

Comal Independent School District
Bill Brown Elementary
2011-2012 Campus Improvement Plan

Accountability Rating: Recognized



Mission Statement

Our mission at Bill Brown Elementary School is to provide a nurturing and safe environment which inspires and empowers children to become life-long learners who embrace diversity, leadership and responsibility.

Vision

Our students will become responsible leaders who embrace diversity.

Motto

We have vision, we have determination we are TRAILBLASERS.

Pledge

I promise

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Bill Brown Elementary School is located in Spring Branch, Texas, a community which has experienced rapid growth in recent years, transforming from a rural setting to an increasingly suburban one. The Guadalupe River runs directly through the school's attendance zone and serves as the community's most prominent geographic feature. The scenic Hill Country setting and proximity to the commercial and cultural offerings of San Antonio and Austin make Spring Branch an attractive place to live and raise a family.

BBES is one of three Bilingual/Dual Language campuses in the Comal Independent School District and accordingly, it serves approximately 250 students who participate in these programs. In October, 2011 BBES had an enrollment of 694 students. The school's ethnic distribution follows:

BBES Ethnicities	total	%
White	363	51.5
Hispanic	320	45.4
African American	2	0.3
Asian/Pac.Island	6	0.9
Two or More Races	14	2.0

Source: 2011 Academic Excellence Indicator System (AEIS) Report

These students also represent other special populations. For example, 273 students (38.7%) are considered "Economically Disadvantaged", and 186 students (26.4%) are classified as "English-Language Learners" (ELL). The "At-Risk" classification applies to 321 students (45.5%). The "Gifted and Talented" program serves 106 students (15.3%).

The school opened in August, 1991 and is currently celebrating its 20th Anniversary.

Demographics Strengths

- Bill Brown Elementary is ethnically biracial/bicultural. Nearly one-half of the students are Hispanic (45.4%) and slightly more than one-half are White (51.5%).
- The home language of more than 200 BBES students is Spanish.
- The composition of the student population encourages an appreciation of diverse cultures and experiences.
- Bill Brown Elementary's status as one of three Bilingual/Dual Language campuses in Comal ISD allows for cultural appreciation and exchange.
- The school benefits from a relatively low rate of student mobility– 9.1% in 2010-2011.

Demographics Needs

- Focused effort to meet the students' various academic, social, and emotional needs at a school in which:
 - - 1 in 7 participate in the "Gifted and Talented" program;
 - 2 in 7 speak Spanish as their first language;
 - 3 in 7 receive free breakfast and lunch; and
 - 4 in 7 were "Commended" on at least one TAKS test.
- Resources for translation of materials from English to Spanish
- Continuation of initiatives to encourage respect for and among cultures/ethnic groups
- Continuation of programs to encourage Spanish-speaking and/or low Socio-Economic Status (SES) parents to attend school events

Student Achievement

Student Achievement Summary

State accountability data indicate rates of BBES student achievement on the 2011 Texas Assessment of Knowledge and Skills (TAKS) as follows:

	Met Standard	Commended
Reading	98%	56%
Math	96%	50%
Writing	94%	37%
Science	95%	56%

- Due to the school's size, ethnic composition, and socio-economic diversity, Bill Brown Elementary was accountable for student performance in 16 distinct categories in 2010-2011, the most in school history.
- In 14 of the 16 categories, greater than or equal to 90% of BBES students met the 2011 TAKS proficiency standards (90% is the required passing rate for "Exemplary" status).
- TAKS Writing: 25 of the 30 Economically Disadvantaged students who took the test met the passing standard. Had two additional students passed the test, the passing percentage for that Special Population would have been 90%.
- TAKS Science: 28 of the 32 Economically Disadvantaged students who took the test met the passing standard. Each of the four students who did not meet the passing standard scored a 74%– one question shy of the passing rate. Had just one of the four students answered one additional question correctly, the passing percentage for that Special Population would have been 91%.
- The average 2011 TAKS Reading "scale score" of BBES students was 734, second highest of the 15 Comal ISD elementary schools.
- The average 2011 TAKS Math "scale score" of BBES students was 704, fifth highest of the 15 Comal ISD elementary schools.
- BBES received four 2011 Gold Performance Acknowledgements: *Commended Performance– Math, Reading, and Science*; and *Comparable Improvement– Reading*.
- The Texas Education Agency (TEA) rated Bill Brown Elementary a "Recognized" campus in 2011.

Student Achievement Strengths

- **Reading**– 2011 Increases in percentages of students who "Met Standard" in Third, Fourth, and Fifth Grades:

TAKS Reading	<u>2010</u>	<u>2011</u>	<u>change</u>
All Students	95	98	+3
Hispanic	90	97	+7
White	98	98	0
Eco.Dis.	89	95	+6

- **Math**– Considerable 2011 improvement in percentages of students who "Met Standard" in Third, Fourth, and Fifth Grades:

TAKS Math	<u>2010</u>	<u>2011</u>	<u>change</u>
All Students	91	96	+5
Hispanic	82	93	+9
White	96	98	+2
Eco.Dis.	78	92	+14

- **Writing**– 2011 Increases in percentages of students who were "Commended", scored a '3' or '4' on their composition, and/or "Met Standard":

English	<u>2010</u>	<u>2011</u>	<u>change</u>
% Met Standard	94	97	+3
% Commended	27	42	+15
% 4s	5	6	+1
% 3s	25	42	+17

% 3s or 4s	30	48	+18
% 2s	65	48	-17
% 1s	5	4	-1
% 0s	0	0	0

<i>Spanish</i>	2010	2011	change
% Met Standard	85	94	+9
% Commended	15	28	+13
% 4s	0	0	0
% 3s	15	28	+13
% 3s or 4s	15	28	+13
% 2s	69	61	-8
% 1s	8	11	+3
% 0s	8	0	-8

- **Commended Rates**– High levels of 2011 performance in Reading, Math, Writing, and Science; gains of greater than 10 percent in three of the four subjects:

Commended	2010	2011	change
Reading	46	56	+10
Math	40	50	+10
Writing	26	37	+11
Science	59	56	-3

- **Hispanic/Limited English Proficient (LEP) Performance**– 2011 increases in percentages of students who met standard on Reading, Math, Writing, and Science:

Hispanic	2010	2011	change
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Reading	90	97	+7
Math	82	93	+11
Writing	86	92	+6
Science	89	93	+14

- **Economically Disadvantaged Performance**– 2011 Increases in percentages of students who "Met Standard" in Reading, Math, Writing, and Science:

Eco.Dis.	<u>2010</u>	<u>2011</u>	<u>change</u>
Reading	89	95	+6
Math	78	92	+14
Writing	82	83	+1
Science	85	88	+3

- **Narrowing of the "Achievement Gap" between White and Hispanic Students**– High expectations for all learners and targeted intervention strategies led to improvement, as evidenced by 2010 and 2011 performance comparisons:

	<u>2010 Passing %</u>			<u>2011 Passing %</u>			<u>narrowing</u>
	<u>White</u>	<u>Hisp.</u>	<u>gap</u>	<u>White</u>	<u>Hisp.</u>	<u>gap</u>	
Reading	98	90	8	98	97	1	-7
Math	96	82	14	98	93	5	-9
Writing	97	86	11	97	92	5	-6
Science	99	89	10	96	93	3	-7

- **"Average Vertical Scale Score"**– Substantial 2010-to-2011 increases in BBES student performance in TAKS Reading and TAKS Math:

	State	CISD	BBES
Reading	+75	+86	+111
Math	+64	+68	+99

BBES Keys to Success:

1. Maintenance of high teacher/staff expectations for the academic performance of all students
2. Maintenance of a positive, engaging, nurturing, and safe school climate
3. Consistent application of research-based instructional practices
4. Consistent application of attention-to-detail
5. Teachers, staff, and administrators possess a strong work ethic

Student Achievement Needs

- Continue the trend of overall improvement in the quality of student writing, PK-5.
- 25/30 Economically Disadvantaged students at BBES passed the 2011 TAKS Writing Test (83%). Our goal is to have all Eco.Dis. students pass the STAAR Writing Test in 2012.
- 28/32 Economically Disadvantaged students at BBES passed the 2011 TAKS Science Test (88%) Our goal is to have all Eco.Dis. students pass the STAAR Science Test in 2012.
- Increase the depth and complexity of learning through the use of differentiated instructional strategies that focus on 'process', 'product', and 'content'.

School Culture and Climate

School Culture and Climate Summary

Bill Brown Elementary enjoys the reputation of being a friendly, open campus. Parent and community visitation and participation is welcomed and encouraged. Frequently, visitors report that they feel the warmth of BBES the moment they step through the doors for the first time. We are always very pleased to hear this (unless the air-conditioner is not working!).

Bill Brown Elementary is also known as a hard-working school. A strong work ethic is required of all teachers, staff members, and administrators. The population of the school is academically, socially, ethnically, and socio-economically diverse. The challenge to meet all students' needs requires the best effort of the entire school community and that is especially true of the teachers and support staff.

High-quality Reading and Writing instruction is a hallmark of the campus' professional culture. Small-group Guided Reading instruction, substantive literacy centers, Writers' Workshop techniques, and the use of Six Traits vocabulary are each present in all PK-5 classrooms. Bill Brown Elementary teachers receive frequent professional development opportunities in vertical curriculum team meetings, optional Literacy "Happy Hours", and biweekly faculty meetings. They learn new techniques, share ideas, and continue to develop and fine-tune their skill set. BBES teachers recognize the importance of formal and informal assessment in order to guide their instructional practices, ensure students are working at their individual "instructional" reading and writing levels, and facilitate steady progress.

Bill Brown Elementary students are exceptionally good kids; they routinely make us all very proud. The school has a simple set of expectations— Be Respectful, Be Responsible, and Use Self-Control. These ideals are reinforced at every opportunity, including the morning announcements, school assemblies, in the classroom, and during Specials classes. This year, BBES has instituted a "Trailblazer Pledge" and additional methods for recognizing students who make good behavioral choices.

Parents report in surveys and through informal feedback that they believe BBES to be a safe facility.

School Culture and Climate Strengths

- The BBES Parent-Teacher Association (PTA) is active, involved, and supportive. The membership rate among faculty members is 100%.
- Volunteer opportunities of a wide variety exist, as well as a tradition of school-home partnerships, open lines of communication, and mutual respect.
- Survey results indicate that the majority of parents "strongly agree" that BBES is a safe school.

- Visitor may only enter the building through the front doors during the school day.
- The RaptorWear system adds another level of security as it ensures that those who wish to access the campus are safe individuals. Identification must be prominently worn by all staff, substitutes, volunteers, and visitors.
- Background checks must be completed by those who wish to work directly with students and/or accompany them on field trips.
- BBES has a well-established Character Education program– the "Trailblazer All-Stars". Worthy students are nominated by their teachers and recognized at monthly ceremonies. All students receive this recognition at some point during the school year.

School Culture and Climate Needs

- Much is expected and required of BBES teachers, staff, and administration. In 2011 the accountability rating of the school– "Exemplary" instead of "Recognized" –hinged on any one of four Economically Disadvantaged fifth graders answering just one additional TAKS Science question correctly. After such a diligent effort, some are disappointed. The potential for a let-down exists, although we understand it is not an option if our students are to continue to receive our best.
BBES teachers and support staff work hard for our kids and remain in a state of diligence regarding their progress. We must also find time to enjoy our students, our roles on the staff, and each other. We must celebrate our students' successes, and each other.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Great care is taken in hiring staff members of exceptional quality, providing them ongoing professional development opportunities, and supporting them in all their efforts. The staff has an experience base that ranges from second year teachers to teachers with 20 or more years of experience, with a large percentage of staff members falling in the 8 to 15 year range. Two original BBES teachers remain on the staff in the school's twentieth year.

Staff Quality, Recruitment, and Retention Strengths

Teachers, staff, and administrators support each other. "Communication", "Collaboration", and "Collegiality" characterize the relationships among staff members. Teachers work very closely with parents, adding a sense of teamwork to the positive culture of the school.

- No teacher turnover due to dissatisfaction in working conditions
- All teachers are highly qualified
- All paraprofessionals are highly qualified
- 90% of teachers are Gifted and Talented (GT) certified
- 75% of teachers are English and a Second Language (ESL) certified

Staff Quality, Recruitment, and Retention Needs

- The recruitment and retention of excellent teachers will remain an important priority of the school.
- As the school's population of English Language Learners continues to grow, special emphasis will be placed on recruiting outstanding Bilingual certified teachers.
- The professional development provided by BBES teacher leaders and CISD specialists will continue to strengthen the quality of the staff.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Teachers implement the curriculum using the District Scope and Sequence for each subject area. Campus biweekly assessments and District quarterly benchmarks are used to determine specific student needs. Bill Brown Elementary's Math and Reading specialists, provided through the use of State Compensatory Education funds, intervene with students based on academic needs. The Response to Intervention (RTI) process at BBES is used to address the academic and behavioral needs of students. Teachers cater their instruction to students' various modalities/learning styles to ensure that needs are met. Specific emphasis on exceptional Literacy instruction, Singapore Math and "Thinking Maps" techniques, vertical alignment in each content area, and instructional technology will continue to ensure that students achieve at high academic levels.

Curriculum, Instruction, and Assessment Strengths

- In 2011, BBES students demonstrated significant academic gains in almost every content area:

	<u>2010</u> <u>Pass.%</u>	<u>2010</u> <u>Comm.%</u>	<u>2011</u> <u>Pass.%</u>	<u>2011</u> <u>Comm.%</u>
<u>Reading</u>	95	46	98	56
<u>Math</u>	91	40	96	50
<u>Writing</u>	94	27	95	37
<u>Science</u>	97	61	95	56

The following are reasons for this success:

- The establishment of Vertical Curriculum Teams for Reading, Math, Writing, Science, and Technology
- The articulation of clear achievement goals, particularly in the subjects of Math and Writing
- The administration of biweekly Math assessments for grades 1-5
- The utilization of Singapore Math strategies

- The establishment of a new mentoring program that paired staff members with at-risk students in grades 3-5
- The growth of technology integration in classroom instructional practices
- Administrator feedback provided in team planning sessions and through walk-through observations

Curriculum, Instruction, and Assessment Needs

- Continue to implement and revise RTI procedures, meeting students' needs as soon as difficulties become apparent, and if necessary, identify students in need of additional "pull-out" intervention
- Focus attention and effort on Economically Disadvantaged Writing and Science. Goal: 100% proficiency
- Continue to vertically align the curriculum in Reading, Math, Writing, and Science at the campus level
- Increase methods of differentiation to reach all students of all ability levels
- Increase implementation/integration of instructional technology in the classroom

Technology

Technology Summary

Student use of instructional technology acquired through Comal ISD "Bond 2008" has impacted learning in profound ways. In three years, our campus has transformed from occasional, isolated use to now integrating technology at practically every opportunity.

Teachers use technology to present material in engaging ways and access learning opportunities not previously available. They also use it as a tool to analyze data and inform their instruction. Students use technology as a way to creatively showcase the products of their learning.

Technology usage has become an integral part of our school culture. BBES students are benefitting from it in many ways, developing the skills they will use as productive, 21st Century citizens.

Technology Strengths

- Teachers have grown in their confidence and ability to integrate technology within standard instructional practices
- Students have many opportunities to use technology and are highly engaged in all learning when doing so
- Campus technology resources are plentiful, yet also in high demand. They are used constantly.

Technology Needs

- Carry forward the momentum that began with CISD Bond 2008 technology purchases
- Develop the capacity for teacher leadership, and the conduits through which knowledge and ideas may pass. Encourage collaboration.
- Set target goals for campus technology integration; monitor progress

Comprehensive Needs Assessment Data Documentation

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




- Campus goals
- AEIS data - longitudinal
- AEIS data - current
- AYP data
- Professional learning communities discussions
- Campus and/or district planning and decision making committee meeting discussions
- Local benchmark or common assessments results
- Number of students assigned to special programs and their academic achievement
- Attendance data
- Student surveys and/or feedback
- Community and/or parent surveys and/or feedback
- Staff surveys and/or feedback
- Prior year budgets/entitlements and expenditures in relation to current year funding and priorities
- Campus leadership and/or department meetings
- Campus faculty meeting discussions
- Prior year(s) campus and/or district improvement plans
- Study of best practices
- Texas Assessment of Knowledge and Skills (TAKS) results including TAKS (Accommodated), TAKS-M, and TAKS-Alt
- Linguistically Accommodated Testing (LAT) data
- Texas Primary Reading Inventory (TPRI) or Tejas LEE results
- Texas English Language Proficiency Assessment System (TELPAS) results
- Special education population, including performance, discipline, attendance, and mobility
- Homeless population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance and mobility
- At-Risk population, including performance, discipline, attendance and mobility
- ELL population, including performance, discipline, attendance and mobility
- Gifted population, including performance, discipline, attendance and mobility
- Class size data
- Texas STaR Chart
- Running Records results
- Campus committee meeting discussions














Goals

Goal 1: Bill Brown Elementary will provide premier academic programs which will ensure all students will have the necessary skills to continue their educational training, begin a career, and be able to solve the problems they are confronted with on a daily basis.

Performance Objective 1: Administrators, teachers, and staff will improve student achievement at all levels and focus on individual student needs.

Summative Evaluation: By spring 2012 at least 90% of all students including all accountability sub groups and all special population groups will meet or exceed mastery expectations in all areas of the STAAR test. At least 90% of all K-2 students will be reading on grade level per TPRI/DRA. At least 90% of all students in grades 1-5 will have a passing rate on District assessments in all core content areas.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Administer, monitor, and analyze scores from TAKS/STAAR, DRA, TPRI, District and Campus assessments to guide and align instructional decision making and set goals for all students.	Principal, Counselor, Intervention Teachers, Classroom Teachers	100% of all students will be tested with state/local assessments, 100% of classroom teachers will keep student data spreadsheet, and all teachers will meet monthly with principal and intervention teachers to analyze data to design appropriate interventions for students				
Funding Sources: Compensatory Ed. Budget - \$186479.00						
2) Through the campus Response to Intervention (RTI) team - identify students in need of extra help in content areas and provide additional instruction to improve student achievement.	Principal, Campus Intervention Teachers (CITs), Classroom Teachers	Monthly RTI meetings, Eduphoria records analysis, classroom grades, classroom progress monitoring, observations, State and District assessments, BBES biweekly assessments.				
Funding Sources: Compensatory Ed. Budget - \$186479.00						
3) Provide tutoring in Reading, Math, Writing, and Science for students at risk of failing, with special emphasis placed on the performance of students in the "Hispanic" and "Economically Disadvantaged" special populations	Teachers, Campus Intervention Teachers (CITs), Principal	State, District, and BBES assessments.				
Funding Sources: SSIG - \$4810.00, Title III Budget - \$1000.00, Compensatory Ed. Budget - \$186479.00						







4) All students will receive Music, Art, and PE instruction aligned to the Texas Essential Knowledge and Skills (TEKS) with emphasis on integrating instruction into the content areas.	Principal	100% of the curriculum will reflect TEKS instruction; 100% of students will participate in the Music, Art, and PE based on developmentally appropriate grade level activities; 100% of students will receive Fitness-Gram assessments				
5) Improve Writing instruction by focusing on writing skills in 1st-5th grades, with special emphasis on assisting students in the "Hispanic" and "Economically Disadvantaged" special populations.	Principal; Campus Intervention Teacher (CIT); Classroom Teachers	Benchmark Writing scores; STARR Writing scores.				
	Funding Sources: Compensatory Ed. Budget - \$186479.00, Title III Budget - \$4466.00					
6) Provide campus-based staff development in the areas of differentiation, science-math integration, writing, balanced literacy, centers, and guided reading.	Principal	Attendance at meetings, walkthroughs, and PDAS observations.				
7) Continue research based intervention program focused on student improvement employing technology, individual and small group instruction including but not limited to Guided Reading k-5, Flexible grouping, Renzulli, Waterford, Read About, Study Island, Read 180.	Campus Intervention Teachers, Principal, Asst. Principal, Teachers	Improved DRA, TPRI, TAKS (Staar) scores with students with needs				
8) Provide professional development focused on: improving instruction and STAAR performance (especially for the "Hispanic" and "Economically Disadvantaged" special populations).	Principal; Campus Intervention Teachers (CITs)	Participation in professional development through the following resources: Region 13 and Region 20 workshops; Reading, Writing, Math, and Science Vertical Teams; Monthly Faculty Meetings, and Comal ISD training opportunities				
	Funding Sources: Compensatory Ed. Budget - \$186479.00, Local Revenue - \$25933.00, Title III Budget - \$4466.00					
9) Monitor adherence to CISD curriculum frameworks, and timelines for implementing and evaluating the success of instruction	Principal, Asst. Principal, Team leaders	PDAS, walkthroughs, observations, team leader meetings, grade level meetings				
10) Emphasize Writing instruction with special emphasis in the primary grades (PK-2) in order to increase writing proficiencies of students.	Principal, Writing Vertical Team	100% passing percentages for "Hispanic" and "Economically Disadvantaged" students on the 2012 STAAR Writing Test				
11) Improve student academic performance in Science and Math by implementing more hands-on activities and experiments	Principal, CIT, Science and Math Vertical Teams	STAAR scores in Science and Math (Target: 100% passing rate for "Economically Disadvantaged" students on STAAR Science Test), Quarterly CISD test scores, Biweekly BBES Math assessments.				
	Funding Sources: Compensatory Ed. Budget - \$186479.00					
 = Discontinue  = No Progress  = Some Progress  = Considerable  = Accomplished						

Goal 1: Bill Brown Elementary will provide premier academic programs which will ensure all students will have the necessary skills to continue their educational training, begin a career, and be able to solve the problems they are confronted with on a daily basis.

Performance Objective 2: Administrators, teachers, and staff will meet the specific academic needs of all special populations, including "Economically Disadvantaged"; "Limited English Proficient"; "Hispanic"; "Special Education"; and "Gifted and Talented" students.

Summative Evaluation: Special Education students will meet 100% of their IEP goals. Special education students' academic needs will be identified through the ARD committee. 100% of G/T students will pass the STAAR in all areas with 80% performing at the "Commended" rate. 100% of G/T students in primary grades will pass district CBAs in all subjects. 90% of Economically Disadvantaged and LEP students will meet expectation on STAAR and district CBAs.









Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Align instructional goals and use research based instructional strategies based on disaggregated individual student data	Principal, Asst. Principal, Campus Intervention Teachers, Vertical Alignment Team, Team Leaders	Lesson plans, IEPs, walkthroughs, PDAS				
2) Analyze student data to determine lists of At-Risk students	Counselor, Principal, Campus Intervention Teachers (CITs)	At-Risk lists, Response to Intervention (RTI) Data				
3) Meeting between principal and staff to monitor At-Risk student performance	Principal	Meeting notes				
4) Assist "special population" students in demonstrating mastery of the curriculum on various assessments.	Principal, CITs, Teachers, Gifted and Talented Specialist	STAAR passing rates of greater than or equal to 90% in all 2012 accountability measures (and 100% for "Economically Disadvantaged" Writing and "Economically Disadvantaged" Science); IEP goal attainment; "Commended Performance" rates;				
	Funding Sources: Compensatory Ed. Budget - \$186479.00, Title II Budget - \$6598.00, Title III Budget - \$4466.00					
5) Provide in-school supplemental Reading and Math instruction and tutoring for K-5 At-Risk students	Counselor, Campus Intervention Teachers (CITs)	lesson plans, tutoring logs				
	Funding Sources: Compensatory Ed. Budget - \$4810.00					

6) Provide professional development for working with parents as empowered partners	Principal, Parent Resource Center Liaison	Sign-in sheets for professional development, parent meeting notes				
	Funding Sources: Local Grants - \$9032.00					
 = Discontinue  = No Progress  = Some Progress  = Considerable  = Accomplished						

Goal 1: Bill Brown Elementary will provide premier academic programs which will ensure all students will have the necessary skills to continue their educational training, begin a career, and be able to solve the problems they are confronted with on a daily basis.

Performance Objective 3: Administrators, teachers and staff will maintain high expectations for student achievement.








Summative Evaluation: State, district and campus assessments. Walk-throughs

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Conduct biweekly math assessments and use disaggregated data to drive instructional practices.	Principal, Math CIT, Teachers	Teacher feedback, Assessment scores				
	Funding Sources: Compensatory Ed. Budget - \$186479.00					
2) Vertical collaboration teams will meet quarterly to align instructional practices and identify needs across grade levels in the areas of reading, math, science, writing and technology.	Principal, CITs	CBA/Benchmarks, Prior years' testing data.				
	Funding Sources: Compensatory Ed. Budget - \$186479.00					
3) Promote the joy and importance of reading school-wide through a variety of staff efforts and student-centered activities	Principal, Librarian, Assistant Principal, Literacy Focus Group, Reading CIT	State, District and Campus assessments				
 = Discontinue  = No Progress  = Some Progress  = Considerable  = Accomplished						

Goal 1: Bill Brown Elementary will provide premier academic programs which will ensure all students will have the necessary skills to continue their educational training, begin a career, and be able to solve the problems they are confronted with on a daily basis.

Performance Objective 4: Teachers and Administrators will conduct quarterly data analysis sessions.








Summative Evaluation: Attendance to sessions

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Data analysis sessions will be used to determine grade level strengths and areas for growth and to determine instructional plans to target specific Reading, Writing, Math, and Science objectives.	Principal, Assistant Principal, Team Leaders, CITs	90% passing on CBA/Benchmark; informal evaluation of teacher needs				
	Funding Sources: Compensatory Ed. Budget - \$186479.00					
2) Instructional planning and staff development that includes grade level team planning and staff development on Best Practices for teaching Reading, Math, Writing, and Science.	Principal, Assistant Principal, CITs, Team Leaders	90% passing on CBA/Benchmarks; Meets Standards of TPRI; Reading at grade-level DRA				
	Funding Sources: Compensatory Ed. Budget - \$186479.00, Title III Budget - \$4466.00					
 = Discontinue  = No Progress  = Some Progress  = Considerable  = Accomplished						

Goal 1: Bill Brown Elementary will provide premier academic programs which will ensure all students will have the necessary skills to continue their educational training, begin a career, and be able to solve the problems they are confronted with on a daily basis.

Performance Objective 5: Teachers will vertically align K-5 curriculum with Comal ISD curriculum guides




Summative Evaluation: 100% of the required TEKS for each quarter will be taught. Use quarterly assessment data, lesson plans, and curriculum guides will ensure that the TEKS teachers taught align to the skills students mastered.







Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Vertically align K-5 Math curriculum with standards and assurances.	Math Campus Intervention Teacher (CIT), Math Vertical Team	Math Vertical Team meetings, lesson plans, student achievement results				
	Funding Sources: Compensatory Ed. Budget - \$186479.00					
2) Vertically align K-5 Science curriculum with standards and assurances.	Principal, Science Vertical Team, Campus Intervention Teachers (CITs)	Science Vertical Team meetings, lesson plans, student achievement results				
	Funding Sources: Compensatory Ed. Budget - \$186479.00					
 = Discontinue  = No Progress  = Some Progress  = Considerable  = Accomplished						

Goal 1: Bill Brown Elementary will provide premier academic programs which will ensure all students will have the necessary skills to continue their educational training, begin a career, and be able to solve the problems they are confronted with on a daily basis.

Performance Objective 6: All Bilingual/Dual Language teachers and parents will be adequately trained to meet the needs of their students/children.

Summative Evaluation: 100% teacher participation, as reported on professional development attendance records. 80% parent participation, as reported on Parent-Teachers conference and Parent Resource Center sign-in sheets. Bilingual students will perform at or above the level of their English speaking peers. Campus and State assessment results (Target: 100% of BBES "Economically Disadvantaged" students will demonstrate proficiency on STAAR Writing and STAAR Science in 2012).








Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) "Singapore Math" training will be provided to all BBES Bilingual/Dual Language teachers in August, 2011.	Principal, Campus Intervention Teacher (CIT), Comal ISD Bilingual/ESL Coordinator	100% teacher participation, as reported on professional development attendance records. Greater than or equal to 90% of BBES Bilingual/Dual Language students will demonstrate proficiency on their 2012 STAAR Math test or End-of-Grade Math Campus-Based Assessment (CBA).				
Funding Sources: Local Revenue - \$1250.00						
2) "Thinking Maps" training will be provided to all BBES Bilingual/Dual Language teachers in August, 2011.	Principal; Campus Intervention Teachers (CITs); Comal ISD Bilingual/ESL Coordinator	100% attendance, 100% successful completion of the training, 90% positive feedback from Dual Language teachers through informal conversations, observation of the use of "Thinking Map" strategies and graphic organizers in 100% of all BBES instructional settings during the fall semester, 2011.				
Funding Sources: Title III Budget - \$1000.00, Local Revenue - \$2000.00						
3) Improve services to Dual Language students and families by offering informal parent information sessions, homework tutorials, translated materials and Dual Language Family Nights.	Principal, Assistant Principal, Parent Resource Liaison, Dual Language Teachers	Participation rosters; Student grade reports; CBA/Benchmarks				
Funding Sources: Title III Budget - \$4466.00, Local Grants - \$9032.00						

4) Provide high-quality learning materials in Spanish for our Dual Language program, including Spanish language library books.	Librarian, District Bilingual/ESL Coordinator, Principal, Assistant Principal	Circulation numbers for Spanish language library materials.				
	Funding Sources: Local Revenue - \$2000.00, Title III Budget - \$1000.00					
 = Discontinue  = No Progress  = Some Progress  = Considerable  = Accomplished						

Goal 1: Bill Brown Elementary will provide premier academic programs which will ensure all students will have the necessary skills to continue their educational training, begin a career, and be able to solve the problems they are confronted with on a daily basis.

Performance Objective 7: Special Education and General Education teachers will receive training designed to meet the academic needs of Special Education and struggling students.







Summative Evaluation: Professional development sign-in sheets. Campus, district and state assessment results for Special Education students. Lesson plans.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) "Thinking Maps" training will be provided to all BBES teachers in August, 2011.	Principal; Campus Intervention Teachers; Grade Level Team Leaders	100% attendance, 100% successful completion of the training, 90% positive feedback from teachers through informal conversations, observation of the use of "Thinking Map" strategies and graphic organizers in 100% of all BBES instructional settings during the fall semester, 2011.				
Funding Sources: Local Revenue - \$3000.00						
2) Provide support for struggling students using supplemental programs including but not limited to Waterford, ReadAbout, Read 180, Wilson, CITs, and tutoring	Principal, Assistant Principal	DRA scores, CBA/Benchmark scores, TPRI, RTI Committee evaluation of student needs. Special Education and struggling students will perform at or above their non Special Education peers.				
Funding Sources: Compensatory Ed. Budget - \$186479.00						
 = Discontinue  = No Progress  = Some Progress  = Considerable  = Accomplished						

Goal 1: Bill Brown Elementary will provide premier academic programs which will ensure all students will have the necessary skills to continue their educational training, begin a career, and be able to solve the problems they are confronted with on a daily basis.

Performance Objective 8: Gifted and Talented teachers and General Education teachers will attend professional development designed to enhance instruction for Gifted and Talented students and for the class in general.










Summative Evaluation: Professional development sign-in sheets. Lesson plans. Student work displayed in public areas.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Gifted and Talented teachers and General Education teachers will attend professional development designed to enhance instruction for Gifted and Talented students and for the class in general.	Principal, Teachers, Gifted and Talented Specialist	Greater than or equal to 80% of BBES Gifted and Talented students will earn "Commended" recognition for their performance on the 2012 STAAR tests.				
Funding Sources: Title II Budget - \$6598.00						
 = Discontinue  = No Progress  = Some Progress  = Considerable  = Accomplished						

Goal 2: Bill Brown Elementary will provide exceptional facilities for our growing student body and will foster a safe, secure, and positive learning environment.

Performance Objective 1: The environment/climate in the school will be conducive to learning.









Summative Evaluation: Parent and Teacher Survey on perceptions of the learning environment.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Professional development on the creation of an environment where learning is praised, exalted, and revered by staff, parents, students.	Principal, CITs, Team Leaders	Feedback from students that learning is "fun" or "important" etc.; Parent survey results will reflect that BBES staff make learning fun and have high expectations for all students.				
2) The facilities will be kept clean and orderly.	Assistant Principal, Custodians	Students, Teachers, and Staff will have a favorable impression on the cleanliness of the school. Parents and staff will report that the building is clean and clutter-free. Custodians will report to campus administrators goals and accomplishments.				
3) A needs assessment will be conducted on facility care and maintenance, to then be prioritized over the course of the school year.	Assistant Principal	Needs assessment completed, prioritized and changes/improvements implemented				
4) The school will practice safety drills for fire and lockdown procedures.	Assistant Principal	Drill duration logs.				
 = Discontinue  = No Progress  = Some Progress  = Considerable  = Accomplished						

Goal 2: Bill Brown Elementary will provide exceptional facilities for our growing student body and will foster a safe, secure, and positive learning environment.

Performance Objective 2: Implement policies and procedures for safe, secure and comfortable environment






Summative Evaluation: 100% of staff, students and parents will assist in implementing procedures and policies for a safe, secure and comfortable learning environment







Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) All visitors will sign in- and out of the Office when visiting campus.	Receptionist, Assistant Principal, Lead Custodian	RaptorWare reports; Log Book for campus visitors; spot checks for visitor name badges				
Funding Sources: Local Revenue - \$400.00						
2) All exterior doors, with the exception of the front and back entrances to the school, will remained locked at all times.	Teachers; Custodians	Periodic spot checks				
3) The building temperature will be maintained at comfortable levels conducive for learning.	Administrative Assistant; Teachers and Staff	the absence of work orders related to this subject				
 = Discontinue  = No Progress  = Some Progress  = Considerable  = Accomplished						

Goal 2: Bill Brown Elementary will provide exceptional facilities for our growing student body and will foster a safe, secure, and positive learning environment.

Performance Objective 3: Students will feel safe coming to school, when at school and when going home from school (to include field trips, events and any other extra or co-curricula activities).

Summative Evaluation: A beginning, middle and end of the year survey from students and parents concerning student and parent perception of school safety.









Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) The school will practice fire drills and will be prepared to conduct a safe evacuation of the building should there be a fire.	Assistant Principal	Fire drill logs. Reports from Fire Marshall, Teacher feedback. Observation.				
2) Students, staff, and all present will practice "lock down" procedures. All will feel confident that they will be safe should an intruder enter the building.	Assistant Principal, Teachers	"Lock Down" logs, teacher feedback, student feedback, observation, central office unknown person will enact an intruder scenario and students, staff and anyone in the building will act and react appropriately so that all feel confident they would be safe if there were an actual intruder.				
3) Handbooks will be written for field trips and other off-campus activities and events. They will include procedures for medical, mental health, lost child, behavioral, bad weather, and unforeseen circumstances.	Assistant Principal, Teachers	Feedback from teachers, volunteers and students that they felt safe on the field trip, or at the event. If a situation arises all concerned ultimately were safe. Those following the procedures felt confident and calm while following the written procedures.				
4) Implementation of RaptorWare, the screening software and hardware that checks the legal background visitors.	Receptionist, Assistant Principal, Secretary	Only visitors that present no concern of harm will be allowed in the building.				
Funding Sources: Local Revenue - \$400.00						
5) Students will be closely monitored before leaving the building and loading onto buses or private vehicles. Training and practice will be conducted on loading and unloading buses and private vehicles and entering the building.	Teachers, Assistant Principal, Paraprofessionals	Students will be observed loading onto buses without incident. Students will ride on the bus safely as observed and reported by the bus driver. Parents/guardians will give feedback on students loading private vehicles. Teacher will observe students walking to designated departure staging areas. Parents will report that students have returned home safely.				
Funding Sources: Local Revenue - \$600.00						

6) Monitoring of school playground.	Teachers, Assistant Principal, Nurse	Students will report there is no bullying. Minimal student accidents/injuries will occur. Parents will report in surveys that the BBES playground is safe.				
 = Discontinue  = No Progress  = Some Progress  = Considerable  = Accomplished						

Goal 2: Bill Brown Elementary will provide exceptional facilities for our growing student body and will foster a safe, secure, and positive learning environment.

Performance Objective 4: Students will feel secure at school and parents will feel confident their child(ren) feel secure at school.









Summative Evaluation: Beginning, middle and end of the year student and parent surveys.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Students will have access to teachers, counselor, nurse, and administrators to voice concerns.	Counselor, Principal	The principal or counselor will address the concern, dependent upon the subject. Students and parents will report that issues are being addressed in an appropriate way.				
2) Establish procedures with staff to insure greater understanding of personal safety, violence prevention, crisis management, and intervention procedures	Assistant Principal, Counselor	Walk-through observations, evacuation drill records, lesson plans, student discipline folders				
3) Student recognition and leadership programs	Principal, Assistant Principal, Counselor	Participation in recognition and leadership programs, reduced discipline referrals, increased attendance				
 = Discontinue  = No Progress  = Some Progress  = Considerable  = Accomplished						

Goal 2: Bill Brown Elementary will provide exceptional facilities for our growing student body and will foster a safe, secure, and positive learning environment.

Performance Objective 5: Drug, alcohol, and substance abuse will be addressed with students. Prevention and developing a "healthy lifestyle" will be emphasized.







Summative Evaluation: Surveys, reports, comments, observations concerning the rejection of drugs, alcohol and substance abuse by students will indicate meaningful learning is taking place. Students will indicate an understanding of what a "healthy lifestyle is."

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Continuation of the DARE program.	Principal, Fifth Grade Team Leader	Successful "GRADUATION" ceremony at the end of the course.				
Funding Sources: Local Revenue - \$30.00						
2) Provide lessons on "Healthy Lifestyle"	Counselor, PE Teacher, Teachers	Students can define and give examples of a "healthy lifestyle", and express the significance.				
3) Implement programs to educate about drugs, alcohol, and substance abuse prevention with emphasis on maintaining a "healthy lifestyle".	Counselor, Communities in Schools Project Director	Student participation in Red Ribbon Week activities; student and parent surveys; student DARE assessment				
Funding Sources: Local Revenue - \$500.00						
 = Discontinue  = No Progress  = Some Progress  = Considerable  = Accomplished						

Goal 2: Bill Brown Elementary will provide exceptional facilities for our growing student body and will foster a safe, secure, and positive learning environment.

Performance Objective 6: Students and staff will display school spirit and celebrate academic successes, perfect attendance, and positive behaviors.

Summative Evaluation:

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Students, teachers, administrators, and parents will participate in quarterly "Honor Roll" and "Perfect Attendance" recognition ceremonies.	Counselor, Principal, Teachers	increased attendance rates; increased student academic achievement; reduced disciplinary referrals				
Funding Sources: Local Revenue - \$300.00						
 = Discontinue  = No Progress  = Some Progress  = Considerable  = Accomplished						

Goal 2: Bill Brown Elementary will provide exceptional facilities for our growing student body and will foster a safe, secure, and positive learning environment.

Performance Objective 7: At BBES, bullying will not be tolerated.

Summative Evaluation:

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) The Morris Brothers will perform their anti-bullying message for the student body.	Counselor, Principal	attendance; audience participation; parent feedback				
	Funding Sources: Local Revenue - \$500.00					
2) The counselor will present whole-group lessons on the subject of bullying to all classrooms.	Counselor, Grade Level Team Leaders	Lesson plans, Decreases in bullying-related office referrals				
= Discontinue = No Progress = Some Progress = Considerable = Accomplished						

Goal 2: Bill Brown Elementary will provide exceptional facilities for our growing student body and will foster a safe, secure, and positive learning environment.

Performance Objective 8: Counselor will conduct classroom guidance lessons following standards. Parents and teachers will receive a pamphlet describing Counselor's services.










Summative Evaluation:

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Pamphlet creation and distribution.	Counselor, Principal	creation and distribution of the pamphlet	✓			

Goal 3: Bill Brown Elementary will equip, train and utilize 21st Century technology in all classrooms to prepare our students for the challenges of the future.

Performance Objective 1: Bill Brown Elementary will provide frequent opportunities for student technology use.








Summative Evaluation: Teachers will report that technology at Bill Brown is available and help is given to put technology to use if needed.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Organize sign-ups for iTouch, video conferencing, Computer Lab, and Computers on Wheels (COW) use.	Assistant Principal, District ITs, Teachers	Informal surveys among grade level Team Leaders which confirm that: 1) Technology is readily available to all teachers at all times; 2) Resources are appropriately shared among all staff members; and, 3) There is little or no conflict related to availability/usage.				
2) Continue morning audio/visual announcements throughout the building.	Counselor, CIT, Instructional Paraprofessional	Announcements and special messages from the counselor and administration will be given each morning using this format.				
3) Expand the use of technology into the content area through the use of resources such as United Streaming, CPS systems, LCD projectors, ELMOs, educational software systems, laptop computers, portable electronic devices, flip cameras, etc...	Principal, Comal ISD Instructional Facilitators, Teachers	Walkthrough observations; Review of Lesson PLans				
4) Utilize instructional software systems (i.e. Waterford Early Math and Science, ReadAbout, and Read 180) to supplement teacher instruction and provide opportunities for remediation	CITs, Principal	System Reports				
 = Discontinue  = No Progress  = Some Progress  = Considerable  = Accomplished						

Goal 3: Bill Brown Elementary will equip, train and utilize 21st Century technology in all classrooms to prepare our students for the challenges of the future.

Performance Objective 2: Bill Brown Elementary students and staff will receive training in order to use technology in the school's classrooms and other learning environments.







Summative Evaluation: 100% of Bill Brown Elementary staff and students will participate in acquiring, strengthening, and integrating technology competencies. Through various evaluative measures, staff and students will report that technology, and the training required to support it, are readily available at the school. For example, StaR Chart survey results will indicate that a minimum of 90% of BBES teachers rate the school's technology professional development opportunities in the 'Advanced Tech' (3) and 'Target Tech' (4) range.












Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Provide staff development during and after school in the form of training sessions.	Principal, Campus Technology Committee Chair, Comal ISD Instructional Facilitators	Attendance records at "Technology Happy Hour" offerings; walk-through observations; campus STaR chart results				
2) District staff will support teachers in their use of classroom webpages and video conferencing technology for the purpose of improving communication and accessing learning opportunities.	Comal ISD Instructional Facilitators, Teachers	Teacher webpages, informal surveys of usage patterns				
 = Discontinue  = No Progress  = Some Progress  = Considerable  = Accomplished						

Goal 3: Bill Brown Elementary will equip, train and utilize 21st Century technology in all classrooms to prepare our students for the challenges of the future.

Performance Objective 3: Bill Brown Elementary teachers will improve instruction and student mastery in technology by increasing their competency in this area. Teachers will use technology to deliver instruction.

Summative Evaluation: StaR Chart survey results will indicate that a minimum of 90% of BBES teachers rate students' opportunities to use technology while learning in the 'Advanced Tech' (3) and 'Target Tech' (4) range.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Teachers will plan with their grade level teams on how to use technology as an instructional tool. Teachers will encourage each other to use technology in their instructional strategies.	Principal	Walk-throughs will reflect technology being used in instruction. Lesson plans will reflect technology in instructional strategies.				
2) Provide campus technology staff development in the form of Instructional Facilitator support and/or formal training.	Principal, Comal ISD Instructional Facilitators	Walk-throughs, STaR chart results.				
3) Teachers and students will use mobile learning devices in the classroom in ways that support student achievement.	Campus IT, Campus Technology Vertical Team.	Classroom walkthroughs; feedback from technology vertical team.				
4) All second grade students will practice keyboarding skills using wireless Alpha Smarts	Principal, teachers, District technology personnel	100% of students will demonstrate mastery of grade level TEKS keyboarding proficiencies				
5) Implement strategies that fully integrate the instruction of Technology Application TEKS into the core curriculum TEKS	Teachers, Principal, Assistant Principal, Comal ISD Instructional Facilitators	100% of students will demonstrate mastery of grade level technology TEKS as measured by district/classroom assessments and rubrics. 100% of teachers will use and integrate technology for planning and instruction as reflected in lesson plans and walkthroughs				
6) Increase teacher use of technology into the content areas (United Streaming, Inter-write tablets, InterActive White boards, e-instruction, LCD projectors, student software, ELMOs, pod casting, video flip cameras, video conferencing, and Distance Learning	Teachers, Principal, Comal ISD Instructional Facilitators	100% of teachers will use technology in their classrooms at an "Advanced" level on a regular basis, as reported in STaR Chart results				

7) Technology staff will support teachers in the utilization of campus/teacher web pages to improve communication with staff, students and parents.	Teachers, Principal, Comal ISD Instructional Facilitators	100% of teachers will update and maintain web page with current classroom and team information				
8) Teachers will use Eduphoria to create lesson plans and analyze assessment data for the purpose of determining instructional needs of students and evaluation of instructional practices.	Principal, Assistant Principal, CITs	100% of teachers will access Eduphoria to create lesson plans and review assessment data.				
Funding Sources: Compensatory Ed. Budget - \$186479.00						
9) Video Production Team will produce daily announcements/broadcasts	Instructional Paraprofessional, Counselor, CIT	Daily video broadcasts				
Funding Sources: Compensatory Ed. Budget - \$186479.00						
10) Teams will meet and plan to incorporate technology rich, student centered projects into the planned curriculum.	Technology Vertical Team, Teachers	Walk-through observations; digital projects				
11) Evaluate equipment, software, student and teacher needs to further develop and promote technological growth and learning	Technology Vertical Team, Principal	Equipment needs, evaluation results, digital projects				
12) When appropriate, implement researched-based intervention curriculum through the use of technology.	Principal, CITs	Use of technology by CITs; systems reports; lesson plans				
Funding Sources: Compensatory Ed. Budget - \$186479.00						
 = Discontinue  = No Progress  = Some Progress  = Considerable  = Accomplished						

Goal 3: Bill Brown Elementary will equip, train and utilize 21st Century technology in all classrooms to prepare our students for the challenges of the future.

Performance Objective 4: Bill Brown Elementary teachers and staff members will utilize technology as a management tool which supports student learning and leads to measurable academic gains.








Summative Evaluation: 100% of teachers and support staff will use technology for tasks such as data entry and analysis, lesson planning, collaborating, participating in online training sessions, etc. StaR Chart survey results will indicate that a minimum of 90% of BBES teachers rate their ability to utilize technology for management tasks in the 'Advanced Tech' (3) and 'Target Tech' (4) range.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Teachers will publish lesson plans on a weekly basis in the "Forethought" application of Eduphoria	Principal, Assistant Principal, Teachers	Walk-through observations; lesson plans				
2) Teachers and Administrators will use the 'Aware' application in Eduphoria to monitor student performance data and inform all instructional decisions.	Principal, CITs, Teachers	Benchmark Review and Teacher Support meetings, Response to Intervention (RTI) meetings				
Funding Sources: Compensatory Ed. Budget - \$186479.00						
3) Campus administrators will use the 'PDAS' application in Eduphoria to document formative, summative, and walk-through observations and communicate with teachers and staff.	Principal, Assistant Principal, Teachers	Eduphoria reports				
= Discontinue = No Progress = Some Progress = Considerable = Accomplished						

Goal 3: Bill Brown Elementary will equip, train and utilize 21st Century technology in all classrooms to prepare our students for the challenges of the future.

Performance Objective 5: Bill Brown Elementary will maintain a means for collaboration among teachers so ideas for classroom technology usage may be generated, requisite skills shared, and competencies developed.





Summative Evaluation: StaR Chart survey results will indicate that a minimum of 90% of BBES teachers rate technology collaboration opportunities in the 'Advanced Tech' (3) and 'Target Tech' (4) range.










Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) A campus Technology Committee will be maintained. All grade levels and departments will provide a representative. All teachers and staff members will be exposed to the products of this vertical team.	Principal, Team Leaders	Team Planning meetings; walk-through observations; lesson plans				
2) "Technology Happy Hour", a voluntary, afterschool professional development opportunity, will be offered to teachers and staff on a bimonthly basis.	Principal	Attendance records				
 = Discontinue  = No Progress  = Some Progress  = Considerable  = Accomplished						

Goal 4: Bill Brown Elementary will foster an atmosphere where there is timely, open communication with all of our communities, parents, staff, and students.

Performance Objective 1: Bill Brown Elementary will maintain a welcoming, "open door" policy

Summative Evaluation: Parent and community feedback.







Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Parents and other community members will be encouraged to volunteer their time and services for the benefit of the school, and to participate in school-related events and activities.	Principal, Assistant Principal, Team Leaders, PTA, Parent Resource Center Liaison.	Visitor sign-in logs, PTA membership totals, formal and informal surveys				
Funding Sources: State Grant - \$9032.00						
2) Teachers, staff and administrators will communicate frequently and effectively with parents and the community at-large using various means including but not limited to: planners/agendas, report cards and progress reports, GradeSpeed, Meet the Teacher, Open House, Parent Resource Center, Principal's Coffee, Parent-Teacher conferences, school and classroom websites, Principal's Blog, classroom newsletters, BBES ListServ, ParentLink, and the 'CISD Bill Brown Elementary' Facebook page	Principal, Assistant Principal, Counselor, Teachers, Parent Resource Center Liaison					
Funding Sources: State Grant - \$9032.00						
3) The BBES Listserv and 'CISD BILL BROWN ELEMENTARY' Facebook page will be promoted as important ways to receive information from the school. Parents will be invited to subscribe while attending events on campus that will take place in August.	Principal	Sign up for BBES Listserv and BBES Facebook page; records of subscribers and posts; amount and frequency of posts; parent feedback on effectiveness of Listserv and Facebook				
4) The Parent Resource Center Liaison will organize informational presentations and volunteer opportunities for underrepresented members of our school community including working parents and/or Spanish speaking parents	Principal, Parent Resource Center Liaison	Comparison of attendance/participation in 2010-11 and 2011-12				

5) Provide parents/guardians with ideas to help them become involved in their child's education and help them experience successes and happiness	Principal, Classroom Teachers, Counselor	Parent feedback collected through formal and informal means such as surveys and conversations.				
6) Ensure that all parents have an equal opportunity to receive and understand information that is sent by the school such as invitations to upcoming school event, information on cancelations, due to inclement weather, requests for assistance in preparing students for state testing dates etc.	Principal, Counselor, Bilingual Lead Teacher	Increased attendance among our Spanish speaking parents at Principal's Coffees conducted in Spanish, and at school events and other informational presentations; increased academic performance among our Spanish speaking students; feedback through formal and informal means such as surveys and conversations				
7) Provide parents an informal, familial setting to ask questions related to the goals and operations of the school, and to provide administration and staff with ideas and constructive feedback. Create another forum to explain initiatives and build consensus among all stakeholders. Encourage participation in the ongoing process of school improvement.	Principal, Parent Resource Center Liaison	Attendance records for "Coffee with the Principal", anecdotal feedback from parents, surveys				
8) Sharing anecdotal snapshots of school life through the Principal's Blog.	Principal	Feedback from parents, surveys, subscription to the blog's RSS feed				
 = Discontinue  = No Progress  = Some Progress  = Considerable  = Accomplished						

Goal 4: Bill Brown Elementary will foster an atmosphere where there is timely, open communication with all of our communities, parents, staff, and students.

Performance Objective 2: Bill Brown Elementary will communicate on a regular basis with parents.











Summative Evaluation: 100% of BBES parents will rate BBES communication as "outstanding", or "clearly outstanding".

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) The following methods will be effectively utilized by the school: school website and newsletters; classroom website and newsletters; student agendas; Monday folders; websites; ListServe; Parent Link phone messaging; Parent Connection; marquee; and parent conferences.	Principal	results of parent surveys for questions related to communication.				
 = Discontinue  = No Progress  = Some Progress  = Considerable  = Accomplished						

Goal 4: Bill Brown Elementary will foster an atmosphere where there is timely, open communication with all of our communities, parents, staff, and students.

Performance Objective 3: Bill Brown Elementary will communicate with all members of the school community in both English and Spanish.







Summative Evaluation: Increases will be experienced in: on-time arrivals, student attendance rates, PTA membership, volunteer hours, parent-teacher conferences and most importantly, student achievement.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) A total of six "Coffee with the Principal" events will be held over the course of the school year.	Principal	Attendance; Participation among those present				
2) All materials sent home will be available in both English and Spanish.	Principal, Bilingual Teachers, Nurse, Counselor	Periodic spot checks				
3) Interpretation will be available to all stakeholders who require it in order to communicate needs or acquire information.	Principal; Parent Resource Center Specialist	100% satisfaction				
4) ParentLink phone messages will be recorded and sent in both English and Spanish	Principal	Inspection of ParentLink records				
5) The BBES Cafeteria will accommodate the needs of bilingual students through the strategic placement of bilingual cafeteria workers in the serving lines.	Cafeteria Manager; Principal	Compliance				
 = Discontinue  = No Progress  = Some Progress  = Considerable  = Accomplished						

Goal 4: Bill Brown Elementary will foster an atmosphere where there is timely, open communication with all of our communities, parents, staff, and students.

Performance Objective 4: Bill Brown Elementary will provide opportunities for parents and community to visit, volunteer, and celebrate with students and staff.










Summative Evaluation: At least 95% of BBES parents will report on surveys that they feel like they are valued as a participant in the life of the school.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) PTA programs, Trailblazer All-Star Luncheon invites, book fairs, art shows and musical concerts, Veterans' Day, Open House, Meet the Teacher, Career Day	Principal; Assistant Principal; Counselor	Attendance records; survey results				
Funding Sources: Local Revenue - \$500.00						
 = Discontinue  = No Progress  = Some Progress  = Considerable  = Accomplished						

Goal 4: Bill Brown Elementary will foster an atmosphere where there is timely, open communication with all of our communities, parents, staff, and students.

Performance Objective 5: Bill Brown Elementary staff will foster collaboration among home, school and community and instill pride and trust through on-going and effective communication







Summative Evaluation: Parent survey will reflect a positive perception of communication between home and school

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Educate and provide families with the resources to create a learning-rich home environment through general parent meetings, and Family Nights. Provide opportunities for parent education through the Parent Resource Center as needed: ESL classes, parenting skills, technology skills, instructional support through homework and at-home practice, etc.	Principal, Parent Resource Center Liaison, Counselor, Teachers	Sign-in sheets from meetings and checkout of parent materials. Counselor and teacher contact with parents.				
Funding Sources: State Grant - \$9032.00						
2) Provide Spanish-speaking parents with tools to support their child's education.	Principal, Assistant Principal, Parent Resource Center Liaison, Counselor	Teacher feedback, Parent feedback				
Funding Sources: State Grant - \$9032.00						
3) Provide information to parents and community concerning SSI, TAKS, AEIS, NCLB and AYP through public meetings and newsletters	Principal, Assistant Principal, teachers, Parent Resource Center Liaison	Meetings; Newsletters; Sign-in sheets				
Funding Sources: State Grant - \$9032.00						
4) A total of six "Coffee with the Principal" events will be held over the course of the school year, in both English and Spanish.	Principal; PTA Board	attendance records; anecdotal feedback provided by those in attendance				
 = Discontinue  = No Progress  = Some Progress  = Considerable  = Accomplished						

Goal 5: Bill Brown Elementary will strive to allocate resources in the most effective and efficient manner to support a positive learning environment, thereby maximizing student achievement.

Performance Objective 1: Administration, Teachers and other staff will strive to operate at an efficiency and effectiveness rate of 100%








Summative Evaluation: Observations, surveys, parent and community feedback.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Responsibilities will be assigned based upon an ongoing assessment of the academic, social, emotional and safety needs of all children.	Principal	Student success and happiness measured through student, staff, parent surveys. Reports and conversations with parents, teachers, and community members.				
 = Discontinue  = No Progress  = Some Progress  = Considerable  = Accomplished						

Goal 5: Bill Brown Elementary will strive to allocate resources in the most effective and efficient manner to support a positive learning environment, thereby maximizing student achievement.

Performance Objective 2: Student attendance rate will be at 97% or better.









Summative Evaluation: Attendance reports.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) At the end of each nine-weeks grading period, the parents/guardians of all students who have accumulated tardies and/or absences amounting to more than 10% of the total number of days school has been in session will receive a letter from the principal informing them of their child's absences and reminding them of the importance of punctual, daily attendance.	Teachers, Attendance Clerk, Principal	Attendance reports will reflect an improvement in attendance.				
2) Teachers and the Attendance Clerk will report absences totaling four or more consecutive days to the Principal, as well as patterns of tardies, early check-outs, and other attendance related concerns	Teachers; Attendance Clerk	Target: 97% attendance rate in 2011-2012; reduced instances of tardies and early check-outs				
 = Discontinue  = No Progress  = Some Progress  = Considerable  = Accomplished						

Goal 5: Bill Brown Elementary will strive to allocate resources in the most effective and efficient manner to support a positive learning environment, thereby maximizing student achievement.

Performance Objective 3: Campus financial assets will be budgeted and accounted for each year.

Summative Evaluation: Financial records and reports.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Repeat our 2011 "Five-Star" rating in the State Comptroller's annual Financial Allocation Study for Texas (FAST) Report.	Principal	Receive recognition as a school with exceptionally high student achievement and exceptionally low expenditures.				
2) Existing inventory of assets will be reviewed to determine additional campus needs	Administrative Assistant; Principal; Campus Intervention Teachers; Teachers	Annual Inventory Report				
	Funding Sources: Compensatory Ed. Budget - \$186479.00					
3) The campus budget will be reviewed quarterly to determine levels of spending and adequacy of allocations.	Principal; Administrative Assistant	Quarterly expenditure reports				
 = Discontinue  = No Progress  = Some Progress  = Considerable  = Accomplished						

Goal 5: Bill Brown Elementary will strive to allocate resources in the most effective and efficient manner to support a positive learning environment, thereby maximizing student achievement.








Performance Objective 4: Teachers, parents, and community will be included in the development of budget allocation and expenditures

Summative Evaluation: 100% of the Leadership Team will be included in the development and allocation of the budget. The leadership team includes parents, teachers, and community members.

Goal 6: Bill Brown Elementary will recruit, develop, retain, and reward exceptional staff to maximize the learning of each student.

Performance Objective 1: "Continual School Improvement" will remain our guiding force. 100% of BBES teachers and staff will participate in professional growth opportunities.

Summative Evaluation: Review of PDAS Self-Report forms and Professional Development records.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Staff development opportunities, teacher mentoring arrangements, and walk-through feedback will lead to the professional growth of staff members.	Principal, Assistant Principal, District Human Resources, District Professional Development.	Ultimately, the success of our students will provide the most useful evidence of the success of our staff development plan. In the short-term, walkthrough data generated in Eduphoria, teacher and staff professional development portfolios in Eduphoria, and periodic reviews of teacher PDAS summative conference conversations will provide progress benchmarks.				
Funding Sources: Local Revenue - \$3000.00						
2) Hire only individuals who meet highly qualified status and have obtained their ESL and GT certifications.	Principal	Verification of credentials, certifications, endorsements, etc.				
 = Discontinue  = No Progress  = Some Progress  = Considerable  = Accomplished						

Goal 6: Bill Brown Elementary will recruit, develop, retain, and reward exceptional staff to maximize the learning of each student.

Performance Objective 2: Ensure that new teachers participate in the CISD mentoring program.






Summative Evaluation: All BBES teachers who are new to the profession will be assigned a mentor teacher and attend all District support meetings.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Provide teachers who are new to the profession the support they need to be effective. Help them manage their time well and enjoy their profession. Ensure that they receive a mentor teacher, meet frequently with that person, and participate in the District mentoring program.	Principal; Mentor Teacher	Attendance records for meetings; frequent conversations with novice teachers.	✔			

Goal 6: Bill Brown Elementary will recruit, develop, retain, and reward exceptional staff to maximize the learning of each student.

Performance Objective 3: Interview candidates who are certified and meet "highly qualified" status.







Summative Evaluation:

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Interview and hire candidates who are certified and meet "highly qualified" status.	Principal, Team Leaders	Verification of credentials, certifications, endorsements, etc.	✔			
 = Discontinue  = No Progress  = Some Progress  = Considerable  = Accomplished						

Goal 6: Bill Brown Elementary will recruit, develop, retain, and reward exceptional staff to maximize the learning of each student.

Performance Objective 4: Utilize district level coordinators, campus staff, and specialists for support of new teachers.







Summative Evaluation: Without exception, 100% of all BBES teachers new to the profession will report that they receive the support they need in order to be successful.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Utilize district level coordinators, campus staff, and specialists for support of new teachers.	Principal, CITs, Grade Level Team Leaders; Mentor Teachers	Overall increases in student achievement; staff development records; team planning meetings				
 = Discontinue  = No Progress  = Some Progress  = Considerable  = Accomplished						

Goal 6: Bill Brown Elementary will recruit, develop, retain, and reward exceptional staff to maximize the learning of each student.

Performance Objective 5: Monitor job performance of substitutes, student teachers, and long term substitutes for consideration in the hiring process.

Summative Evaluation:

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) School administrators will make use of the opportunity to evaluate prospective teachers during their pre-service experiences on campus including student teaching and long-term substituting.	Principal, Team Leaders	Walk-thorough observations; teacher recommendations				
 = Discontinue  = No Progress  = Some Progress  = Considerable  = Accomplished						

State Compensatory

Budget for Bill Brown Elementary:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
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Personnel for Bill Brown Elementary:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Melinda Salmon	Math CIT		1.0
Tiffany Brooks	Reading CIT		1.0

Campus Funding Summary

Title III Budget					
Goal	Objective	Strategy	Summary	Account Code	Amount
1	1	3	Student Success Initiative Grant (SSIG) and Title III (Bilingual) funds for tutoring		\$1,000
1	1	5			\$4,466
1	1	8			\$4,466
1	2	4			\$4,466
1	4	2			\$4,466
1	6	2			\$1,000
1	6	3			\$4,466
1	6	4			\$1,000
Sub-Total					\$25,330
Title II Budget					
Goal	Objective	Strategy	Summary	Account Code	Amount
1	2	4			\$6,598
1	8	1			\$6,598
Sub-Total					\$13,196
Local Revenue					
Goal	Objective	Strategy	Summary	Account Code	Amount
1	1	8		Department of Defense Grant	\$25,933
1	6	1		Department of Defense Grant (2010-'11 Budget)	\$1,250
1	6	2		Department of Defense Grant	\$2,000
1	6	4			\$2,000

1	7	1		Department of Defense Grant	\$3,000
2	2	1			\$400
2	3	4			\$400
2	3	5	Purchasing and or maintaining -- radios, safety cones, whistles, bull horn, safety vests, etc.		\$600
2	5	1	"Thank You" Gift Card for the Sheriff's Deputy who instructs the course		\$30
2	5	3	Red Ribbon Week Promotional Items		\$500
2	6	1	Ribbons; Certificates		\$300
2	7	1	The BBES PTA will fund this assembly.		\$500
4	4	1	various items to support these events		\$500
6	1	1		Department of Defense Grant	\$3,000
Sub-Total					\$40,413

Compensatory Ed. Budget

Goal	Objective	Strategy	Summary	Account Code	Amount
1	1	1			\$186,479
1	1	2			\$186,479
1	1	3	Student Success Initiative Grant (SSIG) and Title III (Bilingual) funds for tutoring		\$186,479
1	1	5			\$186,479
1	1	8			\$186,479
1	1	11			\$186,479
1	2	4			\$186,479
1	2	5			\$4,810
1	3	1			\$186,479
1	3	2			\$186,479

1	4	1			\$186,479
1	4	2			\$186,479
1	5	1			\$186,479
1	5	2			\$186,479
1	7	2			\$186,479
3	3	8			\$186,479
3	3	9			\$186,479
3	3	12			\$186,479
3	4	2			\$186,479
5	3	2			\$186,479
Sub-Total					\$3,547,911
SSIG					
Goal	Objective	Strategy	Summary	Account Code	Amount
1	1	3	Student Success Initiative Grant (SSIG) and Title III (Bilingual) funds for tutoring		\$4,810
Sub-Total					\$4,810
State Grant					
Goal	Objective	Strategy	Summary	Account Code	Amount
4	1	1			\$9,032
4	1	2			\$9,032
4	5	1			\$9,032
4	5	2			\$9,032
4	5	3			\$9,032
Sub-Total					\$45,160
Local Grants					

Goal	Objective	Strategy	Summary	Account Code	Amount
1	2	6			\$9,032
1	6	3			\$9,032
Sub-Total					\$18,064
Grand Total					\$3,694,884