



## District Improvement Plan 2013-2014

**Brenham I.S.D. accepts Title funds, and the district has three Title I school-wide campuses. On those campuses, the Title I funds are used to upgrade the educational program for all students.**

Brenham ISD does not discriminate on the basis of race, religion, color, national origin, sex, age, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.

**DISTRICT WIDE IMPROVEMENT COMMITTEE 2013-2014**

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KES	Wolf, Kristie Wellmann, Rhonda Gochenour, Gloria
BMS	Wittner, Janae Albrecht, April Catron, Michelle
BJHS	Jordan, Vicki Johnson, Christina Rau, Melonie
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BAS	Altman, Virginia Larson, Becky
Community	Hahn, Angela
Community	Parker, Jacqueline
Community	Eckermann, Jennifer
Community/Parent	Bartay, Ron
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Parent	Moran, Christy
Parent	Pham, Jenny
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# DISTRICT MISSION

## **MISSION STATEMENT:**

THE BRENHAM INDEPENDENT SCHOOL DISTRICT, IN PARTNERSHIP WITH FAMILIES AND COMMUNITY, WILL DEVELOP THE ACADEMIC, CAREER AND SOCIAL SKILLS OF ALL STUDENTS WHILE INSPIRING THEM TO BE RESPONSIBLE AND PRODUCTIVE LIFELONG LEARNERS IN A GLOBAL SOCIETY.

Some campuses in Brenham ISD are designated School wide Title I campuses. Where possible, Brenham ISD coordinates all of its federal, state and local resources, including State Compensatory funds, to accomplish the goals of each campus in impacting the quality of instruction provided to all students.

# Brenham ISD District Goals and Objectives

## **Goal 1: Inspire student success through innovative and creative instructional methods.**

Objective 1.1: All students, and all student groups, will score 95% or better on all STAAR and STAAR EOC tests.

Objective 1.2: All students will use technology in the classroom and receive career training.

Objective 1.3: All special programs students will meet or exceed federal standards on all state assessments.

Objective 1.4: Attendance of students in the district will be at 97% or higher.

Objective 1.5: The dropout rate in the district will be less than 1%.

## **Goal 2: Develop, motivate and support all employees to create a challenging and empowering educational environment.**

Objective 2.1: 100% of B.I.S.D. teachers and paraprofessionals will be highly qualified, and strategies will be implemented to retain staff.

Objective 2.2: All staff will provided high quality professional development.

## **Goal 3: Promote family and community involvement.**

Objective 3.1: There will be a 10% increase in parent and community involvement in the district.

## **Goal 4: Maintain and upgrade district facilities to meet current and future needs.**

Objective 4.1: Technology upgrades as identified in the district needs assessment will be completed.

## **Goal 5: Maintain a safe and secure environment.**

Objective 5.1: There will be zero incidents involving weapons, drugs or alcohol and discipline referrals across the district will be reduced by 5%.

## **Goal 6: Prioritize and promote financial responsibility.**

Objective 6.1: Develop a budget that will reflect district needs that will be fiscally responsible to taxpayers in the BISD.

## ESEA Performance Goals, Performance Indicators, and Performance Targets

The No Child Left Behind Act of 2001, which amends the Elementary and Secondary Education Act of 1965 (ESEA), recognized that all children can achieve the same high standards and must be provided the education they need to reach those standards. Successful student academic performance depends upon the opportunity to attend schools that:

- Provide instruction to all students that, based on the findings of solid research, will lead to gains in achievement for all students;
- Have highly qualified teachers and principals;
- Provide a learning environment that is safe and drug free, and conducive to learning; and
- Are accountable to the public for results.

### Performance Goals and Performance Indicators

To facilitate the implementation of the No Child Left Behind Act, the U.S. Department identified five performance goals that focus on student achievement. The five goals address levels of academic proficiency that all students would meet, the special needs of certain populations of students, and factors such as qualified teachers and school safety that are critical to improved teaching and learning. Underlying the five goals is the presumption that all State, local educational resources will be integrated and coordinated to reach the over arching goals of improved student achievement. These five goals were required to be adopted in the submittal of the consolidated state application to receive funds under the No Child Left Behind Act.

The Department of Education also identified a core set of performance indicators for these five performance goals and required that they be adopted in the submittal of the consolidated state application. Following is a listing of the performance goals and performance indicators as required by the Department of Education in the submittal of the consolidated state application for funds under the No Child Left Behind Act.

## ESEA Goals and Indicators

**1. Performance goal 1:** By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

1.1 Performance indicator: The percentage of students, in the aggregate and for each subgroup, who are at or above the proficient level in reading on the State assessment. (These subgroups are those for which the ESEA requires state reporting as identified in section 1111(h)(1)(C)(i) and include students desegregated by race, ethnicity, migrant status, English proficiency, and status as economically disadvantaged.)

1.2 Performance indicator: The percentage of students in the aggregate and in each subgroup, who are at or above the proficient level in mathematics on the State assessment. (These subgroups are those for which the ESEA requires state reporting as identified in section 1111(h)(1)(C)(i) and include students desegregated by race, ethnicity, migrant status, English proficiency, and status as economically disadvantaged.)

1.3 Performance indicator: The percentage of Title I schools that make adequate yearly progress.

**2. Performance goal 2:** All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

2.1 Performance indicator: The percentage of limited English proficient students, determined by cohort, who have attained English proficiency by the end of the school year.

2.2 Performance indicator: The percentage of limited English proficient students who are at or above the proficient level in reading/language arts on the State assessment. (Reported for performance indicator 1.1)

2.3 Performance indicator: The percentage of limited English proficient students who are at or above the proficient level in mathematics on the State assessment. (Reported for performance indicator 1.2)

**3. Performance goal 3:** All students will be taught by highly qualified teachers.

3.1 Performance indicator: The percentage of classes being taught by "highly qualified" teachers (as the term is defined in section 9101(23) of the ESEA, in the case of "high-poverty" schools (as the term is defined in section 1111(h)(1)(C)(viii) of the ESEA).

3.2 Performance indicator: The percentage of teachers receiving high-quality professional development (as the term "professional development" is defined in section 9101(23) of the ESEA).

3.3 Performance indicator: The percentage of paraprofessionals (excluding those whose sole duties are translators and parental involvement assistants) who meet the criteria in section 1119(c) and (d).

**4. Performance goal 4:** All students will be educated in learning environments that are safe, drug free, and conducive to learning.

4.1 Performance indicator: The number of persistently dangerous schools, as defined by the State.

**5. Performance goal 5:** All students will graduate from high school.

5.1 Performance indicator: The percentage of students who graduate from high school, with a regular diploma, disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged; calculated in the same manner as used in the National Center for Education Statistics report on Common Core of Data.

5.2 Performance indicator: The percentage of students who drop out of school, disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged; calculated in the same manner as used in the National Center for Education Statistics reports on Common Core of Data.

# 10 Component Parts of a School wide Program

## 1. Comprehensive Needs Assessment

- AEIS
- STAAR
- Attendance/Drop-out
- Surveys (parent, community teacher, students)
- Other Assessment Results (TPRI, Benchmarks, District Criteria Test)

## 2. School Reform Strategies

- Provide opportunities for all students to meet the advanced levels of academic achievement.
- Use effective methods and instructional strategies that are based on **scientifically based research** that:
  - Strengthen the core academic program in the school
  - Increase the amount and quality of learning time
  - Include strategies for meeting the needs of historically underserved populations
- Address the needs of all children but particularly the needs of the targeted populations (STAAR Reading, Math, Writing, Science, Social Studies, Curriculum Alignment, Integration of Technology, Classroom/Discipline Management)

## 3. Instruction by Highly Qualified Professional Staff

- Teachers hired on or after the first day of the 2002-2003 school year must be highly qualified before being hired.
- Teachers hired before the first day of the 2002-2003 school year must be highly qualified by the last day of the 2006-2007 school year.
- Paraprofessionals hired after January 8, 2002 must meet qualification requirements before being hired.
- Paraprofessionals hired before January 8, 2002 must meet qualification requirements by January 8, 2006

## 4. Highly Qualified Professional Development

- 5% of the LEA's entitlement must be used to help uncertified teachers become highly qualified.
- Low Performing campuses are required to spend 10% of their entitlement on professional development for at least 2 consecutive years.
- Professional development activities **are high quality, intensive, and classroom focused** in order to have a positive and lasting impact on classroom instruction and the teacher's performance in the classroom and **are not one day or short term workshops or conferences**. However, **several one-day workshops that can be tied back to one broad instructional goal or objective can meet the definition of sustained and intense**.

## 5. Parental Involvement

- LEA's that receive over \$500,000 must reserve 1% of their entitlement for Parental Involvement Activities.
- 95% of the 1% must be allocated to the Title I, Part A campus
- Must have a written parent involvement policy that describes strategies to increase parental involvement such as family literacy services.
- School/Parent Compacts
  - Developed jointly with parents
  - Describes the responsibilities of the school, the parents, and the students.
  - Go to all districts.

(Open House, PTO, Parent/Teacher Conferences, Orientation, Newsletters, Calendars, Progress Reports)

**6. Strategies to Attract High/Quality, Highly Qualified Teachers**

- Job Fairs
- Recruiting
- Forming partnerships with institutes of higher education to establish school-based teacher training programs.
- Create programs to enable paraprofessionals to obtain the education necessary for them to become certified teachers.

**7. Transition**

- Assist preschool children in the transition from early childhood programs such as Head Start, Early Reading First, or a State-run preschool program to local elementary school programs; elementary to middle school; middle school to high school.
  - Establish channels for communication between campuses
  - Curriculum Alignment
  - Planning meetings involving parents and teachers of the transitioning campuses
  - Joint transition related training of the staffs

**8. Teachers Included in Decisions Regarding the Use of Assessments**

- Provide information on the achievement of individual students
- Provide information on the overall instructional program
  - STAAR Data
  - Alternative Assessment
  - ESL
  - Achievement Tests

**9. Students Experiencing Difficulty**

- Student difficulties are identified in a timely manner
- Students are given effective and timely additional assistance
- Professional Development for teacher's in identification and strategies to assist students in experiencing difficulty.
- Communication with parents for students who have no mastered standards (Data disaggregation, Tutorials, Computer Assisted Instruction)

**10. Coordination of Federal, State, and Local Services and Programs**

- Campus Improvement Plans must clearly show how coordination and integration occurs between programs
  - Federal Title Programs
  - Violence Prevention Programs
  - Nutrition Programs
  - Head Start



# **Brenham ISD Comprehensive Needs Assessment**

**2013-2014**

## **Demographics**

Brenham Independent School District is the oldest public school district in the state of Texas. Established in 1878 and with a long tradition of excellence, the district currently includes three elementary campuses for grades PreK-4, one middle school for grades 5-6, one junior high for grades 7-8 and one high school for grades 9-12. There is also an alternative campus, Pride Academy, which was established to help prevent dropouts. Of the 722 total staff members in the district, 456 are professional staff members and 266 educational aides and auxiliary staff. Of the teachers, 89% are white, 8% are African American and 3% are Hispanic. The 4,854 students of Brenham ISD are 23% African American, 30% Hispanic and 44% white, with the remainder being Asian or two or more races. Fifty-five percent of the students are economically disadvantaged and 45% are at-risk for failure.

Source: AEIS Report

## **Identified Needs**

- Recruit and hire bilingual teachers
- Recruit and hire additional minority staff
- Provide academic support for at-risk students

## **Special Programs**

### **Title I**

In the 2013-14 school year, BISD has three campuses that receive Title I funding. They are Alton Elementary, Brenham Elementary and Krause Elementary. Due to AYP waiver the state of Texas received, all campuses and the district are not staged in the Federal Accountability System. Title I funds will be utilized to provide interventions for at-risk students and to upgrade the entire educational program for all students on all three campuses.

Title I Pt. A funds are used on all elementary campuses to pay for supplemental teacher and instructional aide salaries as well as to provide supplemental instructional materials and supplies.

Source: Title I, Pt. A Guidance, AEIS Report

## **Identified Needs**

- Implement interventions to improve student achievement on all campuses
- Continue to provide supplemental teaching positions to promote small group instruction

## Title IIA

To provide for quality training for teachers and administrators, Brenham ISD uses Title IIA funds to send staff to conferences at Region VI ESC and to other locations where they can update and enhance their teaching skills. In 2013-14, Title IIA funds will be used to provide Instructional Coaches for KES and BMS and BJHS (shared) to improve classroom instruction.

Source: Title IIA Application (2012-2013)

### **Identified Needs**

- Provide one additional Instructional Coach for BJHS (so don't have to share a coach)
- Continue to fund professional development for all staff

## Title III

In BISD, Title III funds supplement the academic program for English Language Learners by providing for the salaries of two instructional aides who are bilingual and highly qualified to assist with language acquisition and instruction. The 2013 Annual Measureable Achievement Objectives (AMAOs) District Report indicated that of three AMAO target indicators, Brenham ISD met the state standards.

Source: Title III Application (2012-2013), AEIS Report, 2012 AMAO District Report

### **Identified Needs**

- Improve instruction of LEP students
- Raise LEP student performance
- Recruit and hire additional personnel for bilingual classrooms

## **Technology**

The Brenham ISD data network is now critical for the daily operation of the school district. Teachers, students, and staff cannot perform their duties without adequate and reliable internet and network services. Services which include phones, bell systems, security cameras, cafeteria point-of-sales, email, data storage, and applications must be available at all times. Camera and phone communication are key in providing and to "Maintain a safe and secure environment"—BISD Goal #5. Currently, all equipment in the data network is powered by electricity and requires an adequate backup source in case power is lost for short and long durations.

Now, and in the future, many of the services listed above will require increased bandwidth as well as wireless connectivity for mobility. Many of the new and innovative programs necessary for 21<sup>st</sup> century learning are “cloud” solutions that require an increase in internet connectivity. District Goal #1 outlines the need to “Inspire student success through innovative and creative instructional methods” and by providing adequate connectivity and bandwidth our district will be in a better position to accomplish that goal.

Also, district technology specialists are assigned to specific campuses to assist staff in on-going professional development in technology, as well as to trouble shoot any problems that arise that involve technology. A major part of the specialists’ job is to work with teachers to aide them in integrating technology into their instruction in order to make lessons more engaging for the student. Also, many times, adding the use of technology to a lesson can add additional rigor to the subject matter. Each year, campus staff complete the STARR Report, and the specialists use that information to guide them in preparing and presenting staff development in the use of technology.

Source: STAAR Report, Rod Leer, Director of Information Technology

### **Identified Needs:**

- Increase amount of bandwidth
- Install backup power generator

### **Curriculum and Instruction**

In March of 2012, Brenham ISD adopted the CSCOPE Curriculum Framework as a result of the need for more rigorous instruction due to the new STAAR assessments and the impending accountability requirements. During the 2012-2013 school year, Brenham ISD teachers and administrators attended training on the navigation of the CSCOPE system and its components. CSCOPE was implemented at the same time and throughout the year, campus visits and informal surveys were conducted to monitor teachers’ progress and understanding of CSCOPE and its tools. Over 100 teachers and all campuses participated in these surveys and the results were mixed.

In the first year, the Year at a Glance (YAGs), the Instructional Focus Documents (IFDs) and the Vertical Alignment Documents (VADs) were the only required components. Teachers were also encouraged to review and use the other tools available, including the lesson plans, TEKS Verification Documents and the unit tests at each grade level and subject. By the end of May in 2013, most core curriculum teachers in grades K-8 were using the required documents and the teachers at Brenham High School were utilizing the tools at a more limited level. In May of 2013, the Board of Trustees approved the service agreement with ESC Region 6 to continue with CSCOPE for another year.

However, even with TEA approval for CSCOPE as a new curriculum framework, one of the requirements for the district's Stage 3 status, there were changes that caused some concern for continued implementation. Public outcry over a few lessons that were posted in CSCOPE resulted in the removal of all CSCOPE lesson plans. Controversy continued to the extent that the region service centers across Texas changed the financial status and the name of the framework, resulting in the final name change to the TEKS Resource System in August of 2013. In the midst of the changes, Brenham ISD Board of Trustees voted to continue the use of the framework in the 2013-2014 school year, but only required it for core curriculum teachers and subjects in grades K-8. Those grade levels were required to meet regularly to plan and address curriculum issues each six weeks, with the focus on horizontal and vertical alignment for all campuses across the district.

To build and enhance the skills of classroom teachers and to help transition them from TAKS to STAAR-level rigor, the district chose to move some of the exceptional classroom teachers into the role of instructional coaches, one for each elementary campus and one more to divide her time between the middle school and junior high campuses. The instructional coaches themselves were supported with additional training from Region 13 and other appropriate staff development. By being housed on the campuses, these instructional coaches were able to provide immediate, non-threatening feedback as well as high yield strategies and best research-based practices.

In addition to instructional coaches, curriculum specialists in each of the core curriculum areas (ELA, math, science and social studies) helped teachers with planning and aligning TEKS-based lessons. In the fall of 2013, the addition of a part time writing curriculum specialist and a full-time Outdoor Education specialist helped to create an umbrella of support to teacher teams. The role of the math specialist, originally a part time role, became full time as well to help math teachers with the transition to the new math TEKS in 2014.

Previously, in the fall of 2011, the district administration began an initiative to build capacity among its instructional leaders. All principals, assistant principals and other district appraisers were instructed in the 360 Walkthrough model in 2011, 2012, and again in 2013. This was an effort to help develop strong leadership and to highlight high yield strategies and serious self-reflection in classrooms all over the district. In an effort to improve classroom monitoring and effective differentiated instruction, this training will be ongoing during the school 2013-2014 school year. The district superintendent, assistant superintendent and instructional services director will also meet with principals to continue to monitor campus data, including staff and student attendance, discipline, walk-throughs and student progress.

The timing of the 360 Walkthrough model, the Leadership Academies, the TEKS Resource System training, the addition of curriculum specialists and instructional coaches and the curriculum planning sessions constitutes a district wide effort to improve individual student achievement while also reflecting the more rigorous assessment and greater accountability of all public school students in Texas.

**Source: CSCOPE timelines and agendas, Time and Effort Reports, 360 Walkthrough Manuals and sign-in sheets, Curriculum Planning Sign-in sheets, Staff Development Surveys and Certificates, District and Campus STAAR/EOC Results for 2013 (attached)**

## **Identified Needs:**

- More specific, intensive phonics training for teachers in grades K-2
- More release time for planning sessions involving all campuses to build horizontal and vertical alignment
- Data analysis of STAAR and EOC assessments to identify Student Expectations that are weakest
- Staff development to address academic vocabulary and brain-based learning strategies
- Staff development on TEKS, ELPS and classroom differentiation
- More research-based interventions for students who are not making progress
- Closer review of STAAR released tests
- Continued review of Career and Technology Education and courses for vocational and trade school
- Continued support of Dual-Credit courses to help college-bound students
- Provide additional interventions to improve students' understanding in science
- Provide hands-on classroom assistance to teachers in order to increase rigor in lessons in all subject areas

## **Student Achievement and Assessment/District Accountability**

Once the 2013 STAAR test questions and student results were released, teachers used the data to help guide their instruction and make changes to their teaching. With a new focus on student expectations and the STAAR blueprints, principals shaped their instructional days to allow more time for those student expectations that had proven to be most difficult for the students. The new STAAR tests were more rigorous and required more critical thinking on the part of students so vocabulary and higher-level questions became paramount to students' success.

Test data from the 2013 TELPAS, STAAR and EOC tests indicated that students who were African American or in Special Education and Limited English Proficiency programs did not generally score as well as their peers. In some cases, the discrepancy was more than 30%, indicating the need for more targeted, differentiated instruction in both the TEKS (Texas Essential Knowledge and Skills) and ELPS (English Language Proficiency Standards), as well as more specific teacher training to address teachers' effectiveness in presenting the standards.

In the spring of 2013, the elements of the Texas Accountability System were unveiled for the first time, and the district and all seven campuses met the required performance indicators. The state accountability system looked at student data through four performance indexes that measured:

- 1) Student Achievement of All Students
- 2) Student Progress from year to year
- 3) Closing Performance Gaps of all subgroups
- 4) Postsecondary Readiness

All of the Brenham ISD campuses met requirements necessary to be rated as “Met Satisfactory” on the Accountability Summary reports. (See attached data pages) In addition, three campuses also attained Distinction Designations- Alton Elementary earned distinction for being in the top 25% of comparable campuses for math and student progress, Brenham Junior High earned recognition for being in the top 25% for reading/ELA and math progress, and Krause Elementary for all three distinctions.

However, even with the conditional waiver granted by the US Department of Education, removing Adequate Yearly Progress requirements, Brenham ISD and its campuses have a lot to do. In the 2013-2014 school year, priority should be given to building the learning of all students, with careful attention given to appropriate interventions and modifications. In addition, as the English Language Learner population increases, even more focus should be placed on language acquisition through the use of the English Language Proficiency Skills (ELPS).

In the fall of 2013, more information will emerge to guide districts in the evolving accountability process. Brenham ISD will continue to study and implement best practices in classrooms in an effort to prepare students for college and career.

Sources: Campus Schedules, RTI Committee Minutes, 2013 District and Campus Scores on STAAR and EOC, 2013 Accountability Data

### **Identified Needs:**

- Review and implementation of appropriate research-based interventions for students who are at-risk of failing one or more subjects or who don't show progress on grade level math and reading screeners
- Training of new teachers and others who may not be familiar with ELPS
- Monitoring of TEKS and ELPS implementation
- Campus-based RTI committees to refer students for possible interventions and monitor progress of those receiving interventions from K-12

## **Professional Staff Development for Teacher and Administrators**

In light of the trends seen in student data over the past three formative years of the STAAR assessment program, teachers and administrators have been encouraged to participate in or present the research-based, creative and innovative ways to identify and employ best practices at all levels. In the summer of 2013, 155 different training sessions were offered in Eduphoria and attended by Brenham ISD teachers and other professional staff members.

Based on district and campus needs, trainings offered included

STAAR-related sessions

Technology updates

Project-Based Learning trainings

Response to Intervention topics

Ethics training

Community Resources and Agencies

Lucy Calkins Writing Workshops

Math TEKS Transitions

Curriculum Planning (for K-5, 6-12 in all core subjects)

First Year Teacher Training

Phonics Training

Building Academic Vocabulary, among others

20 Brain-Based Strategies that Really Work

Curriculum and Program conferences

**Sources:** Brenham ISD Eduphoria Workshop Calendar, Workshop Sign-in Sheets

### **Identified Needs**

- More training specific to the needs of reluctant learners
- More vocabulary training

- TEKS Math transition training
- Tier I Interventions
- Training on Student Motivation Boosters

## **Special Education**

The Brenham ISD Special Education department as well as all Special Education programs is subject to additional monitoring systems beyond the standard state and federal requirements such as AEIS and AYP.

Performance Based Monitoring Assessment System covers four areas: Special Education, No Child Left Behind, Career and Technology and ESL/Bilingual Education. This is a data monitoring system which looks at eighteen areas of special education through required data templates and with those results have the schools participate in the Texas Accountability Intervention System. The system is a process that is driven by ongoing collection and analysis of the school data that focuses on continuous and sustained improvement. The data templates for submission will be completed for review and improvement however will not be submitted to TEA this year as Brenham ISD received a Stage 2 out of 4. This stage requires the Local Education Agency to review their data with a team including a District Coordinator of School Improvement but does not require the district to submit the documents unless asked for.

Residential Facility Monitoring: Brenham ISD serves school aged students living in four residential facilities with the school district boundaries. The facilities include Brenham State Supported Living Center, Jovic Homes, D&S Residential Services and Brenham Outreach. The district currently serves students with special needs residing in these facilities. The district has received two onsite visits from TEA regarding residential facilities. The district currently serves approximately 30 students on campuses that reside in a Residential Facility within Brenham ISD.

State Performance Plan: This system monitors indicators on the Texas State Performance Plan that are areas that the Office of Special Education, (OSEP), in Washington has requested data be provided from districts around the state annually. Brenham ISD submitted data for three indicators in August of 2013 and received a 100% rating in all areas.

The special education staff is collaborating with general education in areas of curriculum development as well as discipline management in order to promote success for all students. Special education staff has been trained in the implementation of Curriculum Collaborative. Each resource and inclusion teacher in the district meet with departments to collaborate on lessons for the next six weeks. This



allows for vertical and horizontal alignment in curriculum as well as providing collaboration with additional special education staff in order to meet the students' Individualized Education Plan.

In addition to core curriculum, special education students have the opportunity to participate in career-work preparation courses including the Gathering Grounds Coffee Bar. This activity is just one of the ways that the district addresses the federal and state requirements of transitioning students with disabilities from school to the work force.

The district also provides services for students who do not meet the requirements of one of the thirteen handicapping conditions under IDEA. Accommodations and specialized instruction are provided for students under section 504 on all of our campuses.

Source: [PBMAS Report \(2013\)](#), [TEA Compliance Report](#)

### **Identified Needs:**

- Continue to provide professional development for staff.
- Continue to provide high quality instruction and education in the least restrictive environment for all special education students.
- Continue to improve and provide quality Research Based Interventions for all students for both academic and behavior.

**Goal #1: Inspire student success through innovative and creative instructional methods.**

**Objective 1.1: All students, and student groups, will score 95% or better on all STAAR and TAKS tests.**

**NCLB Goal: #1, #2, #3, #5**

**Summative Evaluation: STAAR and TAKS tests, DRA tests**

Strategy	NCLB Goal	Resource	Person Responsible	Timeline	Formative Evaluation	Met Expectation
Continue to refine the Response to Intervention program to meet the needs of struggling students, paying particular attention to progress monitoring of all students given interventions.	1	Local Title I, Pt. A SCE	Campus and District RTI teams	Each semester	Reduced number of Special Ed Referrals, Student success on Cscope unit tests, Improved report card grades	
Provide parent and community mentoring programs (CARS) on the three elementary campuses	1	Title 1	CARS Teachers	Each semester	Mentor sign-in logs	
Provide individualized supplemental reading and math programs to improve student performance (Compass Labs, Istation)	1	Title 1	Principals CO Staff	Each six weeks	Student performance demonstrated by DRA, Star Test, Unit tests	
Fifth grade schedule at BMS provides double blocking in ELA. Sixth grade schedule at middle school provides an additional Math Connections courses for at-risk students designed to give assistance to strengthening math skills. Block classes at BJHS and BHS in reading and math focus instruction for at-risk learners. BHS first and fifth period tutorials support achievement.	1	State Comp Ed	Principals CO Staff	Each six weeks	Student performance demonstrated by Cscope unit tests	
AP Testing for HS students --increase number of students and success rate.	1	Local	Counselors	May 2014	Annual Report	

<b>Strategy</b>	<b>NCLB Goal</b>	<b>Resource</b>	<b>Person Responsible</b>	<b>Timeline</b>	<b>Formative Evaluation</b>	<b>Met Expectation</b>
Provide Instructional Coaches at three elementaries, middle school and junior high school to facilitate improvement in classroom instruction	1	Title I, Title IIA	Principals CO Staff Inst. Coaches	Fall and Spring semesters	Student Progress records Inst. Coach walk-through feedback	
Teacher representatives from the five campuses using TEKS Resource System, district curriculum specialists and Director of Curriculum will meet as needed to make decisions about the curriculum framework, unit test dates etc.	1	Local	Curriculum Director Curriculum Specialists	Each six weeks	Meeting minutes and sign-in sheets	
TEKS Resource System, a curriculum framework, will continue to be used on five campuses in order to add rigor and depth to teacher instruction	1	Local	Curriculum Director Principals	Summer of 2012	Master in-service calendar	
DRA, STAR testing for accelerated reader, Neuhaus reading strategies, READ 180 Lab, dyslexia intervention, Content Mastery, SSI, extended day, extended year, corrective reading, Istation, Math navigator, Read Naturally and tutorials will be among the strategies used to improve student achievement.	1	Title 1, Local, State Comp Ed.	Campus Principals CO Staff Reading Specialists	Each semester	Progress monitoring Progress reports Report cards	
Emphasis will be placed on journaling across the curriculum in order to improve student writing performance	1	Local	Director of Curriculum Teachers	Each six weeks	Unit assessments Progress reports Report cards	
GT update training, 30 hour training, and share time between teachers will improve able learners' achievement.	1	Local G/T Funds	GT teachers K-12	Summer 2014	Increase of ACT, SAT scores, UIL, National Merit Scholar designation	
PSAT (10th grade) College Readiness tests will be given; SAT Prep courses taught	1	State + HS allotment	BHS Staff	Oct. 2013	College Readiness percentage increases	

Strategy	NCLB Goal	Resource	Person Responsible	Timeline	Formative Evaluation	Met Expectation
Provide on-going RTI team meetings on each campus to analyze instructional needs of at-risk students and refer them to appropriate testing- ie screening for dyslexia, special education, etc.	1	Local	Counselors Principals Inst. Coaches Teachers Diagnosticians	Each six weeks	Rtl minutes Sign-in sheets	
Extended Day will be offered at certain campuses for at-risk students	1	Title 1, Part A SIP Grant	Principals Teachers	Monthly	Attendance rosters	
Pride Academy will be used to prevent dropouts (flexible hours of instruction, daycare, credit recovery etc.)	1	Local SCE	Superintendent Principal	Aug. 2013	Enrollment records	
Training in Cscope will be provided during the summer and the school year.	1, 3	Local SCE	Superintendent Dir. Of Curriculum	2013-14	Professional Dev. sign-in sheets	
Administrators will participate in 360 Walkthrough update training.	1	Local	District Administrators	Sept. 2014	Registration and sign-in sheet	
High-achieving secondary students take high school AP classes or dual credit courses through a partnership with Blinn	1	Local	Superintendent Counselors Dir. Of Curriculum	Each semester	Course enrollment numbers	
High school students will be encouraged to take ACT/SAT early to qualify for scholarships and college entrance	1	Local	Principals Counselors	Spring semester	Results of SAT, AP scores received BHS	
Revise/rewrite district phonics curriculum based on Neuhaus program	1	IMA funds	Reading Specialists	Summer 2013	Completed curriculum and training provided	
Implement new phonics curriculum beginning fall 2013	1	Title/Local	PreK-2nd Grade Teachers	Fall and Spring semesters	Improved reading skills/Progress reports	
BJHS (grades 7-8) will offer advanced courses for high school credit.	1	Local	Principals Counselors	Each semester	Course completion numbers and credits	

<b>Strategy</b>	<b>NCLB Goal</b>	<b>Resource</b>	<b>Person Responsible</b>	<b>Timeline</b>	<b>Formative Evaluation</b>	<b>Met Expectation</b>
UIL academics, History Fair, Science Fair, Academic Pentathlon, Spelling Bee, Stock Market game, Scrabble Tournament, Robotics Tournament, etc. provide enrichment for students.	1	Local	Principals Counselors Teachers	Spring 2014	Contestant rosters	
Implement changes in AYP testing numbers to insure 2% cap is not exceeded.	1	Federal/Local	Dir. Of Special Education Diagnosticians	Fall and Spring semesters	Number of students tested on STAAR M in line with acceptable standards.	
Coordinate with local Head Start Program to serve age 3-4 students and to transition them smoothly into full-day BISD PK program.	1	Local	Asst. Superintendent Head Start Adm.	Fall and Spring semesters	Coordination meeting agendas/sign-in sheets	
Continue full-day Pre Kindergarten program to meet the needs of age 4 students.	1	Local SCE	Principals Teachers	Each semester	Class rosters	

**Goal #1: Inspire student success through innovative and creative instructional methods.**

**Objective 1.2: All students will use technology in the classroom and receive career training.**

**NCLB Goal: 1, 3, 5**

**Summative: Class Schedules, Lesson Plans**

Strategy	NCLB Goal	Resource	Person Responsible	Timeline	Evaluation	Met Expectation
Secondary-level students will be permitted to bring their own devices (iPhone, computer) to school and utilize BISD network resources for research and study.	1	Local	Dir. of Information Technology Principals	Fall and Spring semester	Number of student accounts	
Increase the number of classroom computers at the secondary level	1	Instructional Materials Allotment	Director of Information Technology	Fall and Spring semester	Number of computers placed in classrooms	
Provide interactive whiteboards in every classroom Pre-K through grade 6 for teacher and student use.	1	Instructional Materials Allotment	Director of Information Technology	Each semester	Interactive White in all Pre-K - 6th classrooms	
Career training offered through Junior Achievement activities (community volunteers) on all elementary campuses	1	CTE	CTE Director, Social studies teachers and community volunteers	May 2014	Student participation records	
Career Center - career and college counseling and material available at BHS	1	CTE	CTE Director	May 2014	Visitation records	
Career training offered through CTE classes, 7-12	1	CTE	CTE Director, CTE teachers,	May 2014	Student enrollment numbers	
Brenham Middle School will participate in J.A. Biztown	1	CTE	CTE Director Asst. Principal	Jan. 2014	Participation in Houston is documented	

Strategy	NCLB Goal	Resource	Person Responsible	Timeline	Evaluation	Met Expectation
Career Fair and Open House nights will be held at BHS	1	CTE	Dir. Of Technology Technology Staff	Fall & Spring	Schedule of events, students' participation, EDF and local business participation	
Use of computers in classrooms will be encouraged through CAD lab, career center lab, BCIS labs at BHS.	1	CTE Local	Dir. Of CTE Teachers	Each six weeks	Class schedule records	
Brenham ISD, in partnership with Blinn College, will offer CTE courses for dual credit in several areas and technical dual credit.	1	CTE	CTE Director, CTE teachers	Each semester	Class schedule records	
Professional staff will have ongoing training in the integration of technology into instruction, collecting and managing student data	1	Local	Technology Staff Dir. Of Curriculum Curr. Specialists Instructional Coaches	Each semester	Performance objectives, lesson plans, aligned curriculum, number of teachers who achieve the highest technology benchmark in the BISD Technology Plan (Level III)	
Technology staff provides intense summer training in the various content areas	3	Local, CTE	CTE Staff	Summer 2014	Teacher evaluations plus document projects and use	
A credit recovery lab with Nova Net will be provided at BHS as well as at Pride Academy	1	State Comp	Principals Teachers	Every six weeks	Completer rate Class Schedules	
Through partnership with the Economic Development Foundation at the Hodde Technical Education Center, the CATE dept. will help match job opportunities in the local community and provide training to those students that elect not to acquire a 4-year college education.	5		CTE Director, Hodde Tech. Ctr. Admin, EDF	July 2014	Number of students placed in jobs or receiving training upon graduation	

Strategy	NCLB Goal	Resource	Person Responsible	Timeline	Evaluation	Met Expectation
Special Education students at Brenham High School have equal opportunities to participate in technology classes through an inclusive model or a special education Computer Basics Class designed to meet their unique learning needs.	1		Counselors, Special Ed Teachers, CTE Teachers	Semester	Student performance	
The district will investigate virtual schools and Early College as alternatives for public education students	1	Local	Dir. Of Information Technology, Technology Specialists, H.S. Principal	2013-14	Recommendations for subsequent years	



**Goal #1: Inspire student success through innovative and creative instructional methods.**

**Objective 1.3: All special programs students will meet or exceed federal standards on all state assessments.**

**NCLB Goal: #1, #2, #3, #5**

**Summative: TAKS, STAAR Alt., STAAR M, and STAAR tests, DRA test**

<b>Strategy</b>	<b>NCLB Goal</b>	<b>Resource</b>	<b>Person Responsible</b>	<b>Timeline</b>	<b>Evaluation</b>	<b>Met Expectation</b>
CTE will continue to serve all students including special needs, minorities and economically disadvantaged students in elective and required classes.	1	CTE, Local	CTE Staff	Each six weeks	Assessment results	
Students at risk of dropping out of school may receive assistance in learning lab.	5	SCE	Principal Teacher Dir. Of Spec. Education	Each semester	Level of performance on performance objectives in Spring testing	
Special Education students taking STAAR M will be included in Optional Extended Day Program per recommendation.	1	Special Education	Dir. Of Spec. Ed Diagnosticians	Oct. - April	Report cards, Progress reports, Cscope unit tests	
BISD will continue to use Eduphoria data analysis services for disaggregation of data from state and local assessments.	1	Local	Cur. Specialists Dir. Of Curriculum Teachers	Each semester	Data-driven interventions	
Pregnant or parenting students will have a Plan of Service developed and receive home-based and/or school services	1	State Comp., Local	Homebound teacher	Each six weeks	Reduction in drop out rate for pregnant parenting teens; Graduation rate of pregnant parenting teens	

Strategy	NCLB Goal	Resource	Person Responsible	Timeline	Evaluation	Met Expectation
Identified dyslexic students or students with other reading disorders or multisensory Reading and Spelling disorders will be served through a supplemental reading program, Basic Language, which is housed on all campuses.	1	State Comp., Local	Director of Special Programs, Reading Specialists	Each six weeks	Progress reports, report cards, diagnostic tests, unit tests	
Homeless children will be identified and provided services which are described in the District Homeless Liaison Plan. (McKinney-Vento Homeless Assistance Act.).	1	Federal	District Homeless Liason	Fall and Spring semesters	Number of Children identified and evidence of services, grant report	
Homeless children will have the opportunity to participate in after school and summer tutorial program.	1	Homeless Grant	District Homeless Liason	Each six weeks	Number of students identified and parents attending tutorial services. Report card grade improvement	
Special Ed and regular ed teachers will collaborate to develop and implement modifications of content area curriculum for inclusion students	1	Local	Campus CMC, Resource teachers, and inclusion teachers	Each six weeks	80% of Special Education Students taking assessments will meet state performance standards.	
Special Education teachers will participate on district CIA teams	1	Local	Campus Special Education teachers, Dir. Of Spec. Ed	Each six weeks	Unit assessment performance of students as well as 6-week IEP based assessment	
Increase number of G/T students scoring advanced level (Level 3) on state assessments or commended performance on TAKS	1	Local G/T Funds	Dir. Of Spec. Programs Counselors Principals Teachers	Spring 2013	Assessment results	

Strategy	NCLB Goal	Resource	Person Responsible	Timeline	Evaluation	Met Expectation
Brenham ISD will evaluate data and submit all required plans due to PBMAS stages in Special Ed and CTE	1		Dir. of Spec. Ed CTE Director CO Staff	Oct. - Dec. 2013	Plans submitted to TEA	
Brenham ISD will continue the Community Based PPCD Program for 3 & 4 year olds	1	Special Education	Dir. Of Spec. Ed Diagnosticians	2013-14 School year	Measurable progress on Individual Educational Programs (IEPs)	
Brenham ISD will continue to provide services to students placed in residential placements including Brenham State Supported Living Center, Brenham Outreach Group Homes, D&S Group Homes, and JOVIC-Home.	1	Special Education, Local	Special Ed. Director, Special Ed teachers and therapists, general education teachers and administrators	13-14 School year	Measurable progress on Individual Educational Programs (IEPs)	
Brenham ISD will continue to provide a continuum of Special Education Services from the most restrictive to least restrictive environments.	1, 5	Special Education	BISD Special Ed Director, Special Education teachers, Para-educators, therapists	2013-14 school year	Measurable progress on Individual Educational Programs (IEPs)	
Brenham ISD provided ESY services to those students who qualified per ARD Decision.	1	Special Education	Special Ed Director, Certified teachers, paraprofessionals, therapists and transportation personnel	Summer 2014	ARD documents, attendance records, student progress on IEP goals.	
Special Education Department will maintain accurate PEIMS reporting regarding Special Education students for TEA snapshot information and both local and federal funding.	1	Special Education	Special Education Administrative Asst.	2013-14 school year	PEIMS Data, TEA reporting	

<b>Strategy</b>	<b>NCLB Goal</b>	<b>Resource</b>	<b>Person Responsible</b>	<b>Timeline</b>	<b>Evaluation</b>	<b>Met Expectation</b>
The Special Education Department will provide quality Assistive Technology Devices to students with disabilities who need such assistance in accessing the curriculum and making academic progress including communication.	1	Special Education	Special Education Department, Assistive Technology Team	2013-14 school year	ARD documents, minutes from committee meetings AT Evaluations	
Publicize K-12 GT programs and identification criteria in handbooks and local media; provide differentiated instruction for G/T students	1	Local	Dir. Of Spec. Programs Counselors	Current school year	Handbooks and media releases, student performance	
Migrant Students will be served through Region VI ESC	1	Local	Director of Special Programs	Each six weeks	Record Keeping of students, monthly data sent to Region VI	
ELPS training for all staff members will be offered	1, 2, 3	Local	Dir. Of Spec. Programs	Each summer	Professional development sign-in sheets and credit	
A Bilingual Pre K and Kinder classroom will be provided at Krause	1, 2, 5	Title III State Bilingual Funds	Asst. Superintendent Dir. Of Special Programs	2013-14 school year	Class roster	
BISD will provide ESL certified teachers and bilingual aides to serve LEP students on all campuses	1, 2, 5	State Funds Title I Pt. A SCE	Director of Human Resources Principals	2013-14	Master schedules	
English Connections classes at BJHS will be provided for LEP students to assist them in becoming proficient in English	1, 2, 5	SCE Local	Principals Dir. Of Human Resources	2013-14	Master schedules	
BISD staff will be encouraged to pursue ESL certifications - test fees will be paid by district	1, 2, 3	SCE Local	Dir. Human Resources Business Manager	2013-14	Number of ESL certified staff	

Strategy	NCLB Goal	Resource	Person Responsible	Timeline	Evaluation	Met Expectation
LPAC meetings will be held for all LEP students. Decisions regarding appropriate assessments will be decided by LPAC committee, and student progress will be monitored.	1, 2, 5	Title III	Dir. Of Spec. Programs Counselors	Each semester	Updated LPAC records, LPAC minutes	

**Goal #1: Inspire student success through innovative and creative instructional methods.**

**Objective 1.4: Attendance of students in the district will be at 97% or higher.**

**NCLB Goal: 5**

**Summative: Attendance Records**

<b>Strategy</b>	<b>NCLB Goal</b>	<b>Resource</b>	<b>Person Responsible</b>	<b>Timeline</b>	<b>Evaluation</b>	<b>Met Expectation</b>
Parent liaison will work with parents to improve attendance of some students	5	Title I Pt. A	Principals, CO Administration	Each six weeks	Meetings as needed to monitor student attendance and academic concerns	
Tech Prep articulated classes encourage student attendance.	5	CTE	CTE teachers	Each semester	Student rosters	
Offer CTE Technical Dual credit courses through Blinn College.	5	CTE	CTE Director, CTE Teachers	Each six weeks	Number of students enrolled in TDC courses	
Attendance Officer will visit each BISD campus weekly.	5	Local	Attendance Officer	weekly	Attendance Reports	
Daily Attendance check by ISD campus. Phone call to parent and home visits by Attendance Officer or Home Liaison.	5	Local	BISD Campus Principal & Attendance Officer	Monthly	Attendance Reports	
Continue use of Alert Now notification system	4	Local	Rod Leer and campus staff	13-14 School year	Messages sent to parents	
Attendance Reports daily, weekly & monthly are shared with principals and BISD Campuses	5	Local	Dir. of Student Services	Each six weeks	Principal Meetings	
Attendance Committee meetings held as needed on each campus	5	Local	Principals, teachers, parents are required	Each six weeks	Log of meetings	

<b>Strategy</b>	<b>NCLB Goal</b>	<b>Resource</b>	<b>Person Responsible</b>	<b>Timeline</b>	<b>Evaluation</b>	<b>Met Expectation</b>
The School Health Advisory Council will coordinate wellness activities between campuses, implement a school wellness policy and address on-going health issues.	4	Local	Wellness Coordinator	Each semester	Record of meetings and activities; wellness plan in use	
Adopt and implement policies addressing sexual abuse of children	4	Local	Dir. of Student Services	Fall and Spring	Policy in place	
The District follows the guidelines of the CATCH (Coordinated Approach to Child Health) program	4	Local	District Wellness Coordinator	Each semester	Plan on file	

**Goal #1: Inspire student success through innovative and creative instructional methods.**

**Objective 1.5: The drop out rate in the district will be less than 1%.**

**NCLB Goal: 5**

**Summative: Completion Rate, Drop out Rate, AEIS Report**

<b>Strategy</b>	<b>NCLB Goal</b>	<b>Resource</b>	<b>Person Responsible</b>	<b>Timeline</b>	<b>Evaluation</b>	<b>Met Expectation</b>
Provide home bound instruction for teen parents	5	State, Local	Community Ed Coordinator	Each semester	Enrollment	
Provide tutoring for elementary students in homeless situations	5	Homeless Grant	Homeless Liason	Each semester	Attendance record	
Provide counseling for pregnant teens	5	Local	Counselors	Each six weeks	Counselor records	
Provide community referrals for pregnant teens	5	Local	Counselors	Each semester	Referrals	
Students who are pregnant or parenting will have a Plan of Service developed and receive services indicated in the plans	5	Local	Community Ed Coordinator	Spring 2014	Plan of Service	
Community education offers GED services to students and adults.	5	Local, Region VI	Community Ed Coordinator	Each semester	Records of attendance and/or completion	
Secondary counselors will meet with students and parents on PGP (Personal Graduation Plan)	5	Local	Counselors	Fall/Spring conference	Records of conferences	
Pride Academy will be used to prevent drop out by providing eligible students with flexible hours of instruction	5	local/state	Superintendent Principal	13-14 School Year	Enrollment records	
BHS will focus on community and parental involvement to improve Completion / Drop-out Rate	5	AEIS-local	Principals	Each semester	Sign-in sheets	



**Goal #2: Develop, motivate and support all employees to create a challenging and empowering educational environment.**

**Objective 2.1: 100% of BISD teachers and paraprofessionals will be highly qualified, and strategies will be implemented to retain staff.**

**NCLB Goal: 3**

**Summative: HQ Report and Personnel Records, Sign-in Sheets**

<b>Strategy</b>	<b>NCLB Goal</b>	<b>Resource</b>	<b>Person Responsible</b>	<b>Timeline</b>	<b>Formative Evaluation</b>	<b>Met Expectation</b>
BISD Human Resources Dept. will attend job fairs in order to hire highly qualified teachers, and job openings will be posted on the ESC VI website.	3	Local, Federal	Dir. Of Human Resources	Spring	Submission of the HQ report will indicate that all BISD teachers are highly qualified	
Paraprofessionals will be trained/certified to meet NCLB standards.	3	Local	Dir. Of Human Resources	Fall	Personnel files reflecting paraprofessionals met standards	
All teachers new to the profession of teaching will attend a district first year teacher academy.	3	Local	Dir. Of Human Resources	Each semester	Teachers will have an effective first year.	
BISD Human Resources Dept. will actively recruit bilingual teachers.	2	Local	Dir. Of Human Resources	Entire Year	Job recruitment strategies	
Brenham ISD provides a legal inservice for all BISD administrators, Educational Diagnosticians, ARD Facilitators and counselors to insure compliance with IDEA, TEC and TAC.	3	Special Education	Dir. Of Special Education	Summer 2014	Participation of BISD Administrators and Staff	

Strategy	NCLB Goal	Resource	Person Responsible	Timeline	Formative Evaluation	Met Expectation
Brenham ISD accesses staff development through ESC VI to address critical issues such as AYP, PBMAS, accountability, and instructional training.	3	Federal, State, Local	Special Education Director, ESC VI staff	2013-14 School year	Application of training to improve student achievement as evidenced on local and state accountability	
Brenham ISD accesses conference opportunities provided by the Texas Council of Administrators of Special Education to train Special Education staff in critical issues relating to Special Education.	3	Special Education	Director of Special Ed. Special Education staff	Each semester and Summers	Incorporation of training and information into the Special ed process.	
BISD will encourage additional staff members to attain ESL and GT training/certifications.	3	Title II A, State Bilingual Title III G/T Funds	Dir. of Special Programs Dir. Of Human Resources	Each year	Increased number of ESL certified and GT trained teachers	
BISD will provide opportunities for all staff to attend quality professional development	3	Title I Pt. A, Title IIA SCE Local G/T Funds	Principals CO Directors	Summer 2014 and Fall and Spring Semesters	Sign-in sheets Prof. Development Credit	
BISD will continue to pay staff above state base	3	Local State Title I Pt. A Title II Title III SCE Special Ed Funds G/T Funds	Superintendent Businiss Manager School Board	2013-14 School year	District budget	

**Goal #2: Develop, motivate and support all employees to create a challenging and empowering educational environment.**

**Objective 2.2: All staff will be provided high quality professional development**

**NCLB Goal: 3**

**Summative: Sign-in Sheets, Professional Development Credit**

<b>Strategy</b>	<b>NCLB Goal</b>	<b>Resource</b>	<b>Person Responsible</b>	<b>Timeline</b>	<b>Evaluation</b>	<b>Met Expectation</b>
Staff will have ongoing training on integrating technology into classroom instruction.	3	Technology	Director of Technology Technology Specialists	Each semester and Summer of 2014	Number of staff that attend classes	
Administrators will be provided access to monthly technology trainings	3	Technology	Dir. Of Technology Tech. Specialists	Each semester	Number of staff that attend classes	
Provide training on educating the homeless and children from poverty	3	McKinney-Vento Funds	Homeless Liason	Summer	Evaluations	
Teachers attend local, state, and national staff development conferences in core and elective areas; emphasis on reading and math in core areas.	3	Federal, State and Local	Campus and District administrators	Aug 2013 - May 2014	Registrations and conference evaluations	
Teachers will be provided staff development in differentiation strategies	3	Title I, Title IIA, Local	Dir. Of Curriculum Principals	Each semester	Progress reports Report cards Unit test results	
Continue to provide professional development in the areas of math and science through Region VI mathematics and science fee service.	3	Region VI, local, Federal, State	Dir. Of Curriculum	Each semester	Unit test data Report cards	

<b>Strategy</b>	<b>NCLB Goal</b>	<b>Resource</b>	<b>Person Responsible</b>	<b>Timeline</b>	<b>Evaluation</b>	<b>Met Expectation</b>
BISD will host ongoing staff development in the summer of 2014 in all content areas, plus discipline and classroom management.	<b>3</b>	Federal, State, Local	Principals Asst. Principals ESC VI staff	June-Aug 2014	Agenda sheets, registration sheets	
Region VI provides 6 hour GT update	<b>3</b>	Region VI, local	Dir. of Special Programs	Summer 2014	Documentation of attendance	
Dyslexia specialists attend state and national conventions plus Region VI activities.	<b>3</b>	State Comp Title I Pt. A	Dir. of Special Programs	Oct. 2013 and Each semester	Certificates of attendance	
ESL/Bilingual on-going staff development is provided.	<b>3</b>	Title III, Title I, Pt. A, local	Dir. Of Special Programs	2013-2014 school year	Certificates of attendance by Region VI	

**Goal #3: Promote family and community involvement**

**Objective 3.1: There will be a 10% increase in parent and community involvement in the district**

**NCLB Goal:**

**Summative: Sign-in Sheets and Parent Surveys**

<b>Strategy</b>	<b>NCLB Goal</b>	<b>Resource</b>	<b>Person Responsible</b>	<b>Timeline</b>	<b>Evaluation</b>	<b>Met Expectation</b>
Provide parent involvement activities on each campus.		Title Local	Principals	Each semester	Sign-in sheets Agendas	
Promote a school supply drive.		Local	Homeless Liason	Fall	Distribution	
Camp Hoblitzelle Orientation.		Local	Homeless Liason	June 2014	Applications	
Provide GED classes.		Region VI	Homeless Liason	Each semester	Registration records	
Provide SMART orientation for parents		Local	Community Ed Coordinator	Fall semester	Sign-in sheets Agendas	
Parenting classes will be provided for parents to learn how to participate in their child's education		Title I Pt. A Local	Community Ed Coordinator	Each semester	Sign-in sheets Agendas	
Provide services for families in transitional living situations.		Local	Homeless Liason	2013-14	Student log	
Maintain Community Collaborations for family support.		Local	Homeless Liason	2013-14	Services	
Provide community referrals for families in need.		Local	Homeless Liason	Each semester	Referral log	

Strategy	NCLB Goal	Resource	Person Responsible	Timeline	Evaluation	Met Expectation
CTE activities involving parents/community members, fish camp, college night, career & job fair, 8th grade orientation, financial aid workshop, Junior Achievement and program advisory committees.		CTE	CTE Director	May	Parental participation	
All Campus Handbooks and Student Code of Conduct are provided on District and Campus Websites.		Local	Dir. Of Student Services	2013-14 School year	On websites	
The District Parental Involvement policy will be in the Title I School wide Campus Handbooks and these campuses will conduct parent/teacher conference at the end of the first six weeks. Title 1 campuses will keep Parent-school compacts.		Title 1, Local	Counselors Principals Teachers Dir. of Special Programs	2013-14 School year	Agendas in sheets Sign-Signed compacts	
Campus and district site-based committees meet regularly and include increased parent involvement as an agenda item. Parent Involvement policies are reviewed annually at DEIC meeting and Parent Meeting.		Local, Title 1	Principals CO Directors	Monthly meetings	Sign-in sheets Agendas	
BISD students will continue to participate in Special Olympics with sponsors and community volunteers.		Special Education	Dir. Of Special Ed.	Fall Spring	Student participation	
Each campus will sponsor an open house at the beginning of the school year.		Local	Principals	Sept.	Sign in sheets on each campus	
Provide Alton with a Parent Liason to coordinate activities for parents and to promote parent involvement in student learning on the campus		School Improvement Funds	Principal	Each semester	Liason Report	

<b>Strategy</b>	<b>NCLB Goal</b>	<b>Resource</b>	<b>Person Responsible</b>	<b>Timeline</b>	<b>Evaluation</b>	<b>Met Expectation</b>
Host community-wide celebration for BISD's 138th anniversary.		Local	Dir. Of Curriculum	Sept.	Ticket sales - Community Participation	
Elementary campuses will host various "family nights" during the year to promote parent involvement		Title 1	Principals Teachers	Each semester	Agendas Sign-in sheets	
Communication between the school district and the community will be increased through a collaboration with the local newspaper, a weekly radio show, local community forums, and community members on various committees throughout the school district.		Local	Superintendent	Each semester	Copies of media articles Schedule for participation	
Increase class offerings for community enrichment through Community Education.		Local	Coordinator of Community Education	Each semester	Participation records	
BISD Educational Foundation formed with community support and participation. Funds raised are focused on district needs and provide mini-grants to teachers.		Local	Business Manager	Each semester	Funds raised to sponsor "Mini-grants"	
VIPS - Parent volunteers (from PK-8) to assist in schools		Local	PTO Presidents Principals	Each semester	Record of participation by campuses	
Students with disabilities and their parents/guardians will be invited to attend the BHS Transition Fair		Special Education	Transition Coordinator, BHS staff presenters	Nov.	Parent and student participation	
Provide Parental Involvement activities to further the parent, student, school partnership.		Title 1	Elementary Principals Director of Special Programs	2013-14	Sign-in sheets Agendas	
CARS coordinators from elementary campuses will recruit community and parent volunteers to participate in mentoring program		Title I Pt. A	CARS Coordinators Principals Dir. Of Special Programs	Each semester	Mentor sign-in sheets/participation	

<b>Strategy</b>	<b>NCLB Goal</b>	<b>Resource</b>	<b>Person Responsible</b>	<b>Timeline</b>	<b>Evaluation</b>	<b>Met Expectation</b>
Parent notices and other official communications of any kind will be sent home in English and Spanish		Local	CO Directors Principals	Each semester	Copies of translated documents/notices	



**Goal #4: Maintain and upgrade district facilities to meet current and future needs.**

**Objective 4.1: Complete technology upgrades as identified in district needs assessment**

**NCLB Goal:**

**Summative: Completion of Projects**

Strategy	NCLB Goal	Resource	Person Responsible	Timeline	Evaluation	Met Expectation
Purchase and install a backup power generator for the Brenham ISD Technology Center to maintain productivity during power outages		Technology	Dir. Of Technology	Summer 2013	District internet and phone systems will be unaffected by periodic power loss	
Double the current bandwidth connection from each school to the BISD 10 gigabyte backbone.		Technology	Dir. Of Technology	2013-14	Increased speed across BISD WAN	
Purchase and install new district-wide security camera system to centralize monitoring of students and facilities		Technology	Dir. Of Technology	2013-14	Ability to monitor students and facilities from anywhere in the district	
Purchase and install new fiber optic cable from BISD Data Center to Brenham Middle School to increase bandwidth		Technology	Rod Leer, Davin Jezierski	Fall	Records of work completed/Increase in bandwidth for school use	
Purchase and install new wireless access points for Brenham Jr. High to increase wireless access for teachers and students		Technology	Rod Leer, Davin Jezierski	Fall	Wireless access for staff and students at Brenham Jr. High	
Purchase and upgrade the district call-manager system to allow expansion of phone system for the new Alton Elem. And new classrooms at Brenham M.S.		Technology	Rod Leer, Davin Jezierski	Spring	Records of work completed/Ability to place phones in all classrooms at BMS and AES	

Strategy	NCLB Goal	Resource	Person Responsible	Timeline	Evaluation	Met Expectation
QSCB funds will meet identified needs		QSCB	Jon Forsythe, Tom Gore	Fall	Plan and implementation schedule on file	

**Goal #5: Maintain a Safe and Secure Environment**

**Objective 5.1: There will be zero incidents involving weapons, drugs or alcohol and discipline referrals across district will be reduced by 5%.**

**NCLB Goal: 4**

**Summative: PEIMS 425 Report**

<b>Strategy</b>	<b>NCLB Goal</b>	<b>Resource</b>	<b>Person Responsible</b>	<b>Timeline</b>	<b>Evaluation</b>	<b>Met Expectation</b>
Teachers and technology staff will teach lessons in cyber-safety.	4	Local	Dir. Of Technology Tech Specialists	Summer 2013-14	Sign-in sheets	
District Behavior Specialist will meet with campus administrators to review PEIMS discipline data for their campuses to analyze the pattern of behavior and develop targeted interventions.	4	Local	Behavior Specialist, Campus Administrators	2013-14 school year	PEIMS Data Agendas	
Continue Implementation of short term behavior program (Positive Intervention Class) with an emphasis on Social Skills and Positive Behavioral Supports developed to be utilized in lieu of 5 day AEP.	4	Local, Special Education	Behavior Specialist, Campus Administrators, PIC Teacher, Special Ed Counselor	2013-14 school year	Reduction of Referrals and DAEP Placements of students with disabilities	
Review and revise, if necessary, the district Student Code of Conduct	4	Local	Campus Administrators	Summer 2014	Reviewed/revised code	
Implement a character education program - Core Essentials	4	Local	Principals	2013-14 school year	Daily lessons	
Life Skills, Adapted Behavior Unit, Adapted PE, PE teachers and aides, nurses, and other selected administrators and staff members on each campus will be trained in Non-Violent Crisis Intervention Techniques	4	Local	Behavior Specialist	Summer 2014 Each semester	Participation records Sign-in sheets	

<b>Strategy</b>	<b>NCLB Goal</b>	<b>Resource</b>	<b>Person Responsible</b>	<b>Timeline</b>	<b>Evaluation</b>	<b>Met Expectation</b>
Provide staff development in Bullying Prevention	4	Local	Dir. Of Student Services	Summer 2014	Sign-in sheets	
Brenham ISD will continue to maintain the Texas Behavior Support Initiative Teams mandated by SB. 1196.	4	Local	Behavior Specialist Region VI consultation	2013-14 school year	Continue to meet state guidelines with direction from Region VI	
Crisis Intervention Plans updated, emergency management plans, plus CPI Training	4	Local	Dir. of Student Services Behavior Specialist	Summer 2014	Updated plans, staff development and training	
Coaches, UIL facilitators, trainers, PE teachers, etc. will be trained in CPR.	4	Local	Wellness Coordinator	Summer 2014	Sign-in sheets	
Provide a DAEP for students who continuously violate the student code of conduct	4	Local SCE Funds	Campus Principals	Each semester	Discipline referrals	
Brenham High School will use a Positive Intervention Class which will include social skills training as well as academic assistance placements, depending upon the offense.	4	Special Education	Dir. Of Special Ed. Principal Teacher	Each six weeks	Discipline referrals	
Brenham ISD has developed a Positive Adjustment Class including social skills training as well as direct academic instruction for special education students experiencing on-going behavioral difficulties in mainstream classes. Elementary/Middle/JH and HS levels.	4	Special Education	Dir. Of Special Ed. Behavior Specialist Special education teachers Principals	Each semester	Daily lessons	
Review and revise, if necessary, BISD Emergency and Safety Management Plan	4	Local	Dir. of Student Services	Summer 2014	Reviewed/revised plan	
Provide activities for Red Ribbon Week on all campuses	4	Local	Counselors	Fall 2013	Student participation	

Strategy	NCLB Goal	Resource	Person Responsible	Timeline	Evaluation	Met Expectation
Brenham ISD will maintain Crisis Intervention teams.	4	Local	Brenham ISD Behavior Specialist	2013-14 school year	District records	

**Goal #6: Prioritize and promote fiscal responsibility**

**Objective 6.1: Develop a budget that will reflect district needs that will be fiscally responsible to taxpayers in the BISD.**

**NCLB Goal:**

**Summative: Balanced Budget**

Strategy	NCLB Goal	Resource	Person Responsible	Timeline	Evaluation	Met Expectation
Establish an Instructional Materials Oversight Committee to be responsible for textbook and instructional material purchases made using new State IMA funds		Local	Dir. Of Technology	Each year	Meeting minutes	
Provide training in business office procedures for key campus personnel (secretaries, principals etc.)			Business Manager	Summer 2014	Sign-in sheets	
Manage district investments to maximize returns		Local	Business Manager	Monthly	School FIRST Rating	
Decrease staff through attrition when possible		Local	Superintendent	Summer 2014	Budget	
Decrease district energy usage through a planned program		Local	Director of Facility Maintenance	Aug.	Utility Bills	
BISD will utilize federal and state allocations as effectively as possible		State, Federal	CO Directors	Monthly, Annually	Federal applications will be filed and accepted	
BISD will utilize flow through funds for Visually Impaired students as they are intended		Special Education	Dir. Of Special Education	Monthly, Annually	Quarterly reports to Region VI	
Staff will apply for grants to assist BISD in reaching district goals			CO Directors	Annually	Record of grants received or currently in process	

<b>Strategy</b>	<b>NCLB Goal</b>	<b>Resource</b>	<b>Person Responsible</b>	<b>Timeline</b>	<b>Evaluation</b>	<b>Met Expectation</b>
BISD will utilize Region VI in partnership and fee-service contracts where financially beneficial to the district		Region VI	CO Directors	2013-14	Contracts	
Needs assessments will drive funding allocations and focus will be on staff development and improved student achievement.		All Federal Funds	Business Manager Dir. of Special Ed Dir. Of Special Programs	2013-14	Completed CNAs	
Brenham ISD will apply for and effectively manage IDEA B Formula and IDEA B Pre-school funds.		Special Education	Special Ed. Director, Special Ed Administration Asst.	2013-14	Special Education Expenditure Reports	
Brenham ISD will continue to utilize the SHARS system managed by TASB to bill Medicaid for allowable services to eligible students with disabilities		Special Education	Special Ed. Director, Special Ed Admin Asst.	2013-14 school year	Medicaid service tickets, quarterly and annual reports	
BISD Education Foundation funds mini-grants for classroom teachers.		Local	Business Manager	2013-14 School year	Mini-grants awarded	
Brenham ISD instructional technologists will develop, educate and promote ways for teachers and staff to reduce paper usage by using alternative technologies.		Local	Tech Specialists	Each semester	Reduction in paper and copier use	
Automate the AESOP system with payroll		local	Business Manager	Each school year	Monthly Payroll	
BISD will use Raptors V Software Visitor Management System to screen and monitor visitors to campuses		Local	Campus Principals	Each semester	Visitor Log	