

Brookeland ISD 2017-2018

District Improvement Plan

2017-2018 School Year

Committee Members - Planning and Decision Making

Name	Title	Campus / District	Term Ends
Odom, Charlotte	Principal	Brookeland ISD	
Powell, Ashley	Assistant Principal	Brookeland ISD	
Gillis, Stacy	Counselor	Brookeland ISD	
Gilbert, Tammy	Teacher	Brookeland Elementary School	6-2018
Strother, Joshelyn	Teacher	Brookeland Elementary School	6-2018
Smith, Angela	Teacher	Brookeland High School	6-2018
Sutton, Latrica	Teacher	Brookeland High School	6-2018
Dorriz, Liz	Parent	Brookeland ISD	6-2018
West, Peggy	Business Representative	Brookeland ISD	6-2018

Names of People Responsible For Implementation

Name	Title	Campus / District
McCugh, Kevin	Superintendent	Brookeland ISD
Odom, Charlotte	Principal	Brookeland ISD
Powell, Ashley	Assistant Principal	Brookeland ISD
Defee, Mike	Director of Technology	Brookeland ISD
Whitsitt, Cassy	Special Education Director	Brookeland ISD
Gillis, Stacy	Counselor	Brookeland ISD
Holmes, Jeannine	Library Aide	Brookeland ISD
Strickland, Bobbie	Diagnostician	Brookeland ISD
Smith, Denise	Prekindergarten Teacher	Brookeland Elementary School
Stuart, Megan	Prekindergarten Aide	Brookeland Elementary School
Bennett, Connie	Kindergarten / 1st Grade Teacher	Brookeland Elementary School
Burge, Megan	Kindergarten / 1st Grade Teacher	Brookeland Elementary School
Thomas, Emily	Kindergarten / 1st Grade Teacher	Brookeland Elementary School
Wood, Charlotte	Kindergarten / 1st Grade Teacher	Brookeland Elementary School
Gilbert, Tammy	2nd/3rd Grade Reading/Math Interventionist	Brookeland Elementary School
Smith, Jessica	2nd/3rd Grade Reading/Math Interventionist	Brookeland Elementary School
Ansley, Amber	2nd/3rd Grade Science Teacher	Brookeland Elementary School
Bennett, Rachel	2nd/3rd Grade Reading Teacher	Brookeland Elementary School
Donahoe, Charlotte	2nd/3rd Grade Math Teacher	Brookeland Elementary School
Morgan, Jennifer	2nd/3rd Grade Social Studies Teacher	Brookeland Elementary School
Spencer, Wendy	4th/5th Grade RTI Teacher	Brookeland Elementary School
Shuler, Brandy	4th/5th Grade English Teacher	Brookeland Elementary School
Strother, Joshelyn	4th/5th Grade Math Teacher	Brookeland Elementary School
Quick, Margaret	4th/5th Grade Science Teacher	Brookeland Elementary School

Names of People Responsible For Implementation

Name	Title	Campus / District
Smith, Karen	4th/5th Grade Social Studies Teacher	Brookeland Elementary School
Perkins, Pamela	4th/5th Grade Teacher	Brookeland Elementary School
Rawlinson, Denise	Rtl Teacher	Brookeland Elementary School
Isom, Lenora	Instructional Aide	Brookeland Elementary School
Dixson, Jennifer	Kindergarten / 1st Grade Aide	Brookeland Elementary School
Lynch, Brenda	Kinder - 3rd Grade Special Education Teacher	Brookeland Elementary School
McKinley, Denise	4th/5th Grade Special Education Aide	Brookeland Elementary School
Boyd, Tandy	JH / HS English Teacher	Brookeland High School
Taylor, Kayla	JH Math Teacher	Brookeland High School
McClain, Kristin	JH Science Teacher	Brookeland High School
Smith, Angela	JH Social Studies Teacher	Brookeland High School
Gibbs, Kathern	JH English Teacher	Brookeland High School
Fisher, Janfra	HS English Teacher	Brookeland High School
Ward, Kelly	HS Math Teacher	Brookeland High School
Sutton, Latrica	HS Math Teacher	Brookeland High School
Hilderbrand, Camie	HS History Teacher	Brookeland High School
Seale, Christi	HS Science Teacher	Brookeland High School
Jones, Lucinda	HS Science Teacher	Brookeland High School
Birdwell, Myra	Spanish Teacher	Brookeland High School
Morgan, Julie	Fine Art Teacher	Brookeland ISD
Bridges, Randy	CTE Teacher	Brookeland High School
Inman, Rachel	CTE Teacher	Brookeland High School
Daniels, Jack	CTE Teacher	Brookeland High School
Thomburg, Heather	CTE Teacher	Brookeland High School

Names of People Responsible For Implementation

Name	Title	Campus / District
Brown, Brett	Coach	Brookeland High School
Vaughan, Glenn	Coach / PE Teacher	Brookeland High School
Daughery, Zachery	Coach / PE Teacher	Brookeland High School
Rawlinson, Denise	P.E. Teacher	Brookeland Elementary School

Attendance

Goal: **97%**

Attendance

	2012	2013	2014	2015	2016
All Students	95.00	94.80	94.80	94.60	94.90
African American	96.30	96.10	96.40	96.30	96.70
Economically Disadvantaged	95.00	94.80	94.90	94.50	94.80
Hispanic	96.50	96.90	96.20	95.50	95.60
Special Education	93.60	93.40	93.20	92.90	94.30
Two or More Races	0.00	0.00	95.30	94.80	94.80
White	94.80	94.50	94.60	94.50	94.80

Dropouts

Goal: **0%**

	2012	2013	2014	2015	2016
All Students	1.60	0.80	0.70	0.00	0.80
African American	0.00	0.00	12.50	0.00	0.00
Economically Disadvantaged	1.50	0.00	1.50	0.00	0.00
Hispanic	0.00	0.00	0.00	0.00	0.00
Special Education	5.30	8.30	0.00	0.00	0.00
White	1.70	0.90	0.00	0.00	0.90

STAAR

Grade: **4th, 7th**

STAAR Writing

100%

	2013	2014	2015	2016	2017	2018	2019	2020
All Students	66.00	59.00	73.00	65.00	70.00	80.00	90.00	100.00
Economically Disadvantaged	55.00	63.00	76.00	56.00	67.00	78.00	89.00	100.00
White	68.00	58.00	73.00	68.00	74.00	82.67	91.33	100.00

Grade: **5th, 8th-12th**

STAAR Science

100%

	2013	2014	2015	2016	2017	2018	2019	2020
All Students	84.00	70.00	78.00	88.00	78.00	85.33	92.67	100.00
Economically Disadvantaged	84.00	62.00	72.00	87.00	75.00	83.33	91.67	100.00
Hispanic	0.00	0.00	0.00	0.00	100.00	100.00	100.00	100.00
Special Education	0.00	0.00	0.00	71.00	64.00	76.00	88.00	100.00
White	85.00	75.00	76.00	88.00	78.00	85.33	92.67	100.00

Grade: **3rd-12th**

All Subjects

100%

	2013	2014	2015	2016	2017	2018	2019	2020
All Students	80.00	74.00	85.00	79.00	76.00	84.00	92.00	100.00
African American	0.00	63.00	67.00	52.00	46.00	64.00	82.00	100.00
Economically Disadvantaged	77.00	71.00	82.00	76.00	74.00	82.67	91.33	100.00
Hispanic	85.00	85.00	95.00	87.00	97.00	98.00	99.00	100.00
Special Education	0.00	81.00	37.00	55.00	47.00	64.67	82.33	100.00
Two or More Races	0.00	60.00	100.00	71.00	45.00	63.33	81.67	100.00
White	82.00	74.00	84.00	80.00	77.00	84.67	92.33	100.00

STAAR

Grade: **3rd-12th**

STAAR Mathematics

100%

	2013	2014	2015	2016	2017	2018	2019	2020
All Students	75.00	72.00	79.00	77.00	73.00	82.00	91.00	100.00
Economically Disadvantaged	75.00	67.00	85.00	74.00	71.00	80.67	90.33	100.00
Hispanic	0.00	83.00	89.00	89.00	90.00	93.33	96.67	100.00
Special Education	0.00	81.00	44.00	45.00	34.00	56.00	78.00	100.00
White	77.00	72.00	78.00	78.00	74.00	82.67	91.33	100.00

Grade: **3rd-12th**

STAAR Reading

100%

	2013	2014	2015	2016	2017	2018	2019	2020
All Students	87.00	80.00	89.00	80.00	79.00	86.00	93.00	100.00
African American	0.00	0.00	0.00	0.00	50.00	66.67	83.33	100.00
Economically Disadvantaged	82.00	81.00	86.00	76.00	77.00	84.67	92.33	100.00
Hispanic	100.00	100.00	100.00	86.00	100.00	100.00	100.00	100.00
Special Education	0.00	84.00	35.00	55.00	50.00	66.67	83.33	100.00
White	89.00	79.00	89.00	81.00	79.00	86.00	93.00	100.00

Grade: **8th-12th**

STAAR Social Studies

100%

	2013	2014	2015	2016	2017	2018	2019	2020
All Students	85.00	80.00	89.00	84.00	80.00	86.67	93.33	100.00
Economically Disadvantaged	87.00	68.00	87.00	83.00	77.00	84.67	92.33	100.00
Special Education	0.00	0.00	0.00	67.00	71.00	80.67	90.33	100.00
White	85.00	80.00	88.00	83.00	79.00	86.00	93.00	100.00

About Brookeland ISD

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 – 12

Enrollment:

470

State Accountability Rating

Met Standard

Comprehensive Needs Assessment Process

The district 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 district'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
- * Low drop-out rates
- * High attendance rates
- * Department team meetings

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
- * 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/graduation rates, Retention rates, and Dropout rates - Reviewed bi-annually
- * Post-secondary – Number/percent of students attending/completing post-secondary schools
- * 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:

- * 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:

- 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, Fall Fest, and CTE Career Night
 - * 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
37 – Sixth Grade
35 – Seventh Grade
32 – Eighth Grade
40 – Ninth Grade
29 – Tenth Grade
27 – Eleventh Grade
28 – Twelfth Grade

2016 - 2017 Ethnic Distribution:

18 (4.0%) – African American
20 (4.5%) – Hispanic
391 (87.9%) – White
0 (0.0%) – American Indian
2 (0.4%) – Asian
0 (0.0%) – Pacific Islander
14 (3.1%) – Two or More Races

2016 - 2017 Student Groups:

293 (65.8%) – Economically Disadvantaged
0 (0.0%) – English Language Learners (ELL)
6 (1.3%) – Students with Disciplinary Placements
165 (37.1%) – Students Meeting At-Risk Criteria

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
18.2 – Grade 6

14.0 - English/Language Arts
12.5 - Foreign Languages
11.2 - Mathematics
9.1 - Science
13.1 - Social Studies

2016 - 2017 Student enrollment by Program:

0 (0.0%) - Bilingual/ESL Education
116 (26.1%) - Career and Technical Education
6 (1.3%) - Gifted and Talented Education
53 (11.9%) - 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 ISD conducts a Title I Schoolwide Program on the Brookeland Elementary and High School campuses. The Schoolwide Components are addressed in the District Improvement Plan under the following goals.

1. Conduct a Schoolwide Comprehensive Needs Assessment (SCNA).
 - Goal #2: District 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 #4: Career and Technical Education 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: District Performance Objectives Strategy
 - Goal #2: Foundation Program 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 ISD received an Accountability Rating from TEA in 2017 of Met Standard. This rating indicates the campus Met Standard 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 Phase-in 1 Level II.

Reading: 79% of All Students met the passing standard on the STAAR Reading test. Passing rates for other student groups ranged from 100% for Hispanic students to 50% for African American and Special Education students.

Math: 73% of All Students met the passing standard on the STAAR Math test. Passing rates for other student groups ranged from 90% for Hispanic students to 34% for Special Education students.

Writing: Fourth and seventh grade students participated in the STAAR Writing test. 70% of All Students met the passing standard. Passing rates for other student groups ranged from 74% for White students to 67% for Economically Disadvantaged students.

Science: Fifth grade and eighth grade through twelfth grade students participated in the STAAR Science test. 78% of All Students met the passing standard. Passing rates for other student groups ranged from 100% for Hispanic students to 64% for Special Education students.

Social Studies: Eighth grade through twelfth grade students participated in the STAAR Social Studies test. 80% of All Students met the passing standard. Passing rates for other students groups ranged from 79% for White students to 71% for Special Education students.

Interventions:

Brookeland ISD 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
- * RtI Program for grades PK - 5
- * Reading Lab for grades PK - 5
- * Supplemental Reading Program and English Lab for grades 6 - 8
- * Tutorials before and after school for grades PK - 12
- * Pullout/Intervention Program for grades 6 - 12
- * Homebound Services for grades 6 - 12
- * Summer School Program for grades PK – 12

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:

District Improvement Plan
Brookeland ISD 2017-2018

Attendance rates at Brookeland ISD slightly increased from 94.6% in 2014-2015 to 94.9% in 2015-2016. The staff has designed several activities to encourage attendance. These include attendance incentives, parent notifications, and counseling services.

Dropout:
The dropout rate for seventh and eighth grade remained at 0% in 2015-2016. The dropout rate for ninth through twelfth grade increased from 0% in 2014-2015 to 0.8% in 2015-2016. Several programs including parental involvement activities and counseling programs are in place to achieve and maintain a dropout rate of 0% for all students and all student groups.

Summary of SCE Program Effectiveness

The following supplemental programs were provided to students at risk of dropping out of school in Brookeland ISD during the 2016-2017 school year:

Brookeland ISD:

- 1) A Tutorial Program was provided for students in Prekindergarten through twelfth grade.
- 2) A Prekindergarten Program was provided for qualifying students.
- 3) A reading Lab was provided for students in Prekindergarten through fifth grade.
- 4) Rtl Intervention was provided for students in Prekindergarten through fifth grade.
- 5) A Pullout/Intervention Program was provided for students in sixth through twelfth grade.
- 6) Homebound Services were available for students in sixth through twelfth grade.
- 7) A Summer School Program was available for students in Prekindergarten through twelfth grade.

The SCE funded programs produced the following results:

- 1) as measured by achieving passing scores on the STAAR tests:

Reading

- * 40% for third grade At-Risk participants. This exceeds the 35% passing rate for Non At-Risk students.
- * 40% for fourth grade At-Risk participants. This is less than the 57% passing rate for Non At-Risk students.
- * Due to small numbers of students, no data was reported for fifth grade At-Risk students. 41% passing rate for Non At-Risk students.
- * 33% for sixth grade At-Risk participants. This is less than the 48% passing rate for Non At-Risk students.
- * 33% for seventh grade At-Risk participants. This is less than the 54% passing rate for Non At-Risk students.
- * Due to small numbers of students, no data was reported for eighth grade At-Risk students. 67% passing rate for Non At-Risk students.

Math

- * 20% for third grade At-Risk participants. This is less than the 42% passing rate for Non At-Risk students.
- * 20% for fourth grade At-Risk participants. This is less than the 27% passing rate for Non At-Risk students.
- * Due to small numbers of students, no data was reported for fifth grade At-Risk students. 31% passing rate for Non At-Risk students.
- * 0% for sixth grade At-Risk participants. This is less than the 18% passing rate for Non At-Risk students.
- * 0% for seventh grade At-Risk participants. This is less than the 33% passing rate for Non At-Risk students.
- * Due to small numbers of students, no data was reported for eighth grade At-Risk students. 0% passing rate for Non At-Risk students.

Writing

- * 0% for fourth grade At-Risk participants. This is less than the 27% passing rate for Non At-Risk students.
- * 13% for seventh grade At-Risk participants. This is less than the 42% passing rate for Non At-Risk students.

Science

- * Due to small numbers of students, no data was reported for fifth grade At-Risk students. 14% passing rate for Non At-Risk students.
- * Due to small numbers of students, no data was reported for eighth grade At-Risk students. 74% passing rate for Non At-Risk students.

Social Studies

- * Due to small numbers of students, no data was reported for eighth grade At-Risk students. 30% passing rate for Non At-Risk students.

2) as measured by achieving passing scores on the STAAR EOC exams:

English I

- * 31% for At-Risk participants. This is less than the 91% passing rate for Non At-Risk students.

English II

- * Due to small numbers of students, no data was reported for At-Risk students. 71% for Non At-Risk students.

Algebra I

- * 20% for At-Risk participants. This is less than the 32% passing rate for Non At-Risk students.

Biology

- * 100% for At-Risk participants. This exceeds the 76% passing rate for Non At-Risk students.

U.S. History

- * Due to small numbers of students, no data was reported for At-Risk students. 71% for Non At-Risk students.

Evaluation:

The majority of the programs proved to be successful in meeting the needs of those students in the Brookeland ISD at risk of dropping out of school. Those that were not will be modified in the 2017 – 2018 school year. If modifications do not improve a program's success rate, the program will be discontinued.

Brookeland ISD is pleased with the overall success rate of the supplemental programs for students at risk of dropping out of school. Due to the small number of student test scores, some of these results are statistically unsound; but they do provide a general baseline measurement to gauge success.

Brookeland ISD will continue to offer supplemental programs next year because the district believes strategies such as one-on-one tutoring, pullout and intervention programs, and summer school help increase academic achievement among students who are at risk of dropping out of school. Brookeland ISD will monitor and modify supplemental instructional programs as needed to ensure higher success rates in the 2017 – 2018 school year.

District Improvement Plan
 Brookeland ISD 2017-2018

Goal: 1 **Parents and community members will be full partners with educators in the education of Brookeland ISD 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 ISD superintendent along with the District Planning and Decision Making Committee (DPDMC) will meet periodically to discuss parental involvement issues, programs, strategies and activities.</p> <p>Brookeland ISD 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. 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>8/2017 - 5/2018</p>	<p>Superintendent - Kevin McCugh</p>	<p>Local Funds - Time Contributions of Committee</p>	<p>Documentation :Parental Involvement Records- Monthly: Increase in parents attending Brookeland ISD activities as communication increases between teachers and parents.</p>	<p>Improved parent involvement.</p>	<p>Documentation :Parental Involvement Records - 05/18: 90% of the parents will have attended Brookeland ISD Parental Involvement activities, including parent/teacher conferences.</p>

Goal: 1 Parents and community members will be full partners with educators in the education of Brookeland ISD students. (TI, A SW SPA, SPE) [TEC §4.001 (b)(1)]						
Objective(s):						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Activity: 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. 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).	June 2017	Principal - Charlotte Odom	Local Funds - Time Contributions of Parents and Staff		A Parental Involvement Policy and Compact that provides guidance for parents in becoming equal partners in their students' education.	Documentation :Parental Involvement Records - - 06/17: Parents were given a meaningful opportunity to review and comment on the current Parent, Student, Teacher compact.

Goal: 1 Parents and community members will be full partners with educators in the education of Brookeland ISD 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>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>	<p>8/2017 - 5/2018</p>	<p>Principal - Charlotte Odom</p>	<p>Local Funds - Parent Notification Resources</p>		<p>100% contact.</p>	<p>Documentation :Parent Contact Agendas and Logs - - 05/18: 100% of all applicable parents were contacted in a timely manner.</p> <p>Parental feedback was documented with each contact.</p>

Goal: 1 Parents and community members will be full partners with educators in the education of Brookeland ISD students. (TI, A SW SPA, SPE) [TEC §4.001 (b)(1)]						
Objective(s):						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Activity: Events, Programs and Committees - Brookeland ISD encourages parents and community members to become actively engaged in the education of their children. Activities are planned to encourage parental and community participation. Activities include: * Open House * Volunteer Opportunities * Award Assemblies * 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.	8/2017 - 5/2018	Principal - Charlotte Odom	Local Funds - Time Contributions of Volunteers and Staff		Improved parent involvement.	Documentation :Parental Involvement Records - - 05/18: Increase in the percentage of parents and community members who are participating in school activities when compared to the previous school year. Documentation :Campus 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.

Goal: 1 Parents and community members will be full partners with educators in the education of Brookeland ISD 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>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 and Brookeland High School CIPs.</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>Superintendent - Kevin McCugh</p>	<p>Federal - Title I, Part A - SECCA, Inc. Consulting Services \$1,421.00</p> <p>Federal - Title II, Part A TPTR - SECCA, Inc. Consulting Services \$600.00</p> <p>Federal - Title IV, Part A - SECCA, Inc. Consulting Services \$200.00</p> <p>State - State Compensatory Education (SCE) - SECCA, Inc. Consulting Services \$7,052.00</p>	<p>Documentation :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 and Brookeland High School will be in compliance with all federal regulations governing Title I, Part A Schoolwide campus.</p>	<p>Documentation :School Records - - 05/18: Brookeland ISD will receive the State Accountability Rating of Met Standard.</p>

Goal: 1 Parents and community members will be full partners with educators in the education of Brookeland ISD students. (TI, A SW SPA, SPE) [TEC §4.001 (b)(1)]						
Objective(s):						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy:</p> <p>District Planning and Decision-Making Committee (DPDMC) - As directed by Board policy, the DPDMC will be involved in planning, budgeting, curriculum, staffing patterns, staff development and school organization. [TEC 11.251(d)]</p> <p>The DPDMC will play an integral role in the planning, development and evaluation of the educational system of Brookeland ISD. Through the activities of the DPDMC , teachers are provided opportunities to participate in the decisions regarding the use of assessments and the Assessment Program of Brookeland ISD.</p> <p>Parents will be notified of the special programs and support programs available to their students.</p>	<p>8/2017 - 5/2018</p>	<p>Superintendent - Kevin McCugh Principal - Charlotte Odom</p>	<p>Local Funds - Time Contributions of Committee Members</p>	<p>Documentation :Agenda Minutes, Sign-in Sheets- 08/17: DPDMC minutes will reflect that staff, parents and community members have been involved in the educational system.</p>	<p>Increased student achievement with the support of Brookeland ISD parents.</p>	<p>Documentation :School Records- 05/18: A current DIP has been approved by the Brookeland ISD Board of Trustees.</p>

Goal: 1 Parents and community members will be full partners with educators in the education of Brookeland ISD 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>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.</p> <p>An annual parent/community survey is distributed to parents, in which the survey results will be analyzed by the DPDMC to determine material strengths and weaknesses of the Parental and Community Involvement program, as well as individual components of same.</p> <p>The campuses will actively recruit the participation of a diverse population of parents and 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>	<p>8/2017 - 5/2018</p>	<p>Superintendent - Kevin McCugh Principal - Charlotte Odom</p>	<p>Local Funds - Time Contributions of Parents and Staff</p>	<p>Documentation :Parental Involvement Records- 12/17: An increase in community and parent involvement activities as compared to the previous year.</p>	<p>Parents as full partners with educators in the education of Brookeland ISD students.</p>	<p>Documentation :Parental 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.</p>

District Improvement Plan
 Brookeland ISD 2017-2018

<p>Goal: 2 Brookeland ISD 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)</p> <p>Objective(s):</p>						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy:</p> <p>District Performance Objectives (TI, A SW SCNA, SPE) - The Superintendent and Chair of the DPDMC will assist the campus SBDMCs 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 SBDMCs meet to review the campus curriculum, instruction and assessment. Through the activities of the SBDMCs, teachers are provided opportunities to participate in the decisions regarding the use of assessments and the Assessment Program of Brookeland ISD.</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 ISD will adopt performance objectives reflective of their students' unique needs.</p>	<p>8/2017 - 5/2018</p>	<p>Superintendent - Kevin McCugh Principal - Charlotte Odom</p>	<p>Local Funds - Time Contribution of Committee Members</p>	<p>Informal Assessment :Classroom Assessments- 12/17: 80% of students will pass campus benchmark tests.</p>	<p>Increased student achievement.</p>	<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 Tests :STAAR Tests - 05/18: 84% of students in grades 3 - 12 will pass all appropriate grade-level and subject-area STAAR tests.</p>

Goal: 2 Brookeland ISD 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
<p>Strategy:</p> <p>Federal and State Mandated Testing Program - Brookeland ISD 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 - 8), Writing (grades 4 and 7), Science (grades 5 and 8), and Social Studies (grade 8).</p> <p>STAAR End of Course Exams will be administered to students in grades 9 – 12 in Algebra I, English I, English II, Biology and U. S. History.</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>	<p>1/2018 - 6/2018</p>	<p>Principal - Charlotte Odom</p>	<p>Local Funds - Time Contributions of Faculty and Staff</p>	<p>Informal Assessment :Classroom Assessments- 12/17: 80% of students will pass campus benchmark tests.</p>	<p>Increased student achievement.</p>	<p>Criterion-Referenced Tests :STAAR Tests- 05/18: 84% of students in grades 3 - 12 will pass all appropriate grade-level and subject-area STAAR tests.</p>

Goal: 2 Brookeland ISD 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, SC) Objective(s):						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy:</p> <p>Foundation Program (TI, A SW SPA, SPE) - 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 ISD will continue to assure student readiness for STAAR and EOC 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> <p>Brookeland High School will continue to increase student participation in dual-credit courses, along with the implementation of the new graduation requirements outlined in TEC 74.11 – 74.14, with the long term goal of every student graduating with a CTE certification and/or a minimum of 12 semester hours of college credit. All students will be encouraged to take SAT or ACT exams in their junior and senior year.</p>	8/2017 - 5/2018	Principal - Charlotte Odom	Local Funds - Time Contributions of Foundation 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 Tests :STAAR Tests- 05/18: 84% of students in grades 3 - 12 will pass all appropriate grade-level and subject-area STAAR tests.

Goal: 2 Brookeland ISD 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
<p>Strategy:</p> <p>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.</p> <p>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.</p>	<p>8/2017 - 5/2018</p>	<p>Prekindergarten Teacher - Denise Smith</p>	<p>Federal - Title I, Part A - Time Contributions of Prekindergarten Teacher FTE: 0.50 \$29,938.38</p> <p>State - State Compensatory Education (SCE) - Time Contributions of Prekindergarten Aide FTE: 1.00 \$15,897.37</p>	<p>Informal Assessment :Classroom Assessments-12/17: 80% of students will master appropriate developmental skills, as indicated by teacher records.</p>	<p>Students with prerequisite early school readiness skills for success in Kindergarten.</p>	<p>Informal Assessment :Classroom Assessments-05/18: 90% of PK student will master the State's Prekindergarten Guidelines.</p>

Goal: 2 Brookeland ISD 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
<p>Activity:</p> <p>Prekindergarten Transition Services - Prekindergarten students and their families participate in the Kindergarten Roundup activities at Brookeland Elementary.</p> <p>Activities to ensure smooth transitioning from Prekindergarten to Kindergarten will include class visits, student teaming, team teaching and parent meetings.</p> <p>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.</p> <p>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.</p>	<p>8/2017 - 5/2018</p>	<p>Prekindergarten Teacher - Denise Smith</p>	<p>Coordinated Local, State and Federal Funding - Time Contributions of PK Staff</p>	<p>Informal Assessment :Classroom Assessments - - 6 Weeks: Progress reports will indicate increased skill levels and appropriate behavior and hygiene.</p>	<p>Students and parents familiarized with the Kindergarten program.</p>	<p>Informal Assessment :Classroom Assessment - - 05/18: 90% of PK student will master the State's Prekindergarten Guidelines.</p>

<p>Goal: 2 Brookeland ISD 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)</p> <p>Objective(s):</p>						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy:</p> <p>Accelerated Instruction (TI, A SW SPA, SPE, SCI) - Brookeland ISD 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.</p> <p>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.</p> <p>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.</p>	8/2017 - 5/2018	Principal - Charlotte Odom	Coordinated Local, State and Federal Funding - See Individual Activities		Increased student achievement.	Documentation :Student Records- 05/18: 100% of At-Risk students are identified in a timely manner and appropriate programs and interventions implemented.

Goal: 2 Brookeland ISD 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):						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Activity: "Students at Risk of Dropping out of School" Assessment - Brookeland ISD 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) if the student is in grade 7, 8, 9, 10, 11, or 12, did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester; (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) is pregnant or is a parent;	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.	Documentation :Student Records - - 05/18: 100% of At-Risk students are identified in a timely manner and appropriate programs and interventions implemented.

<p>Goal: 2 Brookeland ISD 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)</p> <p>Objective(s):</p>						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>(6) has been placed in an alternative education program in accordance with Section 37.006 during the preceding or current school year;</p> <p>(7) has been expelled in accordance with Section 37.007 during the preceding or current school year;</p> <p>(8) is currently on parole, probation, deferred prosecution, or other conditional release;</p> <p>(9) was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school;</p> <p>(10) is a student of limited English proficiency, as defined by Section 29.052;</p> <p>(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;</p> <p>(12) is homeless, as defined by 42 U.S.C. Section 11302, and its subsequent amendments; or</p> <p>(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.</p>						

Goal: 2 Brookeland ISD 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
<p>Activity:</p> <p>Tutorial Program - A Tutorial program is available to students in grades PK – 12 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.</p>	8/2017 - 5/2018	Principal - Charlotte Odom	<p>State - State Compensatory Education (SCE) - Extra Duty Pay for Elementary Tutorials \$5,146.45</p> <p>State - State Compensatory Education (SCE) - Extra Duty Pay for High School Tutorials \$2,573.22</p>	<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.</p>	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 Tests :STAAR Tests - - 05/18: 84% of students in grades 3 - 12 will pass all appropriate grade-level and subject-area STAAR tests.</p>
<p>Activity:</p> <p>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.</p> <p>Rtl is a Continuum of Services Model that provides:</p> <p>(1) high-quality instruction and scientific, researched-based, tiered intervention strategies aligned with individual student need;</p> <p>(2) frequent monitoring of student progress to make results-based academic or behavioral decisions;</p> <p>(3) data-based school improvement and</p> <p>(4) the application of student response data to important educational decisions (such as those regarding placement, intervention, curriculum and instructional goals and methodologies.</p>	8/2017 - 5/2018	Principal - Charlotte Odom	<p>State - State Compensatory Education (SCE) - Time Contributions of Rtl Staff FTE: 5.58 \$218,721.80</p> <p>State - State Compensatory Education (SCE) - Reading Intervention Resources \$3,000.00</p> <p>State - State Compensatory Education (SCE) - Supplemental Core Subject Area Resources \$5,000.00</p>	<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.</p>	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 Tests :STAAR Tests - - 05/18: 81% of students in grades 3 - 5 will pass all appropriate grade-level and subject-area STAAR tests.</p>

District Improvement Plan
Brookeland ISD 2017-2018

Goal: 2 Brookeland ISD 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
<p>Activity: Reading Lab - A Reading Lab is available to assist students in grades PK – 5 who need additional assistance in mastering reading concepts.</p>	8/2017 - 5/2018	2nd/3rd Grade Reading/Math Interventionist - Tammy Gilbert	<p>State - State Compensatory Education (SCE) - Time Contributions of Reading Lab Teacher FTE: 1.00 \$54,058.76</p> <p>State - State Compensatory Education (SCE) - Reading Curriculum \$4,000.00</p>	<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.</p>	Increased student achievement.	<p>Informal Assessment :Classroom Assessment - - 05/18: 90% of students in grades PK – 2 will pass all assessments given to continue on grade level.</p> <p>Criterion-Referenced Tests :STAAR Tests - - 05/18: 81% of students in grades 3 - 5 will pass appropriate grade-level STAAR Reading and Writing tests.</p>
<p>Activity: Pullout Intervention - Students in grades 6 – 8 who are experiencing difficulty with mastering concepts in English Language Arts, Math, and/or Science, or who may experience difficulties with the Reading, Math, and/or Science STAAR tests are provided supplemental intervention through pullout classes. A Supplemental Reading and English Lab is also available to provide assistance to students struggling in ELA.</p> <p>Students in grades 9 – 12 who are experiencing difficulty in Science, Algebra I, and/or Biology are also provided with supplemental assistance in preparation for the STAAR EOC exams.</p>	8/2017 - 5/2018	Principal - Charlotte Odum	<p>State - State Compensatory Education (SCE) - Time Contributions of Intervention Teachers FTE: 0.71 \$28,889.66</p> <p>Federal - Title I, Part A - Time Contributions of Supplemental Reading Teacher FTE: 0.43 \$20,355.40</p> <p>State - State Compensatory Education (SCE) - Supplemental Core Subject Area Resources \$4,000.00</p>	<p>Informal Assessment :Classroom Assessment - - 12/17: 80% of students achieving passing scores on classroom assignments, unit, and six weeks tests and TEKS-based tests.</p>	Increased student achievement.	<p>Criterion-Referenced Tests :STAAR Reading - - 05/18: 60% of students in grades 6 - 8 will pass the STAAR Reading test.</p> <p>Criterion-Referenced Tests :STAAR Tests - - 05/18: 86% of students in grades 6 - 12 will pass all appropriate grade-level and subject-area STAAR tests.</p>

**Goal: 2 Brookeland ISD 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
<p>Activity:</p> <p>Summer School Program - Certified teachers 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.</p>	<p>June 2018</p>	<p>Principal - Charlotte Odom</p>	<p>State - State Compensatory Education (SCE) - Time Contributions of Summer School Staff \$3,087.86</p>		<p>Increased student achievement.</p>	<p>Informal Assessment :Classroom Assessment - - 06/18: 90% of students will be promoted to the next grade and/or receive on-time credit accrual.</p>
<p>Activity:</p> <p>Homebound Services - Homebound Services may be provided for students who are confined at home or in a hospital for medical reasons by a certified teacher. The student must be confined a minimum of four weeks. If possible, students will receive instruction in all courses that the student is enrolled in.</p>	<p>8/2017 - 5/2018</p>	<p>Principal - Charlotte Odom</p>	<p>State - State Compensatory Education (SCE) - Extra Duty Pay for Homebound Services \$2,058.57</p> <p>State - State Compensatory Education (SCE) - Mileage Costs for Homebound Teacher \$500.00</p>	<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.</p>	<p>Increased student achievement.</p>	<p>Criterion-Referenced Tests :STAAR Tests - - 05/18: 86% of students in grades 6 - 12 will pass all appropriate grade-level and subject-area STAAR tests.</p>
<p>Strategy:</p> <p>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).</p>	<p>8/2017 - 5/2018</p>	<p>Special Education Director - Cassy Whitsitt</p>	<p>Local Funds - Time Contributions of Staff</p>	<p>Informal Assessment :Classroom Assessment- 12/17: 100% of the students with disabilities will be meeting their mastery percentages, as dictated by their IEPs.</p>	<p>Students with disabilities have every opportunity to meet their full educational potential in the least restrictive environment.</p>	<p>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.</p>

Goal: 2 Brookeland ISD 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
<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. 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>	<p>8/2017 - 5/2018</p>	<p>Diagnostician - Bobbie Strickland</p>	<p>Local Funds - Assessment Instruments and Testing Materials</p>		<p>Students with disabilities have every opportunity to meet their full educational potential in the least restrictive environment.</p>	<p>Documentation :School Records - - 05/18: 100% of all referrals for Special Education services have proceeded through the process in compliance with federal regulation and Commissioner Rules.</p>

Goal: 2 Brookeland ISD 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
<p>Activity:</p> <p>Special Education Modifications - Brookeland ISD 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.</p> <p>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.</p>	<p>8/2017 - 5/2018</p>	<p>Principal - Charlotte Odom</p>	<p>State - Special Education Block Grant - Time Contributions of Special Education Staff</p> <p style="text-align: right;">\$331,798.00</p>	<p>Informal Assessment :Classroom Assessments - - 12/17: 100% of the students with disabilities will be meeting their mastery percentages, as dictated by their IEPs.</p>	<p>Students with disabilities have every opportunity to meet their full educational potential in the least restrictive environment.</p>	<p>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.</p>
<p>Activity:</p> <p>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.</p> <p>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.</p> <p>These services are provided by the Sabine County Co-op, which includes Brookeland ISD as a member.</p>	<p>8/2017 - 5/2018</p>	<p>Special Education Director - Cassy Whitsitt</p>	<p>State - Special Education Block Grant - Time Contributions of Related Services Personnel</p>		<p>Students with disabilities have every opportunity to meet their full educational potential in the least restrictive environment.</p>	<p>Documentation :Student Records - - 05/18: 100% of the students with disabilities are receiving Related Services, as dictated in their IEPs.</p>

Goal: 2 Brookeland ISD 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
<p>Activity: Child Find - Child Find Activities are primarily implemented at the district level, but all staff are involved in the effort. Brookeland ISD puts forth a comprehensive and proactive effort to find anyone needing Special Education services. Activities for Child Find include:</p> <ul style="list-style-type: none"> * regional television commercial, * countywide: contact with each school district and talk with each contact person, * develops a comprehensive Child Find Calendar to ensure all contacts are made, i.e., nursing homes, home schools, private schools; and activities are conducted, i.e., training surrogate parents, notifying doctors' offices, hanging Child Find Posters. 	<p>7/2017 - 5/2018</p>	<p>Special Education Director - Cassy Whitsitt</p>	<p>Local Funds - Child find Resources</p>		<p>Students with disabilities have every opportunity to meet their full educational potential in the least restrictive environment.</p>	<p>Documentation :School Records - - 05/18: 100% of the activities posted on the Child Find Calendar completed.</p> <p>Any child found to need services referred as required.</p>

Goal: 2 Brookeland ISD 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
<p>Activity:</p> <p>Transition Services - Brookeland High School provides students with disabilities requisite transition services and plans in keeping with TEC §29.0111 and TAC §89.1055.</p> <p>Beginning at age 14 and younger if appropriate, and updated annually, each student's IEP includes a statement of the transition service needs of the student under the applicable components of the student's IEP that focuses on the student's courses of study (such as participation in advanced-placement courses or a vocational education program).</p> <p>Beginning at age 16 (or younger, if determined appropriate by the IEP team), each student's IEP includes a statement of needed transition services in their Individual Transition Plan (ITP), including, if appropriate, a statement of the interagency responsibilities or any needed linkages. The ITP focuses attention on how the student's educational program can be planned to help the child make a successful transition to his or her goals for life after secondary school.</p> <p>When transition is to be considered at an ARD committee meeting, the ARD committee's notice to parents indicates that one of the purposes of the meeting is transition and that the student will be invited. Students and parents are provided with transition planning information prior to the ARD committee meeting.</p>	<p>8/2017 - 5/2018</p>	<p>Special Education Director - Cassy Whitsitt</p>	<p>Local Funds - Time Contributions of ARD Committee</p>		<p>Increased student achievement.</p>	<p>Documentation :Student Records - - 05/18: Transition activities are 100% in line with students' IEPs.</p>

Goal: 2 Brookeland ISD 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
<p>Activity: School Based Medicaid - Through the School Health and Related Services Program (SHARS), Brookeland ISD may obtain Medicaid reimbursements for specified health services for students in Special Education. These services include: assessment, audiology, counseling, school health services, medical services, occupational therapy, physical therapy, psychological services, speech therapy, personal care services, and special transportation. In order to be eligible, students must meet the following requirements:</p> <ul style="list-style-type: none"> * be Medicaid eligible; * be under 21 years of age; * meet eligibility requirements for Special Education described in the Individuals with Disabilities Education Act (IDEA); and * have Individual Education Plans (IEPs) that prescribe the needed services. 	<p>8/2017 - 5/2018</p>	<p>Principal - Charlotte Odom</p>	<p>Local Funds - Time Contributions of Staff</p>		<p>Students' academic achievement, behavior and attitudes will improve as a result of living a healthier lifestyle.</p>	<p>Documentation :School Records - - 05/18: 100% of eligible students will have access to health-related information regarding Medicaid.</p>

Goal: 2 Brookeland ISD 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
<p>Strategy: 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 in Brookeland ISD.</p>	<p>8/2017 - 5/2018</p>	<p>Principal - Charlotte Odom</p>				
<p>Strategy: 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 in Brookeland ISD.</p>	<p>8/2017 - 5/2018</p>	<p>Principal - Charlotte Odom</p>				

Goal: 2 Brookeland ISD 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
Strategy: Dyslexia Program - Brookeland ISD will provide for the treatment of any student determined to have dyslexia or a related disorder, as defined below. (1) "Dyslexia" means a disorder of constitutional origin manifested by a difficulty in learning to read, write, or spell, despite conventional instruction, adequate intelligence, and sociocultural opportunity. (2) "Related disorders" includes disorders similar to or related to dyslexia, such as developmental auditory imperceptions, dysphasia, specific developmental dyslexia, developmental dysgraphia, and developmental spelling disability. Activity: Dyslexia Assessment - The district Dyslexia Coordinator coordinates the identification of dyslexia with the individual campuses. Children are given several assessments that measure the level of phonological awareness, the knowledge of letter names and sound, the ability to read and decode single words in isolation, understanding of what they read, understanding of what is read to them and how well they are able to organize and sequence thoughts in writing. The Section 504 Committee receives the results of the evaluation and determines the most appropriate instruction program for the child, and develops an individual education plan for him/her that will include and modifications or accommodations that may be needed. 504 meetings are held yearly and parents are welcome to attend.	8/2017 - 5/2018	Principal - Charlotte Odum	Local Funds - Time Contributions of Faculty and Staff	See activities below.	Increased student achievement.	See activities below.
	8/2017 - 5/2018	Counselor - Stacy Gillis	Local Funds - Assessment Instruments and Testing Materials		Dyslexia services to students are not delayed; the students' needs are accurately diagnosed and special programs and modifications are reflective of the needs of each student.	Documentation :Counselor Records - - 05/18: 100% of the students identified with Dyslexia have had their individual needs diagnosed appropriately and are receiving timely and appropriate assistance, per Counselor Records.

Goal: 2 Brookeland ISD 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: Modifications for Dyslexia - At Brookeland ISD, 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 Faculty and Staff	Informal Assessment :Classroom Assessment - - 12/17: 80% of students will demonstrate improved reading and comprehension skills.	Increase student achievement.	Informal Assessment :Classroom Assessment - - 05/18: 90% of students in grades K – 2 will score at least "Developed" on the four screening sections of the TPRI. Criterion-Referenced Tests :STAAR Tests - - 05/18: 84% of students with Dyslexia in grades 3 - 12 will pass the STAAR Reading or STAAR EOC English exams.

<p>Goal: 2 Brookeland ISD 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)</p> <p>Objective(s):</p>						
<p>Implementation: Reform Methodologies, Strategies and Activities</p>	<p>TimeLine</p>	<p>Person(s) Responsible</p>	<p>Resources / Allocation</p>	<p>Formative Evaluation</p>	<p>Expected Outcome</p>	<p>Summative Evaluation</p>
<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>	<p>8/2017 - 5/2018</p>	<p>Principal - Charlotte Odom Counselor - Stacy Gillis</p>	<p>Local Funds - Time Contributions of Faculty and Staff</p>		<p>Increased student achievement.</p>	<p>Documentation :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.</p>

Goal: 2 Brookeland ISD 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
<p>Strategy:</p> <p>Gifted and Talented (G/T) Program - Brookeland ISD has adopted a process for identifying and serving gifted and talented students who are defined as a child or youth who performs at or shows the potential for performing at a remarkably high level of accomplishment when compared to others of the same age, experience, or environment and who:</p> <p>1) exhibits high performance capability in an intellectual, creative, or artistic area;</p> <p>2) possesses an unusual capacity for leadership; or</p> <p>(3) excels in a specific academic field.</p>	8/2017 - 5/2018	Principal - Charlotte Odom	State - Gifted and Talented Block Grant - Time Contributions of Faculty and Staff \$6,565.00	Informal Assessment :Classroom Assessments- 12/17: Teacher records indicate that 90% of the G/T students are performing in line with district expectations.	G/T students identified in a timely basis and provided the appropriate educational program and enrichment activities to ensure maximum performance.	Criterion-Referenced Tests :STAAR Tests- 05/18: 100% of the G/T students in grades 3 - 12 will pass each STAAR assessment instrument taken.
<p>Activity:</p> <p>G/T Assessment - Students go through a nomination and assessment process for G/T identification that includes a minimum of 3 appropriate criteria that include both qualitative and quantitative measures. Final selection of students for services is made by a committee of at least three local district or campus educators who have received training in the nature and needs of gifted students (19 TAC §89.1).</p> <p>Counselor's records indicate all students referred for consideration have completed the process in a timely manner, and those identified as G/T are being served within their regular education class or through a pullout program.</p>	8/2017 - 5/2018	Counselor - Stacy Gillis	Local Funds - Assessment Instruments and Testing Materials		G/T students identified in a timely basis and provided the appropriate educational program and enrichment activities to ensure maximum performance.	Documentation :Student Records - - 05/18: 100% of students nominated for G/T have been screened and if identified, receive services commensurate with their abilities.

Goal: 2 Brookeland ISD 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
<p>Activity:</p> <p>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.</p> <p>High School students who have met the district criteria for G/T have the opportunity to participate in dual credit courses.</p>	8/2017 - 5/2018	Principal - Charlotte Odom	State - Gifted and Talented Block Grant - Time Contributions of G/T Staff	Documentation :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.
<p>Strategy:</p> <p>Ancillary Services - Brookeland ISD 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.</p>	8/2017 - 5/2018	Superintendent - Kevin McCugh Principal - Charlotte Odom	Local Funds - Time Contributions of Ancillary Staff		Increased student achievement for all students and all student groups.	Documentation :Campus Records- 05/18: 90% of students referred for Ancillary Services will have been served as indicated in campus records.
<p>Activity:</p> <p>Counseling Services - The School Counselor provides the following services:</p> <ul style="list-style-type: none"> * 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	Documentation :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: 90% of students will pass EOY benchmark tests. Criterion-Referenced Tests :STAAR Tests - - 05/18: 84% of students in grades 3 - 12 will pass all appropriate grade-level and subject-area STAAR tests.

Goal: 2 Brookeland ISD 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
<p>Activity: Library Services - A Certified Librarian and Library Aide conduct the Library-Media Services. Available resources include:</p> <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.	Documentation :Teacher Records - - 05/18: Librarian and teacher records indicate that 100% of the students have participated in Library activities.
<p>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.</p> <p>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.</p>	8/2017 - 5/2018	Counselor - Stacy Gillis	Federal - Title I, Part A - Homeless Resources \$50.00	Documentation :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.	Documentation :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.

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
<p>Strategy:</p> <p>Attendance Incentives and Strategies - Parents will be provided with attendance requirements through the dissemination of the District Code of Conduct, 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 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>Documentation :Agendas, Meeting Notes- 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>Documentation :School Records - 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.	Documentation :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>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, Intervention classes, Supplemental Reading assistance 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	Documentation :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 are in high school.	Documentation :School Records- 05/18: 90% of students will be promoted to the next grade level or obtain a high school diploma.

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
<p>Activity:</p> <p>Credit Recovery Program - Brookeland High School utilizes a credit recovery program to allow students the opportunity to regain failed credits. This is a web-based program that will be used for credit recovery for students who have failed a class and/or STAAR test and serves as a tool to reduce dropout rates.</p> <p>Students who are having difficulty mastering the TEKS in core subject areas will be able to use this program to receive targeted interventions that extend and support the classroom lessons. This program will also accommodate students with different learning styles by providing multi-dimensional learning opportunities and allow students to work at their own pace outside of the foundation classroom.</p>	8/2017 - 5/2018	Principal - Charlotte Odom	Local Funds - Online Curriculum Software	Informal Assessment :Classroom Assessments - -Six Weeks: Six week grade reports show on-time credit accrual.	Decrease in dropout rates.	Informal Assessment :Classroom Assessments - - 05/18: 90% of students will be promoted to the next grade level or attain the appropriate credits and graduate in four years.
<p>Strategy:</p> <p>Extracurricular Activities - Brookeland ISD encourages high school student participation and success in all extra-curricular activities including UIL academics, athletics, and fine arts.</p> <p>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.</p>	8/2017 - 5/2018	Principal - Charlotte Odom	Local Funds - Time Contributions of Extra-curricular Staff		All students have an opportunity to participate in UIL competitions. Students will become more diversified, goal-oriented and well-rounded individuals.	Documentation :Campus Records- 05/18: Increase in the number of students participating in extracurricular activities as compared to the previous year.

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
<p>Activity: Athletic Program - A comprehensive Athletic program is available at Brookeland High School, ensuring that each student has an opportunity to pursue the sport(s) in which they are most talented and/or interested—young men and women alike. Students are encouraged to participate in UIL athletic competitions. Sports available include: * Wildcats and Ladycats Basketball * Baseball * Softball * Track/Field * Cross Country * Tennis * Golf * Jr. High Basketball</p>	<p>8/2017 - 5/2018</p>	<p>Principal - Charlotte Odom</p>	<p>Local Funds - Time Contributions of Coaches Local Funds - Athletic Resources</p>	<p>Informal Assessment :Classroom Assessment - - 12/17: 100% of students participating in UIL competitions will have achieved a score of no less than 70 on core academic classes. (No Pass, No Play)</p>	<p>Students will become more diversified, goal-oriented and well-rounded individuals.</p>	<p>Informal Assessment :Classroom Assessment - - 05/18: 100% of students participating in UIL competitions will have achieved a score of no less than 70 on core academic classes. (No Pass, No Play)</p>
<p>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.</p>	<p>8/2017 - 5/2018</p>	<p>Principal - Charlotte Odom</p>	<p>Local Funds - Time Contributions of UIL Staff Local Funds - UIL Resources and Awards</p>		<p>Students will become more diversified, goal-oriented and well-rounded individuals.</p>	<p>Documentation :School Records - - 05/18: Increase in the number of UIL participants as compared to the previous year.</p>

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
Activity: Clubs and Organizations - Brookeland High School students have a variety of clubs and organizations available to them to ensure they develop into goal-oriented and well-rounded individuals, and develop social skills and leadership skills. Clubs and organizations available include: * National Honor Society (NHS) * Student Council * Theater * Family, Career and Community Leaders of America (FCCLA) * Fishing Club * School Yearbook * Web News * Basketball Buddies * Art Club * Cheerleading	8/2017 - 5/2018	Principal - Charlotte Odom	Local Funds - Time Contributions of Sponsors		Students will become more diversified, goal-oriented and well-rounded individuals.	Documentation :School Records - - 05/18: Increase in the number of students participating in clubs and organizations as compared to the previous year.

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>

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):						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
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. The Counselor will be responsible for disseminating the following information to students, students' teachers and students' parents: 1) Higher education admissions and financial aid opportunities (Sources of information on higher education admissions and financial aid, are provided to ensure that all students have an equal opportunity to participate in higher education.); 2) The TEXAS grant program and the Teach for Texas grant program established under Subchapter M, Chapter 56; 3) The need for students to make informed curriculum choices to be prepared for success beyond high school; 4) Source of information on higher education admissions and financial aid; and 5) Opportunities for credit by exam, dual credit or correspondence courses to allow for make-up credits,	8/2017 - 5/2018	Counselor - Stacy Gillis	Local Funds - Time Contributions of Staff State - High School Allotment - Resources <p style="text-align: right;">\$27,772.00</p>	Documentation :Lesson Plans-12/17: Lesson plans will detail activities that will provide information about career opportunities.	Students demonstrating positive attitudes and a willingness to be accountable for their present and future actions and accomplishments.	Documentation :Student Records- 05/18: All students complete High School with ideas of potential careers and goals to prepare themselves for successful post-secondary studies.

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):

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>early graduation or college credits.</p> <p>The Counselor will be responsible for collaborating with parents, community members and business representatives to provide students with an opportunity to meet and interact with people working in a variety of exciting careers through Career Day, as well as, to visit technical or academic institutions of higher learning through College Days.</p> <p>Strategy:</p> <p>Career and Technical Education (TI, A SW SPA) - Brookeland ISD offers CTE programs at the High School level in line with the State's CTE Goals and the State's CTE Plan (TEC Sections 29.181 and 29.182) to ensure that each student will master the basic skills and knowledge necessary for managing the dual roles of family member and wage earner and gaining entry-level employment in a high-skill, high-wage job or continuing the student's education at the postsecondary level.</p> <p>Academic TEKS are integrated into the Career and Technology TEKS through administrative directives to teachers, the adoption of new curriculum materials, or the development of model curricula.</p>	<p>8/2017 - 5/2018</p>	<p>Principal - Charlotte Odom</p>	<p>State - Career and Technology Block Grant - Time Contributions of CTE Staff \$344,541.00</p> <p>Federal - Carl D. Perkins Vocational & Applied Technology - Hemphill ISD SSA \$4,031.00</p> <p>Federal - Title IV, Part A - Dual Credit Tuition \$4,800.00</p> <p>Federal - Title IV, Part A - Aquatics Science Resources \$5,000.00</p>	<p>Informal Assessment :Classroom Assessments- 12/17: High school students will meet minimum expectations in Career and Technology classes as reflected on end of semester report card grades.</p>	<p>Students will be exposed to the career opportunities available so that they, along with their parents may make informed decisions regarding their course of study.</p>	<p>Documentation :Student Records- 05/18: Student records indicate an increase in the number of students enrolled in Career and Technology courses and students earning professional certifications as compared to the previous school year.</p>

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>
<p>Strategy:</p> <p>Professional Development Needs Assessment (TI, A SW SCNA) - Annual needs assessment results indicate a need for:</p> <ul style="list-style-type: none"> * Maintain staff and highly effective teachers * Training in core subject areas and integrating technology * Professional development in Reading 	<p>August 2017</p>	<p>Superintendent - Kevin McCugh Principal - Charlotte Odom</p>	<p>Local Funds - Time Contributions of Staff</p>		<p>Increase in student performance as professional development activities focus on needs of faculty.</p>	<p>Documentation :Agenda Minutes, Sign-in Sheets- 08/17: A PD Program will have been designed to have met the needs of the Brookeland ISD faculty.</p>

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 Program (TI, A SW SPA, SCI) - Through the campus SBDMCs, 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, Gifted and Talented (G/T), etc. and * will enable all children to meet the same challenging State content standards and challenging State student performance standards that all children are expected to meet. Professional Development activities will be of sufficient intensity and duration to ensure that teachers and support staff develop the prerequisite skills required of their position. Participants will attend follow-up activities and will be evaluated on their gained expertise.	8/2017 - 5/2018	Principal - Charlotte Odom	Local Funds - PD Contracted Services, Travel and Registration Federal - Title I, Part A - PD Travel and Registration \$5,026.00 State - State Compensatory Education (SCE) - PD Travel - Reading \$4,600.00	Documentation :Professional Development Records- 08/17: The SBDMCs will have designed a PD program that meets the needs of the Brookeland ISD 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.	Documentation :Professional Development Records- 04/18: The Superintendent and SBDMCs have reviewed the list of PD activities determining that 100% of the teachers have participated in activities that support their individual needs.

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>
<p>Activity:</p> <p>Fully Certified Teachers - Professional Development opportunities will be provided for achieving fully certified instruction in the classroom. Based on identified needs, PD programs and activities are available to both professionals and paraprofessionals.</p> <p>The Principal will review paraprofessionals' credentials, including college-level coursework and specialized training for working with High School students and with Special Populations students, recommending activities by way of a developed Paraprofessional Development Plan.</p>	<p>8/2017 - 5/2018</p>	<p>Principal - Charlotte Odom</p>	<p>Local Funds - PD Contracted Services, Travel and Registration</p>	<p>Documentation :HR Records -- 08/17: 100% Certified faculty and staff for the beginning of school.</p>	<p>All teachers in core subject areas will be Fully Certified according to state law.</p>	<p>Documentation :HR Records -- 05/18: 100% Certified faculty and staff for the current school year.</p>
<p>Strategy:</p> <p>Evaluation of Professional Development Program (TI, A SW SPE) - The Brookeland ISD 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.</p>	<p>May 2018</p>	<p>Superintendent - Kevin McCugh Principal - Charlotte Odom</p>	<p>Local Funds - Time Contributions of Staff</p>	<p>Informal Assessment :Classroom Assessment- 12/17: 80% of students will pass campus TEKS-based benchmark tests.</p>	<p>Increase in student performance as professional development activities focus on needs of faculty.</p>	<p>Criterion-Referenced Tests :STAAR Tests- 05/18: 84% of students will pass all appropriate grade-level and subject-area STAAR tests.</p>

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>
<p>Strategy:</p> <p>Recruitment and Retention Initiatives (TI, A SW SPA) - The DPDMC 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 ISD has 100% highly qualified faculty in each teaching position, as defined by NCLB.</p> <p>Brookeland ISD ensures professional development opportunities are available for staff to be able to maintain and enhance their fully certified status.</p> <p>Brookeland ISD offers Retention bonuses to all staff. All teachers must be fully certified or enrolled in an alternative certification program prior to employment at Brookeland ISD.</p>	<p>8/2017 - 5/2018</p>	<p>Superintendent - Kevin McCugh</p>	<p>Federal - Title I, Part A - Retention Bonuses \$11,261.68</p> <p>Federal - Title II, Part A TPTR - Retention Bonuses \$10,749.79</p>		<p>Fully Certified staff.</p>	<p>Documentation :HR Records- 05/18: 100% Certified Faculty.</p>

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) [TEC §4.001 (b)(10)] Objective(s):						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Strategy: 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. Current technology projects include network efficiency improvements, distance learning in conjunction with Angelina Junior College, wireless networks and mobile laptop labs. 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.	8/2017 - 5/2018	Director of Technology - Mike Defee	Local Funds - Time Contribution of Technology Staff	Documentation :Campus 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.	Brookeland ISD students will be provided with the tools and abilities to become successful citizens in the global information society.	Informal Assessment :Classroom Assessment- 05/18: 90% of students will pass campus benchmark tests. Criterion-Referenced Tests :STAAR Tests- 05/18: 84% of students in grades 3 - 12 will pass the appropriate grade-level and subject-area STAAR test.

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) [TEC §4.001 (b)(10)] Objective(s):						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Strategy: Technology Integrated Curriculum (TI, A SW SPA) - Brookeland ISD 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: 1) Using online curriculum software 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. 2) Using online curriculum software to provide junior high school students with challenging opportunities to enhance their learning and to enable high school students to recover high school credits in order for them to graduate and continue their studies in higher education or the global workforce. 3) 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	8/2017 - 5/2018	Principal - Charlotte Odom Director of Technology - Mike Defee	Federal - Title I, Part A - A+ Site License \$3,000.00	Documentation :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 will pass campus benchmark tests. Criterion-Referenced Tests :STAAR Tests- 05/18: 84% of students in grades 3 - 12 will pass the appropriate grade-level and subject-area STAAR test.

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) [TEC §4.001 (b)(10)] Objective(s):						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Strategy: Technology Acceptable Use Policy - Every Brookeland ISD faculty member, student and parent having access to Brookeland ISD computers, networked, Internet connected--or not, must have on file an Authorized User Permission (AUP) form. Students' AUP must be signed by the students and a parent or legal guardian, as well as a Parent Permission Form. Brookeland ISD is in compliance with the Children's Internet Protections Act (CIPA). Under the CIPA, Brookeland ISD has developed an Internet Safety Policy that ensures technology measures are in place to block or filter internet access of inappropriate or harmful activities to minors and adults. For more information, see the Brookeland ISD School Board Policy CQ (Local).	8/2017 - 5/2018	Principal - Charlotte Odom Director of Technology - Mike Defee	Local Funds - Acceptable Use Policy	Documentation :Campus Records- 08/17: 100% of the faculty, students and parents at Brookeland ISD that will have access to technology-computer networked, with Internet connectivity, or not, will have on file an AUP.	Responsible students with access to the instructional resources available through the Internet, which will have a positive impact on student achievement.	Documentation :Campus Records- 05/18: No incidents of students, faculty or parents breaking the Acceptable Use Policy.
Strategy: Evaluation of Technology Program (TI, A SW SPE) - At least once a year the technology program will be evaluated for effectiveness and to ensure that students and teachers are utilizing the program with the frequency and purpose intended. Modifications and adjustments will be made as needed in order to improve student achievement.	Annually	Superintendent - Kevin McCugh Principal - Charlotte Odom Director of Technology - Mike Defee	Local Funds - Time Contributions of Staff		All staff and students using technology appropriately and efficiently.	Documentation :Principal Observation Report, Teacher Self Report, Other Documentation- 05/18: Principal's classroom observations indicate that 80% of all classroom teachers are integrating technology into weekly instructions and are enriching instruction with technology.

Goal: 7 Brookeland ISD 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>

Goal: 7 Brookeland ISD 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>Strategy:</p> <p>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:</p> <ol style="list-style-type: none"> 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 	<p>8/2017 - 5/2018</p>	<p>Principal - Charlotte Odom</p>	<p>Local Funds - Time Contributions of Faculty and Staff</p>	<p>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.</p> <p>Documentation :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.</p>	<p>Students' academic achievement, behavior and attitudes will improve as a result of living a healthier lifestyle.</p>	<p>Documentation :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.</p>

Goal: 7 Brookeland ISD 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>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>						

Goal: 7 Brookeland ISD 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: School Health Advisory Council (SHAC) - The School Health Advisory Council (SHAC), made up of > 50% parents, monitors existing school health initiatives and recommends new programs to promote student health. Members meet at least four times a year to discuss prevention and intervention strategies concerning health and wellness. The council's duties include recommending:</p> <ol style="list-style-type: none"> 1. The number of hours of instruction to be provided in health education; 2. Curriculum appropriate for specific grade levels designed to prevent obesity, cardiovascular disease, and type 2 diabetes through coordination of health education, physical education and physical activity, nutrition services, parental involvement, and instruction to prevent the use of tobacco; 3. Appropriate grade levels and methods of instruction for human sexuality instruction; and 4. Strategies for integrating the curriculum components specified above with the following elements in a coordinated school health program: <ol style="list-style-type: none"> a. School health services; b. Counseling and guidance services; c. A safe and healthy school environment; and d. School employee wellness. <p>Texas Education Code 28.004(c)</p>	<p>8/2017 - 5/2018</p>	<p>Superintendent - Kevin McCugh</p>	<p>Local Funds - Time Contributions of SHAC Members</p>		<p>Parents and guardians of all new students have been informed of Brookeland ISD's medical and health-related policies.</p>	<p>Documentation :School Records - - 05/18: Local Board Policies reflect all new mandated medical and health-related policies, as well as Brookeland ISD's specific policies.</p>

Goal: 7 Brookeland ISD 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>Strategy:</p> <p>Safe Schools Initiatives (TI, A SW SPA) - The health and safety of Brookeland ISD 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 ISD 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 * Crisis Go for Bullying and Reporting. 	<p>8/2017 - 5/2018</p>	<p>Principal - Charlotte Odom Assistant Principal - Ashley Powell Counselor - Stacy Gillis</p>	<p>Local Funds - Time Contributions of Staff</p>		<p>Community and parental commitment to a "Safe School" environment promoting student learning and the positive development of our students into responsible and concerned citizens.</p>	<p>Documentation :School Records- 06/18: Implementation records will indicate positive feedback from presenters and students regarding the effectiveness of the initiative.</p>
<p>Activity:</p> <p>Discipline Alternative Education Program (DAEP) - Brookeland ISD 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 and counseling services will be provided for any student who is at risk of dropping out of school.</p>	<p>8/2017 - 5/2018</p>	<p>Principal - Charlotte Odom Assistant Principal - Ashley Powell</p>	<p>Local Funds - DAEP Resources</p>	<p>Informal Assessment :Classroom Assessments - - 12/17: Increased number of students remaining in school and staying on track to graduate in lieu of expulsion. Maintain classroom assignments through DAEP instructional arrangement.</p>	<p>Students will stay and succeed in school.</p>	<p>Informal Assessment :Classroom Assessments - - 05/18: Final report card grades and STAAR assessments will indicate program's success.</p>

Goal: 7 Brookeland ISD 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: Drug Use, Violence Prevention and/or Intervention Programs and Activities - The staff of Brookeland ISD 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> <ul style="list-style-type: none"> * National Red Ribbon Week * Student Assemblies to enhance Drug/Alcohol Awareness * Dating Violence Policy (see Board Policy FFH-Local) 	<p>8/2017 - 5/2018</p>	<p>Principal - Charlotte Odom</p>	<p>Local Funds - Time Contributions of Parents and Staff</p>	<p>Documentation :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>	<p>A drug-free student body, faculty and staff.</p>	<p>Documentation :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>

Goal: 7 Brookeland ISD 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:</p> <p>Child Sexual Abuse and Other Maltreatment of Children - The district has established a plan for addressing child sexual abuse and other maltreatment of children, which may be accessed at the www.brookelandisd.net. As a parent, it is important for you to be aware of warning signs that could indicate a child may have been or is being sexually abused. Sexual abuse in the Texas Family Code is defined as any sexual conduct harmful to a child's mental, emotional, or physical welfare as well as a failure to make a reasonable effort to prevent sexual conduct with a child. Anyone who suspects that a child has been or may be abused or neglected has a legal responsibility, under state law, for reporting the suspected abuse or neglect to law enforcement or to Child Protective Services (CPS).</p> <p>Possible physical warning signs of sexual abuse could be difficulty sitting or walking, pain in the genital areas, and claims of stomachaches and headaches. Behavioral indicators may include verbal references or pretend games of sexual activity between adults and children, fear of being alone with adults of a particular gender, or sexually suggestive behavior. Emotional warning signs to be aware of include withdrawal, depression, sleeping and eating disorders, and problems in school.</p> <p>A child who has experienced sexual abuse or any other type of abuse or neglect should be encouraged to seek out a trusted adult. Be aware as a parent or other trusted adult that disclosures</p>	<p>8/2017 - 5/2018</p>	<p>Principal - Charlotte Odom Counselor - Stacy Gillis</p>	<p>Local Funds - Sexual Abuse Policy</p>		<p>Staff, parents, and students have an increased awareness of issues regarding the sexual abuse and other maltreatment of children.</p>	<p>Documentation :School Records - - 05/18: Sexual Abuse policy will have been implemented.</p>

Goal: 7 Brookeland ISD 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):

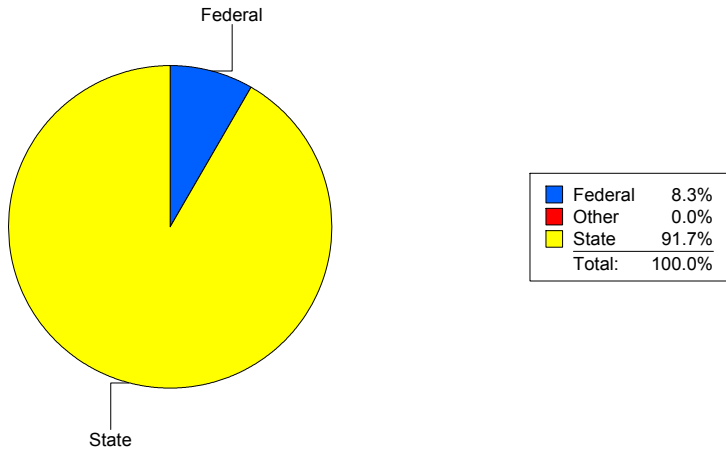
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>of sexual abuse may be more indirect than disclosures of physical abuse and neglect, and it is important to be calm and comforting if your child, or another child, confides in you. Reassure the child that he or she did the right thing by telling you.</p> <p>As a parent, if your child is a victim of sexual abuse or other maltreatment, the campus counselor or principal will provide information regarding counseling options for you and your child available in your area. The Texas Department of Family and Protective Services (TDFPS) also manages early intervention counseling programs. To find out what services may be available in your county, see http://www.dfps.state.tx.us/Prevention_and_Early_Intervention/Programs_Available_In_Your_County/default.asp.</p> <p>The following Web sites might help you become more aware of child abuse and neglect: http://www.childwelfare.gov/pubs/factsheets/signs.cfm http://sapn.nonprofitoffice.com http://www.taasa.org/member/materials2.php http://www.oag.state.tx.us/AG_Publications/txts/childabuse1.shtml http://www.oag.state.tx.us/AG_Publications/txts/childabuse2.shtml</p> <p>Reports may be made to: The Child Protective Services (CPS) division of the Texas Department of Family and Protective Services (1 800-252-5400 or on the Web at http://www.txabusehotline.org).</p>						

Goal: 7 Brookeland ISD 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>Strategy:</p> <p>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:</p> <ul style="list-style-type: none"> * 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. 	<p>8/2017 - 5/2018</p>	<p>Counselor - Stacy Gillis</p>	<p>Local Funds - Time Contributions of Counselor</p>	<p>Documentation :Agendas, Meeting Notes- 12/17: Scheduled staff meetings to discuss and monitor any situation that may need extra attention.</p>	<p>All students get along with their peers with a healthy outlook toward life.</p> <p>Reduction in retention and dropout rates.</p>	<p>Documentation :Counselor Records- 05/18: Referrals to counselor will decrease by 20% as compared to the previous year.</p>

Funding Values By Program



District Improvement Plan
Brookeland ISD 2017-2018

Funding Values By Program

	<u>FTE</u>	<u>DollarValue</u>
Federal		
Carl D. Perkins		
Vocational & Applied		
Technology		
Hemphill ISD SSA	0.00	\$4031.00
Title I, Part A		
Time Contributions of Prekindergarten Teacher	0.50	\$29938.38
A+ Site License	0.00	\$3000.00
Retention Bonuses	0.00	\$11261.68
PD Travel and Registration	0.00	\$5026.00
SECCA, Inc. Consulting Services	0.00	\$1421.00
Time Contributions of Supplemental Reading Teacher	0.43	\$20355.40
Homeless Resources	0.00	\$50.00
Title II, Part A TPTR		
SECCA, Inc. Consulting Services	0.00	\$600.00

Generated on Friday, February 09, 2018 at 10:51:52 AM

Copyright © Attila Software Productions 1996-2018 PO Box 2157 – Manchaca, TX 78652 – Phone: 866-451-9708

Funding Values By Program

Federal	<u>FTE</u>	<u>DollarValue</u>
Title II, Part A TPTR		
Retention Bonuses	0.00	\$10749.79
Title IV, Part A		
Dual Credit Tuition	0.00	\$4800.00
Aquatics Science Resources	0.00	\$5000.00
SECCA, Inc. Consulting Services	0.00	\$200.00
		\$96,433.25
Other	<u>FTE</u>	<u>DollarValue</u>
Coordinated Local, State and Federal Funding		
Time Contributions of PK Staff	0.00	\$0.00
See Individual Activities	0.00	\$0.00
Local Funds		
Time Contributions of 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	0.00	\$0.00
Time Contributions of Committee Members	0.00	\$0.00
Time Contributions of Parents and Staff	0.00	\$0.00
Time Contribution of Committee Members	0.00	\$0.00
Time Contributions of Faculty and Staff	0.00	\$0.00
Time Contributions of Foundation Staff	0.00	\$0.00
PD Contracted Services, Travel and Registration	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

Funding Values By Program

Other	<u>FTE</u>	<u>DollarValue</u>
Local Funds		
Time Contributions of Extra-curricular Staff	0.00	\$0.00
Time Contributions of Staff	0.00	\$0.00
Time Contributions of Staff	0.00	\$0.00
Time Contribution of Technology 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 Staff	0.00	\$0.00
Time Contributions of Counselor	0.00	\$0.00
Time Contributions of Staff	0.00	\$0.00
Time Contributions of Staff	0.00	\$0.00
Time Contributions of Parents and Staff	0.00	\$0.00
Time Contributions of Volunteers and Staff	0.00	\$0.00
Assessment Instruments and Testing Materials	0.00	\$0.00
Child find Resources	0.00	\$0.00
Time Contributions of ARD Committee	0.00	\$0.00
Time Contributions of Staff	0.00	\$0.00
Assessment Instruments and Testing Materials	0.00	\$0.00
Time Contributions of Faculty and Staff	0.00	\$0.00
Assessment Instruments and Testing Materials	0.00	\$0.00
Parent Notification Resources	0.00	\$0.00
Assessment Instruments and Testing Materials	0.00	\$0.00
Time Contributions of Counselor	0.00	\$0.00
Time Contributions of Library Staff	0.00	\$0.00
Online Curriculum Software	0.00	\$0.00
Time Contributions of Coaches	0.00	\$0.00

Funding Values By Program

Other	<u>FTE</u>	<u>DollarValue</u>
Local Funds		
Athletic Resources	0.00	\$0.00
Time Contributions of UIL Staff	0.00	\$0.00
UIL Resources and Awards	0.00	\$0.00
Time Contributions of Sponsors	0.00	\$0.00
PD Contracted Services, Travel and Registration	0.00	\$0.00
Time Contributions of SHAC Members	0.00	\$0.00
DAEP Resources	0.00	\$0.00
Time Contributions of Parents and Staff	0.00	\$0.00
Sexual Abuse Policy	0.00	\$0.00
		\$0.00
State	<u>FTE</u>	<u>DollarValue</u>
Career and Technology Block Grant		
Time Contributions of CTE Staff	0.00	\$344541.00
Gifted and Talented Block Grant		
Time Contributions of G/T Staff	0.00	\$0.00
Time Contributions of Faculty and Staff	0.00	\$6565.00
High School Allotment		
Resources	0.00	\$27772.00
Special Education Block Grant		
Time Contributions of Special Education Staff	0.00	\$331798.00
Time Contributions of Related Services Personnel	0.00	\$0.00
State Compensatory Education (SCE)		
Supplemental Core Subject Area Resources	0.00	\$4000.00

Funding Values By Program

State	<u>FTE</u>	<u>DollarValue</u>
State Compensatory Education (SCE)		
Time Contributions of Summer School Staff	0.00	\$3087.86
Extra Duty Pay for Homebound Services	0.00	\$2058.57
Mileage Costs for Homebound Teacher	0.00	\$500.00
Extra Duty Pay for Elementary Tutorials	0.00	\$5146.45
Extra Dudty Pay for High School Tutorials	0.00	\$2573.22
Time Contributions of Rtl Staff	5.58	\$218721.80
Reading Intervention Resources	0.00	\$3000.00
Supplemental Core Subject Area Resources	0.00	\$5000.00
Time Contributions of Reading Lab Teacher	1.00	\$54058.76
Reading Curriculum	0.00	\$4000.00
Time Contributions of Intervention Teachers	0.71	\$28889.66
Time Contributions of Prekindergarten Aide	1.00	\$15897.37
SECCA, Inc. Consulting Services	0.00	\$7052.00
PD Travel - Reading	0.00	\$4600.00
		<u>\$1,069,261.69</u>
Grand Total:		\$1,165,694.94