



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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| 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 21st 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 | |

| Strategy | NCLB Goal | Resource | Person Responsible | Timeline | Formative Evaluation | Met Expectation |
|--|------------------|--------------------------------|--|---------------------------|--|------------------------|
| 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 | |

| Strategy | NCLB Goal | Resource | Person Responsible | Timeline | Formative Evaluation | Met Expectation |
|--|-----------|---------------|---|---------------------------|---|-----------------|
| 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

| Strategy | NCLB Goal | Resource | Person Responsible | Timeline | Evaluation | Met Expectation |
|---|------------------|-----------------------|--|-----------------|---|------------------------|
| 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 | |

| Strategy | NCLB Goal | Resource | Person Responsible | Timeline | Evaluation | Met Expectation |
|---|------------------|-------------------------------------|---|---------------------|--|------------------------|
| 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

| Strategy | NCLB Goal | Resource | Person Responsible | Timeline | Evaluation | Met Expectation |
|---|------------------|-----------------|--|-------------------|--|------------------------|
| 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 | |

| Strategy | NCLB Goal | Resource | Person Responsible | Timeline | Evaluation | Met Expectation |
|---|------------------|-----------------|-------------------------------|-----------------|---|------------------------|
| 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

| Strategy | NCLB Goal | Resource | Person Responsible | Timeline | Evaluation | Met Expectation |
|--|------------------|------------------|---------------------------|------------------------|---|------------------------|
| 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

| Strategy | NCLB Goal | Resource | Person Responsible | Timeline | Formative Evaluation | Met Expectation |
|--|------------------|-------------------|---------------------------|-----------------|---|------------------------|
| 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

| Strategy | NCLB Goal | Resource | Person Responsible | Timeline | Evaluation | Met Expectation |
|--|------------------|----------------------------------|--|----------------------------------|---|------------------------|
| 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 | |

| Strategy | NCLB Goal | Resource | Person Responsible | Timeline | Evaluation | Met Expectation |
|--|------------------|----------------------------------|--|-----------------------------|---|------------------------|
| BISD will host ongoing staff development in the summer of 2014 in all content areas, plus discipline and classroom management. | 3 | Federal, State, Local | Principals Asst. Principals ESC VI staff | June-Aug 2014 | Agenda sheets, registration sheets | |
| Region VI provides 6 hour GT update | 3 | Region VI, local | Dir. of Special Programs | Summer 2014 | Documentation of attendance | |
| Dyslexia specialists attend state and national conventions plus Region VI activities. | 3 | 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. | 3 | 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

| Strategy | NCLB Goal | Resource | Person Responsible | Timeline | Evaluation | Met Expectation |
|---|------------------|------------------------|-----------------------------|-----------------|---------------------------|------------------------|
| 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 | |

| Strategy | NCLB Goal | Resource | Person Responsible | Timeline | Evaluation | Met Expectation |
|--|------------------|-------------------|---|-----------------|--|------------------------|
| 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 | |

| Strategy | NCLB Goal | Resource | Person Responsible | Timeline | Evaluation | Met Expectation |
|---|-----------|----------|----------------------------|---------------|--|-----------------|
| 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

| Strategy | NCLB Goal | Resource | Person Responsible | Timeline | Evaluation | Met Expectation |
|---|------------------|-----------------------------|---|------------------------------------|---|------------------------|
| 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 | |

| Strategy | NCLB Goal | Resource | Person Responsible | Timeline | Evaluation | Met Expectation |
|---|------------------|-------------------|---|---------------------|---|------------------------|
| 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 | |

| Strategy | NCLB Goal | Resource | Person Responsible | Timeline | Evaluation | Met Expectation |
|--|------------------|-------------------|--|---------------------|--|------------------------|
| 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 | |