.	Informal Assessment :Classroom Assessments - - 05/18: 100% of the G/T students will achieve scores within the 95% to 100% range on assessment instruments administered at the end of the year.
Strategy: Ancillary Services - Brookeland Elementary provides Ancillary Services or related services to all students to ensure that variables beyond their control do not compromise academic performance or compel them to drop out of school.	8/2017 - 5/2018	Principal - Charlotte Odom	Local Funds - Time Contributions of Ancillary Staff		All students and all student groups are involved in an equitable education, with Ancillary Services available to help level the playing field.	Documents :School Records - 05/18: 70% of students referred for Ancillary Services will have been served as indicated in campus records.
Activity: Counseling Services - The School Counselor provides the following services: * 1:1 and small group counseling sessions, * Focused informal groups- behavior, attendance, * Assistance with testing coordination, * Class presentations on health, communication, drug and alcohol abstinence, behavior and safety related issues, * STAAR presentations, * Responsive services, * Parent Training, and * Individual student planning.	8/2017 - 5/2018	Counselor - Stacy Gillis	Local Funds - Time Contributions of Counselor	Documents :Counselor Records - - 12/17: The Counselor's records indicate that students referred for assistance have been contacted and as appropriate, received assistance. The Counselor has completed the Calendar of Events and Activities for the first semester and has appropriate evaluation data to measure the effectiveness of each major activity or contribution-prevention and/or intervention.	Issues related to the Counseling and Guidance Program will have been addressed to ensure a positive impact on all students, resulting in increased student achievement and a reduction in the drop-out rate for all students and all student groups.	Informal Assessment :Classroom Assessments - - 05/18: 100% of students will pass EOY benchmark tests. Criterion-Referenced Test :STAAR Tests - - 05/18: 81% of students in grades 3 - 5 will pass all appropriate grade-level and subject-area STAAR tests.

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Brookeland Elementary School 2017-2018

Goal: 2 Brookeland Elementary School students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (TI, A SW SCNA, SPA, SPE, SCI) Objective(s):						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Activity: Library Services - A Certified Librarian and Library Aide conduct the Library-Media Services. Available resources include: <ul style="list-style-type: none"> * Full-scale Library facilities available to students; * Accelerated Reader Books and Tests; * Computers with internet access; * Electronic encyclopedias and references; and * Interactive Language Arts, Math, Science and Social Studies Software. 	8/2017 - 5/2018	Library Aide - Jeannine Holmes	Local Funds - Time Contributions of Library Staff		The Library will provide the services necessary to ensure a positive impact on all students, resulting in increased student achievement for all students and all student groups.	Documents :School Records - - 05/18: Librarian and teacher records indicate that 100% of the students have participated in Library activities.
Activity: Homeless Services - The Homeless Liaison will work with the district administrators and counseling and nursing personnel in the identification and the provision of ancillary services to homeless students to ensure there is no disruption in the students' education. The Homeless Liaison will conduct a districtwide seminar on the identification and plight of the homeless student and strategies and activities that can be implemented at the district level, on the campus level and at the individual level. Brookeland ISD will be in compliance with federal Homeless regulations.	8/2017 - 5/2018	Counselor - Stacy Gillis	Federal - Title I, Part A - Homeless Resources \$50.00	Documents :Agendas, Meeting Notes - - 12/17: The Homeless Liaison will have conducted districtwide meetings to disseminate pertinent information to all personnel regarding the responsibilities the district and Title I have to the Homeless students.	Increased student achievement.	Documents :Campus Records - - 05/18: 100% of the homeless students identified were promoted to the next grade and achieved a passing score on appropriate assessment instruments dictated by the state of federal regulations.

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Goal: 3 Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (TI, A SW SPA) [TEC §4.001 (b)(3)]						
Objective(s):						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Strategy:</p> <p>Attendance Incentives and Strategies - Parents will be provided with attendance requirements through the dissemination of the District Code of Conduct and Student/Parent Handbook, during open house and during parent meetings.</p> <p>Students who are chronically absent will be given special attention by the Principal and Counselor. Parents of students who are chronically absent will be notified through phone calls, notes, home visits and/or conferences. Truancy charges will be filed against parents/guardians of students with poor attendance.</p> <p>The principal at Brookeland Elementary will ensure that the campus attendance procedures are up to date at the beginning of the school year.</p>	8/2017 - 5/2018	Principal - Charlotte Odom Assistant Principal - Ashley Powell Counselor - Stacy Gillis	Local Funds - Time Contributions of Faculty and Staff	<p>Documents :Parent Contact Logs - 08/17: Parents will be provided with attendance requirements through the dissemination of the District Code of Conduct and Student/Parent Handbook, during open house and during parent meetings.</p> <p>Documents :Parent Contact Logs - 12/17: Communication with at least 95% of the parents/guardians of students who are absent daily; Contact with 100% of parents/guardians of students who have excessive absences.</p>	Decrease in unexcused absences and chronic absenteeism.	<p>Documents :Attendance Records - 05/18: Attendance records will indicate that all students and all student groups have an attendance rate of not less than 97%. Student groups whose attendance rates have been higher will meet or exceed those rates.</p> <p>Documents :Parent Contact Logs - 05/18: Contact with 100% of parents/guardians of students who have excessive absences.</p>
<p>Strategy:</p> <p>Dropout Prevention Program (TI, A SW SPA) - Dropout prevention and intervention efforts begin in Prekindergarten in Brookeland ISD. Through enhanced dropout prevention efforts, 100% students will remain in school until they obtain a diploma. Students are encouraged to set high personal goals at an early age and are provided with supplemental programs and activities such as Tutorials, Response to Intervention and Summer School to assist them in their academic success.</p>	8/2017 - 5/2018	Principal - Charlotte Odom Assistant Principal - Ashley Powell Counselor - Stacy Gillis	Local Funds - Time Contributions of Faculty and Staff	Documents :Attendance Records - 12/17: Attendance Records reflect an attendance rate at 97% or above.	Positive school attitudes and personal habits are formed to prevent dropouts and discipline problems when these students reach high school.	Documents :Student Records - 05/18: 100% of students will be promoted to the next grade level.

Campus Improvement Plan
Brookeland Elementary School 2017-2018

Goal: 3 Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (TI, A SW SPA) [TEC §4.001 (b)(3)]						
Objective(s):						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Strategy: Extracurricular Activities - Brookeland ISD will continue to expand the elementary program to prepare students for UIL success. The program will include strategies to involve all students and develop the basic skills necessary for extra-curricular success, as well as overall student wellness. This includes instruction in a variety of activities including lifetime sports.	8/2017 - 5/2018	Principal - Charlotte Odom	Local Funds - Time Contributions of Extracurricular Staff and Sponsors		All students have an opportunity to participate in UIL competitions. Students will become more diversified, goal-oriented and well-rounded individuals.	Documents :School Records - 05/18: Increase in the number of students participating in extracurricular activities as compared to the previous year.
Activity: UIL Competitions - Each year, the University Interscholastic League (UIL) of Texas conducts academic contests for Texas Elementary, Junior High, and High School students. These contests consist of various tests in Language Arts, Mathematics, History, Science, Speech, drama and stage and technology. A student participating in these contests must show an aptitude for the subject, be motivated to learn - above and beyond - the normal classroom, and a desire to represent our school. This competition allows students to interact with other participants and develop skills that students will use in the classroom and society.	8/2017 - 5/2018	Principal - Charlotte Odom	Local Funds - Time Contributions of UIL Staff Local Funds - UIL Resources and Awards		Students will become more diversified, goal-oriented and well-rounded individuals.	Documents :School Records - - 05/18: Increase in the number of UIL participants as compared to the previous year.

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Goal: 4 Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society. (TI, A SW SPA) [TEC §4.001 (b)(5)] Objective(s):						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
Strategy: Career Guidance and Counseling (TI, A SW SPA) - The counselor will assist students in monitoring and understanding their own development. Areas addressed include: * Education: Acquisition of study skills and choosing appropriate programs and services; * Career: Need for positive work habits, career awareness and investigations of opportunities and * Personal-Social: Development of healthy self-concepts and development of adaptive and adjustive social behavior.	8/2017 - 5/2018	Counselor - Stacy Gillis	Local Funds - Time Contributions of Counselor		Students demonstrating positive attitudes and a willingness to be accountable for their present and future actions and accomplishments.	Documents :Student Records - 05/18: All students complete elementary school with ideas of potential careers and goals to prepare themselves with successful high school studies.

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Goal: 5 Qualified and highly effective personnel will be recruited, developed and retained, with educators keeping abreast of the development of creative and innovative techniques in instruction and administration, using those techniques as appropriate to improve student learning. (TI, A SW SCNA, SPA, SPE, SCI) [TEC §4.001 (b)(6)(9)] Objective(s):						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Strategy: Professional Development Needs Assessment (TI, A SW SCNA) - Annual needs assessment results indicate a need for: * Maintain staff and highly effective teachers * Training in core subject areas and integrating technology * Professional development in Reading	August 2017	Principal - Charlotte Odom	Local Funds - Time Contributions of Staff		Increase in student performance as professional development activities focus on needs of faculty.	Documents :Agendas, Meeting Notes- 08/17: A PD Program will have been designed to have met the needs of the Brookeland Elementary faculty.
Strategy: Professional Development Program (TI, A SW SPA, SCI) - Through the SBDMC, teachers participated in the Professional Development (PD) needs assessment process, recommending programs and activities and approving the PD plan for the district that: * will coordinate PD programs and activities across programs that will improve, enhance or develop instructional methods; * will be intense and sustained; * are tied to the TEKS and STAAR; * will apply research to meet the learning needs of all students, i.e., students meeting the State-adopted "at-risk" criteria, 504 students, ELLs, students with disabilities, G/T students, etc., and * will enable all children to meet the same challenging State content standards and student performance standards that all children are expected to meet.	8/2017 - 5/2018	Principal - Charlotte Odom	Local Funds - PD Contracted Services, Travel and Registration State - State Compensatory Education (SCE) - Reading PD Travel <p style="text-align: right;">\$4,600.00</p> Federal - Title I, Part A - PD Travel and Registration <p style="text-align: right;">\$5,026.00</p>	Documents :Agendas, Meeting Notes - 08/17: The SBDMC will have designed a PD program that meets the needs of the Brookeland Elementary faculty and is coordinated with the Brookeland ISD PD program.	A Professional Development Program that ensures a positive impact on student performance by ensuring that professionals and paraprofessionals have the prerequisite skills to teach all students.	Documents :Agendas, Meeting Notes - 04/18: The Principal and SBDMC have reviewed the list of PD activities determining that 100% of the teachers have participated in activities that support their individual needs.

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Goal: 5 Qualified and highly effective personnel will be recruited, developed and retained, with educators keeping abreast of the development of creative and innovative techniques in instruction and administration, using those techniques as appropriate to improve student learning. (TI, A SW SCNA, SPA, SPE, SCI) [TEC §4.001 (b)(6)(9)] Objective(s):						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
Activity: Fully Certified Teachers - Professional Development opportunities will be provided for achieving certified instruction in the classroom. Based on identified needs, PD programs and activities are available to both professionals and paraprofessionals. The Principal will review paraprofessionals' credentials, including college-level coursework and specialized training for working with elementary students and with Special Populations students, recommending activities by way of a developed Paraprofessional Development Plan.	8/2017 - 5/2018	Principal - Charlotte Odom	Local Funds - PD Contracted Services, Travel and Registration	Documents :School Records - - 08/17: 100% certified faculty and staff for the beginning of school.	All teachers in core subject areas will meet the qualifications for Fully Certified under state law.	Documents :School Records - - 05/18: 100% certified faculty and staff for the current school year.
Strategy: Evaluation of Professional Development Program (TI, A SW SPE) - The Brookeland Elementary School Professional Development Program will be evaluated in light of students' performance to ensure that the program as a whole and individual activities have a positive impact on student achievement.	May 2018	Principal - Charlotte Odom	Local Funds - Time Contributions of Staff		Increase in student performance as professional development activities focus on needs of faculty.	Informal Assessment :Classroom Assessments - 05/18: 90% of students will pass campus benchmark tests. Informal Assessment :Classroom Assessments - 05/18: 90% of students in grades PK – 2 will pass all assessments given to continue on grade level. Criterion-Referenced Test :STAAR Tests- 05/18: 81% of students in grades 3 – 8 will pass all appropriate grade-level and subject-area STAAR tests.

Campus Improvement Plan
Brookeland Elementary School 2017-2018

Goal: 5 Qualified and highly effective personnel will be recruited, developed and retained, with educators keeping abreast of the development of creative and innovative techniques in instruction and administration, using those techniques as appropriate to improve student learning. (TI, A SW SCNA, SPA, SPE, SCI) [TEC §4.001 (b)(6)(9)] Objective(s):						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
Strategy: Recruitment and Retention Initiatives (TI, A SW SPA) - The SBDMC will be involved in the process of developing recruitment and retention initiatives and strategies. Teachers are recruited through Job Fairs and Online job posting. All applicants are screened prior to the interview process. Recruiting activities will ensure that Brookeland Elementary has 100% fully certified faculty in each teaching position, as defined by state law. Brookeland Elementary ensures professional development opportunities are available for staff to be able to maintain and enhance their certified status. Brookeland ISD offers Retention bonuses to all staff. All teachers must be certified or enrolled in an alternative certification program prior to employment at Brookeland Elementary.	8/2017 - 5/2018	Principal - Charlotte Odom	Federal - Title I, Part A - Districtwide Retention Bonuses \$11,261.68 Federal - Title II, Part A TPTR - Districtwide Retention Bonuses \$10,749.79		Fully Certified Staff.	Documents :School Records - 05/18: 100% Certified Faculty.

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Goal: 6 Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development and administration. (TI, A SW SCNA, SPA, SPE) Objective(s):						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy:</p> <p>Technology Needs Assessment (TI, A SW SCNA) - The results of a comprehensive needs assessment indicate the need to implement technology as a learning tool within the academic curriculum, thereby assisting teachers to successfully teach all students the objectives.</p> <p>Current technology projects include network efficiency improvements, distance learning in conjunction with Angelina Junior College, wireless networks and mobile laptop labs.</p> <p>The Technology Department is constantly striving to provide teachers with the hardware, software and support to provide our students the very best in integrated instructional technology.</p> <p>Strategy:</p> <p>Technology Integrated Curriculum (TI, A SW SPA) - Brookeland Elementary classroom teachers are using technology as an alternative instructional tool. Every grade level has access to the computer lab, and mobile labs are also available for use in the classrooms. Activities include:</p> <p>1) Using online curriculum software such as A+ to support student learning within the classroom for drill and reinforcement exercises, providing a media that complements tactile-kinesthetic learning styles and self-paced progression.</p> <p>2) Instructional management software tools are used in the classroom, allowing teachers to track student performance as it relates to the TEKS, STAAR and/or reading comprehension skills.</p>	8/2017 - 5/2018	Director of Technology - Mike Defee	Local Funds - Time Contributions of Technology Staff	Documents :School Records - 12/17: Appropriate hardware and software will be available in classrooms, labs and libraries so that teachers may begin training on integrating technology into instruction.	The educational system of Brookeland Elementary will be expanded to include a technological infrastructure with state of the art hardware and software systems that will support the educational growth of students, faculty, parents and community members.	Informal Assessment :Classroom Assessments - 05/18: 100% of students in grades PK – 2 will pass all assessments given to continue on grade level. Criterion-Referenced Test :STAAR Tests - 05/18: 81% of students in grades 3 - 5 will pass the appropriate grade-level and subject-area STAAR test.
<p>Strategy:</p> <p>Technology Integrated Curriculum (TI, A SW SPA) - Brookeland Elementary classroom teachers are using technology as an alternative instructional tool. Every grade level has access to the computer lab, and mobile labs are also available for use in the classrooms. Activities include:</p> <p>1) Using online curriculum software such as A+ to support student learning within the classroom for drill and reinforcement exercises, providing a media that complements tactile-kinesthetic learning styles and self-paced progression.</p> <p>2) Instructional management software tools are used in the classroom, allowing teachers to track student performance as it relates to the TEKS, STAAR and/or reading comprehension skills.</p>	8/2017 - 5/2018	Principal - Charlotte Odom Director of Technology - Mike Defee	Federal - Title I, Part A - A+ Site License \$3,000.00	Documents :Teacher Lesson Plans- 12/17: Teacher lesson plans will indicate that 100% of the classroom teachers use technology to support the instructional process at least once each week.	Increased student achievement.	Informal Assessment :Classroom Assessments - 05/18: 90% of students in grades PK – 2 will pass all assessments given to continue on grade level. Criterion-Referenced Test :STAAR Tests- 05/18: 81% of students in grades 3 - 5 will pass all appropriate grade-level and subject-area STAAR tests.

Goal: 7 Brookeland Elementary will maintain a safe and disciplined environment conducive to student learning by providing appropriate programs to all students demonstrating need in suicide prevention, conflict resolution, violence prevention and intervention, discipline management and character education. (TI, A SW SPA, SCI) [TEC §4.001 (b)(8), §11.252(3)(B)(E), §11.253(8)]

Objective(s):

<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>

Campus Improvement Plan
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Goal: 7 Brookeland Elementary will maintain a safe and disciplined environment conducive to student learning by providing appropriate programs to all students demonstrating need in suicide prevention, conflict resolution, violence prevention and intervention, discipline management and character education. (TI, A SW SPA, SCI) [TEC §4.001 (b)(8), §11.252(3)(B)(E), §11.253(8)] Objective(s):						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
Strategy: Coordinated School Health Program (CSHP) (TI, A SW SCI) - The CSHP is designed to promote healthy behaviors and help students establish and practice healthy habits throughout their school years and beyond. The coordinated efforts of schools, families and the larger community support student development by reducing risky behaviors and improving student's overall health and academic achievement. The CSHP integrates the following eight components into health instruction: 1. A nutrition program that adheres to the U.S. Dietary Guidelines for Americans and the Texas Nutrition Policy; 2. Health services designed to ensure access to primary health care while simultaneously stressing the importance of preventative health care; 3. A healthy and safe school environment that is physically, aesthetically and psychosocially conducive to student achievement and well-being; 4. Counseling services designed to improve the mental, emotional and social health of students; 5. Opportunities for campus and district staff to improve their personal health through health education and fitness activities; 6. School, parent and community involvement in the health and well-being of students; 7. A physical education curriculum that integrates mental and physical learning experiences to promote	8/2017 - 5/2018	Principal - Charlotte Odum	Local Funds - Time Contributions of Faculty and Staff	Informal Assessment :Health and Fitness Assessments - 12/17: 80% of students will be meeting or exceeding minimum expectations on health and fitness related benchmark assessments. Documents :Discipline Records - 12/17: Decrease in risky behaviors and discipline referrals compared to the previous year due to students' improved physical, social, mental, and emotional health.	Students' academic achievement, behavior, and attitudes will improve as a result of living a healthier lifestyle.	Documents :Discipline Records - 05/18: An improvement in student behavior and a decrease in discipline referrals compared to the previous year due to students' improved physical, social, mental, and emotional health.

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<p>Goal: 7 Brookeland Elementary will maintain a safe and disciplined environment conducive to student learning by providing appropriate programs to all students demonstrating need in suicide prevention, conflict resolution, violence prevention and intervention, discipline management and character education. (TI, A SW SPA, SCI) [TEC §4.001 (b)(8), §11.252(3)(B)(E), §11.253(8)]</p> <p>Objective(s):</p>						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>optimum overall student health and social development; and</p> <p>8. A health education curriculum that focuses on the personal (mental, physical, emotional) and social aspects of health.</p> <p>Strategy:</p> <p>Safe Schools Initiatives (TI, A SW SPA) - The health and safety of Brookeland Elementary School students is of utmost importance, and the district seeks to ensure student safety through compliance with Federal, State and local policy. Various preventative measures are taken to ensure that students, faculty, and visitors remain safe while on and off campus.</p> <p>In an effort to promote "Safe Schools," Brookeland Elementary will conduct special initiatives and activities that support Safe Schools. Activities include, but are not limited to:</p> <ul style="list-style-type: none"> * Campus Safety Rules * Campus Dress and Discipline Codes * Regularly scheduled fire, lockdown, tornado and other emergency drills * Drug Use and Violence Prevention Activities. 	8/2017 - 5/2018	Principal - Charlotte Odom Assistant Principial - Ashley Powell Counselor - Stacy Gillis	Local Funds - Time Contributions of Faculty and Staff		Community and parental commitment to a "Safe School" environment promoting student earning and the positive development of our students into responsible and concerned citizens.	Documents :Campus Records - 06/18: Implementation records will indicate positive feedback from presenters and students regarding the effectiveness of the initiative.

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Goal: 7 Brookeland Elementary will maintain a safe and disciplined environment conducive to student learning by providing appropriate programs to all students demonstrating need in suicide prevention, conflict resolution, violence prevention and intervention, discipline management and character education. (TI, A SW SPA, SCI) [TEC §4.001 (b)(8), §11.252(3)(B)(E), §11.253(8)]

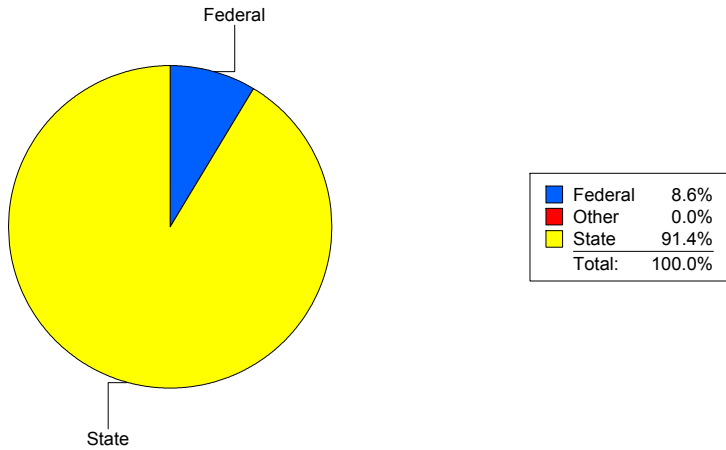
Objective(s):

<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Activity: Discipline Alternative Education Program (DAEP) - Brookeland Elementary students who have violated the district code of conduct will be placed in the DAEP. A regular education program with highly qualified teachers in each core subject areas for grades K - 5 and counseling services will be provided for any student who is at risk of dropping out of school.</p>	8/2017 - 5/2018	Principal - Charlotte Odom	Local Funds - DAEP Resources	<p>Documents :School Records - - 12/17: Increased number of students remaining in school and staying on track to graduate in lieu of expulsion.</p> <p>Maintain classroom assignments through DAEP instructional arrangement.</p>	Students will stay and succeed in school.	<p>Informal Assessment :Classroom Assessments - - 05/18: Final report card grades and STAAR assessments will indicate program's success.</p>
<p>Activity: Drug Use, Violence Prevention and/or Intervention Programs and Activities - The staff of Brookeland Elementary recruits parents, community members and business representatives to assist in the design, development, implementation and evaluation of the drug use and violence prevention and/or intervention program and activities.</p> <p>An annual review of tobacco, alcohol and other drug use incident data will be conducted by the campus Counselor and Principal, using the data to plan specific programs and activities. Activities include, but are not limited to:</p> <p>* National Red Ribbon Week</p> <p>* Student Assemblies to enhance Drug/Alcohol Awareness</p>	8/2017 - 5/2018	Principal - Charlotte Odom Assistant Principal - Ashley Powell	Local Funds - Time Contributions of Faculty and Staff	<p>Documents :Counselor Records - - 12/17: Counselor's Summary Report will indicate that 80% of students have a heightened awareness of the dangers of substance use and abuse.</p>	A drug-free student body, faculty and staff.	<p>Documents :Counselor Records - - 05/18: Counselor's Summary Report will indicate that 100% of students have a heightened awareness of the dangers of substance use and abuse.</p>

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Goal: 7 Brookeland Elementary will maintain a safe and disciplined environment conducive to student learning by providing appropriate programs to all students demonstrating need in suicide prevention, conflict resolution, violence prevention and intervention, discipline management and character education. (TI, A SW SPA, SCI) [TEC §4.001 (b)(8), §11.252(3)(B)(E), §11.253(8)] Objective(s):						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
Strategy: Counseling Responsive Services (TI, A SW SPA) - The counselor is available to speak with students, parents, staff and community members in both individual and group settings. The counselor provides the following activities and services and any other issues impacting students' physical, mental, social and emotional well-being: * Self-Esteem development * Good character * Emotion managements * Motivation to Achieve * Decision-Making, Goal setting, Planning and problem-solving * Interpersonal effectiveness * Communication skills * Responsible behavior * Academic concerns * School-related concerns such as misbehavior, excessive absences and tardiness * Dropout prevention * Physical, sexual or emotional abuse * Coping with stress * Discipline management * Health and wellness * Drug and Alcohol abuse prevention * Bullying and Cyber bullying * Suicide prevention * Conflict resolution * Violence prevention and intervention * Parent education * Teacher/Administrator consultation * Staff development * School improvement planning for special populations students.	8/2017 - 5/2018	Counselor - Stacy Gillis	Local Funds - Time Contributions of Counselor	Documents :Agendas, Meeting Notes - 12/17: Scheduled staff meetings to discuss and monitor any situation that may need extra attention.	All students get along with their peers with a healthy outlook toward life. Reduction in retention and dropout rates.	Documents :Counselor Records - 05/18: Referrals to counselor will decrease by 20% as compared to the previous year.

Funding Values By Program



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Funding Values By Program

Federal	<u>FTE</u>	<u>DollarValue</u>
Title I, Part A		
Time Contributions of Prekindergarten Teacher	0.50	\$29938.38
Districtwide Retention Bonuses	0.00	\$11261.68
A+ Site License	0.00	\$3000.00
PD Travel and Registration	0.00	\$5026.00
Districtwide SECCA, Inc. Consulting Services	0.00	\$1421.00
Homeless Resources	0.00	\$50.00
Title II, Part A TPTR		
Districtwide SECCA, Inc. Consulting Services	0.00	\$600.00
Districtwide Retention Bonuses	0.00	\$10749.79
Title IV, Part A - SSAEP		
Districtwide SECCA, Inc. Consulting Services	0.00	\$200.00
		\$62,246.85

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Funding Values By Program

Other	<u>FTE</u>	<u>DollarValue</u>
Coordinated Local, State and Federal Funding		
See Individual Activities	0.00	\$0.00
See Activities Below	0.00	\$0.00
Local Funds		
Time Contributions of Faculty and Staff	0.00	\$0.00
Time Contributions of Faculty and Staff	0.00	\$0.00
Time Contributions of Faculty and Staff	0.00	\$0.00
Time Contributions of Committee Members	0.00	\$0.00
Time Contributions of Parents and Staff	0.00	\$0.00
Time Contributions of Committee Members	0.00	\$0.00
Time Contributions of Faculty and Staff	0.00	\$0.00
Time Contributions of Faculty and Staff	0.00	\$0.00
Time Contributions of Technology Staff	0.00	\$0.00
Time Contributions of Ancillary Staff	0.00	\$0.00
Time Contributions of Faculty and Staff	0.00	\$0.00
Time Contributions of Faculty and Staff	0.00	\$0.00
Time Contributions of Extracurricular Staff and Sponsors	0.00	\$0.00
Time Contributions of Counselor	0.00	\$0.00
PD Contracted Services, Travel and Registration	0.00	\$0.00
Time Contributions of Staff	0.00	\$0.00
Time Contributions of Faculty and Staff	0.00	\$0.00
Acceptable Use Policy	0.00	\$0.00
Time Contributions of Faculty and Staff	0.00	\$0.00
Time Contributions of Faculty and Staff	0.00	\$0.00
Time Contributions of Counselor	0.00	\$0.00

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 Brookeland Elementary School 2017-2018

Funding Values By Program

Other	<u>FTE</u>	<u>DollarValue</u>
Local Funds		
Time Contributions of Staff	0.00	\$0.00
Time Contributions of Staff	0.00	\$0.00
Time Contributions of PK/K Staff	0.00	\$0.00
Assessment Instruments and Testing Materials	0.00	\$0.00
Parent Notification Resources	0.00	\$0.00
Assessment Instruments	0.00	\$0.00
Assessment Instruments and Testing Materials	0.00	\$0.00
Time Contributions of Dyslexia Staff	0.00	\$0.00
Assessment Instruments and Testing Materials	0.00	\$0.00
Time Contributions of Faculty and Staff	0.00	\$0.00
Time Contributions of Counselor	0.00	\$0.00
Time Contributions of Library Staff	0.00	\$0.00
Time Contributions of UIL Staff	0.00	\$0.00
UIL Resources and Awards	0.00	\$0.00
PD Contracted Services, Travel and Registration	0.00	\$0.00
DAEP Resources	0.00	\$0.00
Time Contributions of Faculty and Staff	0.00	\$0.00
		<hr/> \$0.00 <hr/>
State	<u>FTE</u>	<u>DollarValue</u>
Gifted and Talented Block Grant		
Time Contributions of G/T Staff	0.00	\$7373.00
Special Education Block Grant		
Time Contributions of Special Education Staff	0.00	\$331798.00
Time Contributions of Related Services Personnel	0.00	\$0.00

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Campus Improvement Plan
 Brookeland Elementary School 2017-2018

Funding Values By Program

State	<u>FTE</u>	<u>DollarValue</u>
State Compensatory Education (SCE)		
Reading PD Travel	0.00	\$4600.00
Time Contributions of Prekindergarten Aide	1.00	\$15897.37
Extra Duty Pay for Tutorial Teachers	0.00	\$5146.45
Time Contributions of Rtl Staff	5.58	\$218721.80
Rtl Reading Resources	0.00	\$3000.00
Core Subject Area Supplemental Resources	0.00	\$5000.00
Time Contributions of Summer School Staff	0.00	\$3087.86
Time Contributions of Reading Lab Teacher	1.00	\$54058.76
Reading Curribulum	0.00	\$4000.00
Districtwide SECCA, Inc. Consulting Services	0.00	\$7052.00
		<u>\$659,735.24</u>
Grand Total:		\$721,982.09