

HL BROCKETT

Campus Improvement Plan

2014/2015

Motto:
"Sailing the Seas of Success"



Date Reviewed:

DMAC Solutions™

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Date Approved:

Dec 18, 2014 10:11 AM

HL BROCKETT Site Base

Name	Position
B, Casandra	Community Member
Ball, Matt	Parent
Davis, Stacy	Teacher
Earwood, Kim	Teacher
Forester, Diane	Teacher
Fullen, Sarah	Teacher
Griffin, Ryan	Teacher
Hazen, Jennifer	District Librarian
Hellman, Tabitha	Teacher
Huschke, Kim	Business Member
Ivy, Amber	Teacher
Lahmans, Liz	Parent
Lott, Connie	Principal
Milacek, Tina	Counselor
Morales, Luz	Teacher
Reid, Cheryl	Teacher
Reid, Robbie	Community Member
Shearer, Heather	Business Member
Shovlin, Mike	Teacher
Temple, Jana	Parent
Wooley, Carol	SST Coordinator

No Child Left Behind Performance Goals

(These goals have not been updated by the U.S. Department of Education as of the 2014/2015 school year.)

- Goal 1.** By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
- 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.
- Goal 3.** By 2005-2006, all students will be taught by highly qualified teachers.
- Goal 4.** All students will be educated in learning environments that are safe, drug-free, and conducive to learning.
- Goal 5.** All students will graduate from high school.

HL BROCKETT

Mission

The mission of HL Brockett Elementary School is to collaborate with stakeholders to provide appropriate instruction and a safe, caring, and positive environment that meets the physical, social, emotional, and intellectual needs of each student in order to prepare them for the future

Vision

"We are Sailing the Seas of Success for Every Student"

Nondiscrimination Notice

HL BROCKETT does not discriminate on the basis of race, color, national origin, sex, 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.

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Goal 1. Cultivate a positive learning environment that celebrates success, fosters school pride and spirit, and consistently promotes excellence for today, tomorrow and the future.

Objective 1. 100% of students at Brockett Elementary will have the opportunity to be recognized for student/school achievements each nine weeks.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Brockett Elementary will hold the Captain's Club Ceremony each nine weeks, semester, and end of the year to recognize student achievement. (Title I SW: 2) (Target Group: All)	Counselor(s), Principal, Teacher(s)	August,2014- June,2015	(S)Local Funds	Summative - Event calendar will be established with a newsletter to inform parents of ceremonies. Parent attendance at the Captain's Club. Front office sign in.
2. Brockett Elementary will award students "Spirit Sticks" for their successes. A list of successes to celebrate will be generated. (Title I SW: 2) (Target Group: All)		September 2014	(L)Materials, (S)Local Funds	Summative - A student increase of success will be noted by the number of students recognized via spirit sticks.
3. Students will be recognized daily during Morning Assembly for their successes. (Title I SW: 2) (Target Group: All)	Counselor(s), Principal, Teacher(s)	August,2014- June, 2015		Summative - An increase of student recognition will occur of our Treasured Successes and Whale Done achievements according to publicly posted grid (on website).
4. Mini Pep Rallies throughout the school year will be held to honor students for different successes: *Perfect Attendance *Excellent and Outstanding Behavior *A Honor Roll / AB Honor Roll *UIL *STUCO (Target Group: All)	Principal, Teacher(s)	September 2014- May, 2015		Summative - % of students who earn designated honors.
5. Incorporate Brockett's mascot, Speedy, into our morning assemblies to celebrate successes.	Principal, Teacher(s)	September 2014- May, 2015	(L)Materials	Summative - Formative- Pictures and event calendar posted on website and Aubrey School Facebook.
6. Student of the Week and Teacher of the Week will be recognized each Friday during Morning Assembly. (Title I SW: 10) (Target Group: All)	Principal, Teacher(s)	Weekly	(L)Materials	Formative - Recognition of Students and Teachers on the website

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Goal 1. Cultivate a positive learning environment that celebrates success, fosters school pride and spirit, and consistently promotes excellence for today, tomorrow and the future.

Objective 1. 100% of students at Brockett Elementary will have the opportunity to be recognized for student/school achievements each nine weeks.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
7. Brockett Elementary will host a welcome night for our new Kindergarten students before school begins to provide an opportunity for PreK transition. (Title I SW: 7) (Target Group: PRE K) (NCLB: 4)	Principal, Teacher(s)	August 2014, August 2015	(S)Local Funds	Summative - Attendance at Welcome Night measured by sign in sheets.
8. Brockett Elementary will take 5th Grade to visit Aubrey Middle School to ease transition to middle school. (Title I SW: 6,10) (Target Group: All)	Principal, Teacher(s)	May 2015	(S)Local Funds	Summative - Permission slips for students visiting middle school.
9. Establish a Spirit Committee at Brockett Elementary to promote enthusiasm and special school events. I.e. open house, Captain's Club, etc. (Title 1 SW: 6,10) (Target Group: All) (Title I SW: 6,10) (Target Group: All)	Principal	Sept 2014-June 2015		Summative - Summative- Agendas and minutes from committee meetings. Summative- Attendance at meetings and special school events.
10. Hold two pep rallies at Brockett Elementary to include students from the high school: *Homecoming Pep Rally *STAR Pep Rally (Target Group: All) (Target Group: All)	Principal	Oct 2014-March 2015		Formative - Agendas and scheduling for Pep Rallies
11. Students and faculty will celebrate "Spirit Friday" by wearing an Aubrey T-Shirt. (Target Group: All) (Target Group: All)	Principal	Sept 2014-June 2015		Formative - Formative- Staff and Students who wear their spirit shirts each Friday will be displayed in photos.
12. Have representatives from high school visit and read with students in K-3. (These high school students would be football and volleyball players, student council members, ACADEC, Theatre, UIL, FCCLA students, etc...) (Title 1 SW 10) (Target Group: K, 1st, 2nd, 3rd.) (Title I SW: 10) (Target Group: K, 1st, 2nd, 3rd)	Athletic Director, Cheer Sponsor, Counselor(s), Principal, Student Council Sponsors, Teacher(s)	Sept 2014-May 2015		Formative - Formative- Event Calendars, Photos, Parent Surveys, Postings on website and Aubrey School Facebook.

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- Goal 1.** Cultivate a positive learning environment that celebrates success, fosters school pride and spirit, and consistently promotes excellence for today, tomorrow and the future.
- Objective 2.** 100% of grade levels will engage in a career activity, i.e. a field trip, that will be connected to the student's lessons.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Grade level teachers will plan lessons together to discuss career options that will fit in with their curriculum. (Title I SW: 3) (Target Group: All) (NCLB: 4)	Principal, Teacher(s)			Formative - Lesson plans will indicate a connection to careers.
2. Grade level teachers will meet to set up a field trip with a career connection to place prior to Spring Break. (Target Group: All) (NCLB: 4)	Principal, Teacher(s)	October, 2014	(S)Local Funds	Formative - Students will write about their field trip experience.
3. Brockett Elementary will provide and promote a career day for all students. (Title I SW: 6,10) (Target Group: All) (NCLB: 4)	Counselor(s), Principal, Teacher(s)	August, 2014 - May, 2015		Formative - Formative- Agendas and event plans as well as Photos.
4. Brockett Elementary will seek opportunities to bring assemblies into the students that promote a variety of careers. (Title I SW: 2) (Target Group: All) (NCLB: 4)	Counselor(s), Principal, Teacher(s)	August, 2014 - May, 2015		Formative - Documentation of assemblies provided as well as photos.

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Goal 1. Cultivate a positive learning environment that celebrates success, fosters school pride and spirit, and consistently promotes excellence for today, tomorrow and the future.

Objective 3. Brockett Elementary will promote a school environment that is 100% safe.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Brockett Elementary will incorporate arrival and dismissal procedures for students to provide safety. (Target Group: All) (NCLB: 4)	Counselor(s), Principal, Teacher(s)	August, 2014 - May, 2015		Formative - Surveys, Schedule for supervision, Procedures for arrival and dismissal
2. Brockett Elementary will provide training to all faculty and staff on the updated Emergency Operations Plan.	Principal, SRO Officer, Teacher(s)	August, 2014 - May, 2015		Formative - Meeting Agendas and Copy of the Plan. As well as a sign in sheet.
3. Brockett Elementary will hold monthly safety drills to practice and implement the emergency plan. (Target Group: All) (NCLB: 4)	Principal, SRO Officer, Teacher(s)	September 2014 - May, 2015		Formative - Safety Drill Log
4. The District will provide a police chief to present and available to Brockett Elementary as needed. (NCLB: 4)	SRO Officer	August, 2014 - May, 2015		Formative - Surveys, Calendars, Schedule of Events
5. The District Police Chief will meet in groups with all students to discuss his role in the district. (Target Group: All) (NCLB: 4)	Assistant Superintendent(s), Principal, SRO Officer	August, 2014 - December, 2014		Formative - Calendar of Events
6. Brockett Elementary will implement procedures for visitors on the campus and provide expectations. (NCLB: 4)	Principal			Formative - Procedures for visitors entering the campus during the school day. Daily operations sign in.
7. Brockett Elementary will provide opportunities for dads of students to be in Watch Dog Program.	Counselor(s), Watch Dog Dads	Oct 2014-May 2015		Formative - Pictures posted on wall at school and website.
8. Background checks will be done on all volunteers.	Counselor(s), Principal	Sept 2014-June 2015		Formative - Approved forms from administration.

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Goal 1. Cultivate a positive learning environment that celebrates success, fosters school pride and spirit, and consistently promotes excellence for today, tomorrow and the future.

Objective 4. 100% of the students and their families at Brockett Elementary will be given the opportunity to participate in academic competitions and extracurricular activities.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Students will be given the opportunity to participate in academic competitions such as UIL. Science Fair, Read-a-thons, etc...	Principal, Teacher(s), UIL / Academic Sponsors	Sept 2014-June 2015		Formative - Permissions slips
2. Students will be given the opportunity to participate in extracurricular activities such as SWAT, Choir, Art contests, Student Council, etc.	Principal, Student Council Sponsors, Teacher(s)	Sept 2014- June 2015		Formative - Permission slips
3. Families will have the opportunities to participate in events such as Pumpkin Parade, Box Tops, PTO, etc.	Teacher(s)	Sept 2014- June 2015		Formative - Box Top \$ amount, PTO membership count, photos of events.

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Goal 2. Support a "whole"-student approach to education to prepare students for life.

Objective 1. All student populations will achieve 90% mastery on all STAAR tests and district assessments.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide extended learning opportunities for students not mastering the curriculum at Elementary through tutorials, summer school, extended day, reading strategies, and multisensory training (Title I SW: 1,2,3,9) (Target Group: All, H, W, ECD, SPED, AtRisk, Dys, 3rd, 4th, 5th, 504) (NCLB: 2,4,5)	Campus Technology Coordinator, Counselor(s), Dyslexia specialist, ELA Coordinator, Principal, Special Ed Teachers, Teacher(s)	September, 2014 - May, 2015	(S)Local Funds, (S)State Compensatory - \$114,725	Formative - Students will be monitored through the use of on going assessments using the TEKS Resource. Tutorials and attendance, summer school enrollment, special programs attendance Summative: End of the Year STAAR Results: TPRI/DRA Results; SRA Results
2. Continue to early identify students in need of assistance and continue intervention strategies such as literacy groups (Title I SW: 2,3,4,5,10) (Target Group: All) (NCLB: 2,4,5)	Campus Technology Coordinator, Counselor(s), Dyslexia specialist, ELA Coordinator, Principal, Special Ed Teachers, Teacher(s)		(F)Title I, (L)Materials, (S)Local Funds	Formative - Tier I and II lists and rosters for intervention strategies, RTI information
3. Provide intensive instructional support to identified at-risk students. Such as: employ instructional aides, enabling certified, Pre-K, K and inclusion teachers to work more closely with students. Provided CM/Inclusion for 504/at-risk students, provide inclusion support by ESL teacher as the schedule allows. (Title I SW: 2,3,10) (Target Group: All) (NCLB: 2,4,5)	Counselor(s), Dyslexia specialist, ELA Coordinator, Principal, Special Ed Teachers, Student Support Coordinator, Teacher(s)	August, 2014 - May, 2015	(L)Materials, (S)Local Funds, (S)State Compensatory - \$11,990.50	Formative - Test Scores, retention rates
4. Provide a Student Support Team Coordinator and an ELA Teacher Leader to model and monitor instruction. (Title I SW: 2,4,10) (Target Group: All) (NCLB: 4)	ELA Coordinator, Principal, Student Support Coordinator	August, 2014 - May, 2015	(F)Title I - \$13,050, (S)Local Funds, (S)State Compensatory - \$26,485	Formative - Walkthroughs, PDAS Evaluations
5. Enhance writing and reading alignment throughout all grade levels. (Title I SW: 2,3,4,5,9,10) (Target Group: All)	ELA Coordinator, Principal, Teacher(s)	August, 2014 - May, 2015	(F)Title I, (L)Library Resources, (S)Local Funds	Formative - PLC Committee minutes, Sign-in sheets, standardized test results
6. Increase student experience with expository text in reading and writing in grades K-8. (Title I SW: 2,9) (Target Group: All) (NCLB: 2,5)	Campus Technology Coordinator, ELA Coordinator, Principal, Special Ed Teachers, Teacher(s)	August, 2014 - May, 2015	(L)Library Resources, (L)Materials, (S)Local Funds	Summative - Standardized Test Scores

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Goal 2. Support a "whole"-student approach to education to prepare students for life.

Objective 1. All student populations will achieve 90% mastery on all STAAR tests and district assessments.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
7. All teachers will offer tutorials and are supportive of students attending before and after school tutorials. (Title I SW: 2,3,5,10) (Target Group: H, ECD, AtRisk) (NCLB: 2,4,5)	Principal, Special Ed Teachers, Teacher(s)	Spring, 2015	(L)Materials, (S)State Compensatory - \$114,724	Formative - Tutoring logs and attendance Monitoring Assessments Daily Performance Increase performance on TEKS Resource Assessments, Mentoring Minds
8. Incorporate a wide variety of tutorial techniques. (Title I SW: 3,4,5,9) (Target Group: AtRisk) (NCLB: 5)	Campus Technology Coordinator, ELA Coordinator, Principal, Teacher(s)	August, 2014 - May, 2015	(L)Library Resources, (L)Materials	Formative - Walkthroughs to observe instruction
9. Provide quality tutors to assist with student interventions. (Title I SW: 5,10) (Target Group: AtRisk) (NCLB: 5)	Principal	October, 2014 - April, 2015	(S)Local Funds, (S)State Compensatory - \$26,000	Summative - End of the Year Assessments STAAR TPRI / DRA SRA
10. Students will use technology as a tool to research and promote higher order thinking skills and collaborate with experts and other students. (Title I SW: 2,3) (Target Group: All) (NCLB: 1,4)	Campus Technology Coordinator, Principal, Teacher(s)	August, 2014 - May, 2015	(L)Library Resources, (L)Materials, (S)Local Funds	Formative - Evidence of Content, Process, Product through lesson plans, walkthroughs, PDAS
11. Target English Language Learners and Economically Disadvantaged student populations with instructional strategies such as one-on-one and small group tutoring. (Title I SW: 2,3,5,10) (Target Group: H, ECD) (NCLB: 2,5)	Dyslexia specialist, ELA Coordinator, ESL Teacher, Principal, Special Ed Teachers, Teacher(s)	September,2014 - May, 2015		Summative - Tutorial lists and attendance log. TELPAS results, STAAR Assessments, TEKS Resource Assessments
12. Utilize tutoring tools: * Study Island * Istation K-5 * Small Groups of no more than 4 * One-on-one (Title I SW: 2,10) (Target Group: H, ECD, ESL, SPED) (NCLB: 2,4,5)	Campus Technology Coordinator, Dyslexia specialist, ESL Teacher, Principal, Special Ed Teachers, Teacher(s)	September 2014 - May, 2015	(S)Local Funds	Summative - Progress reports from Study Island, Istation, running records, TEKS Resource Assessments

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Goal 2. Support a "whole"-student approach to education to prepare students for life.

Objective 1. All student populations will achieve 90% mastery on all STAAR tests and district assessments.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
13. Schedule parent conferences based on benchmark scores and monitoring of grades per nine weeks. (Title I SW: 6,9) (Target Group: All) (NCLB: 4)	Principal, Teacher(s)	August, 2014 - May, 2015		Summative - Documentation of Parent Conferences, Agendas, and Sign In Sheets
14. Professional Learning Communities work to vertically align curriculum and to analyze data to ensure instruction increases student learning. (Title I SW: 10) (Target Group: All) (NCLB: 5)	Assistant Superintendent(s), Principal, Teacher(s)	August, 2014 - May, 2015		Summative - PLC meeting sign in sheets, agendas, minutes, Standardized test score results

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Goal 2. Support a "whole"-student approach to education to prepare students for life.

Objective 2. All student populations will maintain 96.5% attendance.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Track student attendance and refer excessive absences to court system. (Target Group: All)	PIEMS Coordinator, Principal, Teacher(s)	August, 2014 - May, 2015		Summative - Average daily attendance, court documents
2. Provide training and materials to parents about attendance requirements for optimum learning and funding along with health prevention strategies. (Title I SW: 6) (Target Group: All) (NCLB: 5)	Principal, School Nurse, SRO Officer, Teacher(s)	August, 2014 - May, 2015	(L)Materials	Summative - Average Daily Attendance, training materials and sign in, health prevention materials, and resources
3. Create an incentive program to improve attendance. Improvement methods: *Phone Calls Home *Recognition for Perfect Attendance *Raffles, Drawings per grade level *Recognize Highest % of Attendance in Morning Assembly - STAR Award (Title I SW: 6) (Target Group: All) (NCLB: 5)	Principal	August, 2014 - May, 2015	(S)Local Funds	Summative - Attendance Reports

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Goal 2. Support a "whole"-student approach to education to prepare students for life.

Objective 3. Provide a curriculum that will engage students in completing a program of study that will be challenging and prepare them for a career path 100% of the time.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide students with ongoing development in technology skills that will promote learning and the use of technology: * Entering into programs and navigating through them * Keyboarding * Power Point * Excel * Word processing skills (Target Group: All)	Campus Technology Coordinator, Principal	August, 2014 - May, 2015	(L)Materials	Formative - Monitor progress through reports from programs and student products
2. Incorporate career education into the curriculum to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career. *Career Day *Health Fair in conjunction with Open House *Teacher Colleges Recognized - Pennants place in the hallway of colleges (Title I SW: 10) (Target Group: All) (NCLB: 5)	Counselor(s), Principal, Teacher(s)	August, 2014 - May, 2015		Summative - Lesson Plans PDAS Evaluations Surveys from Career Day
3. Continue the implementation of a Language Arts / Math Specialist in grades K-5 (Title I SW: 1,10) (Target Group: All) (NCLB: 5)	Assistant Superintendent of Buildings, Principal, Superintendent(s)	August, 2014 - May, 2015	(S)Local Funds	Summative - ELAR / Math Specialist Contract

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Goal 2. Support a "whole"-student approach to education to prepare students for life.

Objective 4. Brockett Elementary will develop and implement service projects that will benefit our community and provide opportunities for 100% of the student body to participate.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Brockett Elementary will host Love Pacs and Go Pacs to provide families in need with food packs for the weekend and for long holidays: Thanksgiving, Christmas, and Spring Break (Title I SW: 6) (Target Group: All) (NCLB: 4)	Counselor(s), Principal	August, 2014 - May, 2015		Summative - Student involvement and community involvement with evidence through contributions and the number of families served
2. Service projects that will benefit students that are student driven while working with our PTO: Food Drive Shoe Drive Coats for Kids Drive (Title I SW: 6) (Target Group: All)	Counselor(s), Principal, Student Council Sponsors	August, 2014 - May, 2015		Formative - A one page summary of the projects and the benefits to students and community.

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Goal 2. Support a "whole"-student approach to education to prepare students for life.

Objective 5. Brockett Elementary will develop and provide opportunities for 100% of their students to develop leadership and citizenship skills.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Brockett Elementary will provide upper grade level students to adopt lower grade level students promoting citizenship and leadership. 5th Grade Language Arts with Kindergarten 4th Grade Students with 1st Grade (Title I SW: 10) (Target Group: K, 1st, 4th, 5th)	Principal, Teacher(s)	August, 2014 - May, 2015		Formative - Lesson Plans and opportunities for students to go to assigned grade levels and share
2. Brockett Elementary will provide opportunities for students to develop and practice leadership skills: * Morning Assembly * FAB - Friends Against Bullying * Student Council * Character Education Committee (Title I SW: 10) (Target Group: All) (NCLB: 4)	Counselor(s), Principal, Student Council Sponsors, Teacher(s)	October, 2014- May, 2014		Formative - Agendas, meeting dates, and participation roster, and events planned

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Goal 2. Support a "whole"-student approach to education to prepare students for life.

Objective 6. All students will be provided with character education twice a month.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Students will be provided with character education lessons using the Core Essentials: * Respect * Responsibility * Creativity * Gratitude * Generosity * Commitment * Kindness * Patience * Peace * Honesty (Title I SW: 10) (Target Group: All) (NCLB: 4)	Counselor(s), Principal, Teacher(s)	August, 2014 - May, 2015	(L)Library Resources, (L)Materials, (S)Local Funds	Formative - Calendar of Counseling Classes held each month Daily Character Talks in Morning Assembly
2. Students will be provided the opportunity to participate in the Lunch Bunch character sessions. (Title I SW: 2,10) (Target Group: All) (NCLB: 4)	Counselor(s), Teacher(s)	August, 2014 - May, 2015	(L)Library Resources, (L)Materials, (S)Local Funds	Formative - Calendar of Lunch Bunch Schedule provided by the counselor
3. "Character Talks" and sticker collectors to implement and reinforce each core essential character trait. (Title I SW: 2,10) (Target Group: All) (NCLB: 4)	Counselor(s), Principal, Teacher(s)	August, 2014 - May, 2015	(L)Library Resources, (L)Materials, (S)Local Funds	Formative - Number of students recognized during the "Captain's Crew Ceremony" each nine weeks with spirit sticks.
4. FAB for 5th Graders to encourage respect, peace, and patience.	Counselor(s), Principal, Teacher(s)	Sept 2014-June 2015	(L)Library Resources, (L)Materials, (S)Local Funds	Summative - Decrease in bullying reports.

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Goal 2. Support a "whole"-student approach to education to prepare students for life.

Objective 7. 100% of Brockett Elementary teachers will set individual and class goals.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
2. ESL, Special Education, and Dyslexia teachers will set goals for each student to achieve throughout the school year. (Title I SW: 2,5,8,9) (Target Group: ESL, SPED) (NCLB: 1,2,5)	Dyslexia specialist, ESL Teacher, Principal, Special Ed Teachers	October, 2014 - May, 2015	(L)Materials	Summative - TEKS Resource Assessments TPRI DRA Running Records MTA and Boost Reports Benchmarks
3. As teachers finish the beginning of the year assessments, they will set goals with students and their class to mark progress throughout the year. (Title I SW: 1,2,8,9) (Target Group: All, H, ECD, ESL, AtRisk) (NCLB: 1,2,4)	Principal, Teacher(s)	October, 2014 - May, 2015	(L)Materials	Summative - Assessments that monitor progress throughout the year. *TEKS Resource Assessments *Running Records *DRA *TPRI *Istation *Study Island *Report Cards each nine weeks

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Goal 3. Continually review growth to ensure district resources support a quality education.

Objective 1. Brockett Elementary will provide reports monthly to the superintendent or designee the building statistics including, but not limited to enrollment, classroom occupancy, and teacher student ratio.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Reports will be provided at the end of each 9 weeks to the superintendent to report building statistics: *Enrollment numbers by grade levels *List of classrooms used by students and the number of students per class. *Student/Teacher Ratios provided (Title I SW: 2) (Target Group: All) (NCLB: 4)	PIEMS Coordinator, Principal	Oct.17,2014, Dec. 19,2014, Mar.13,2015, May 29,'15		Summative - Reports from PIEMS information on classroom usage, and student enrollment turned in on each date.

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Goal 3. Continually review growth to ensure district resources support a quality education.

Objective 2. Brockett Elementary will work with Chief Financial Officer and Assistant Superintendent of Buildings to coordinate new developments and projections within the Brockett Elementary zone quarterly.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Brockett Elementary will coordinate with new developments close to the campus to anticipate student growth. (Possible involvement with Aubrey and Krugerville City Council.)	Principal	September 2014-May, 2015		Summative - Reports submitted to superintendent

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Goal 3. Continually review growth to ensure district resources support a quality education.

Objective 3. All student populations will be provided cultural awareness education throughout the school year with 100% student participation.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide guidance to students about cultural awareness through guidance lessons. *Lunch Bunch Lessons *Classroom Guidance Lessons *Fairness Character Lessons (Target Group: All)	Counselor(s)	September 2014-May, 2015	(L)Materials	Formative - Lesson Plans and calendar of guidance lessons
2. Students will be provided lessons on cultural awareness through their Social Studies and Reading curriculum (TEKS). (Target Group: All)	Teacher(s)	September 2014-May,2015	(L)Library Resources, (L)Materials	Summative - Lesson Plans and projects
3. Brockett Elementary will host an open house that promote students learning about different cultures and traditions. * SS Brockett Sails to Ports (Title I SW: 3,10) (Target Group: All) (NCLB: 4)	Principal, Teacher(s)	December, 2014	(L)Library Resources	Formative - Lesson Plans and Participation at Open House

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Goal 3. Continually review growth to ensure district resources support a quality education.

Objective 4. Brockett Elementary will incorporate instructional materials for each subject that will enhance instruction and provide students with a quality education resulting in 90% or greater of all students meeting expectations for grade level TEKS.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Brockett Elementary will develop an instructional / technology campus committee to view and research additional instructional materials for consideration. (Title I SW: 2,3,5,10) (Target Group: All) (NCLB: 4,5)	Campus Technology Coordinator, ELA Coordinator, Instructional Materials and Technology Committee, Principal	First Grading Period	(L)Library Resources, (L)Materials, (S)Local Funds	Summative - Designated meetings to view materials meeting attendance logs and agendas
2. Develop a comprehensive Instructional Materials Plan for the campus that is in alignment with the District Instructional Materials Plan. (Title I SW: 2) (Target Group: All)	Campus Technology Coordinator, ELA Coordinator, Instructional Materials and Technology Committee, Principal	September 2014-May, 2015	(L)Library Resources, (L)Materials, (S)Local Funds	Formative - Meeting Agendas and sign in Copy of Instructional Materials Plan to be submitted to the Superintendent
3. Coordinate project based learning with the technology teacher to incorporate cross-curricular computer-based assignments including computer labs for online writing. (Title I SW: 2,3,5) (Target Group: All) (NCLB: 4,5)	Campus Technology Coordinator, ELA Coordinator, Principal, Teacher(s)	September 2014-May, 2015	(L)Library Resources, (L)Materials	Formative - Student products and presentations for display in halls, morning assembly, open house.

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Goal 3. Continually review growth to ensure district resources support a quality education.

Objective 5. In 100% of the classrooms, Brockett Elementary will continue to update technological resources such as software programs, training, and devices.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Students will become familiar with online assessments: *SRA *Study Island *STAR Math *Istation (Title I SW: 2,3,8) (Target Group: All, H, ECD) (NCLB: 4,5)	Campus Technology Coordinator, Principal, Teacher(s)	September 2014-May, 2015	(L)Materials, (S)Local Funds	Formative - Student results will indicate success
2. Brockett Elementary will strive to create a mobile device lab. (Title I SW: 2) (Target Group: All) (NCLB: 4)	Director of Technology, Principal	September 2014	(S)Local Funds	Summative - Evidence of device lab.
3. Each teacher will be provided with a portable technology device to increase cross-curricular instruction and incorporate lessons with promethean boards. (Title I SW: 2) (Target Group: All) (NCLB: 4)	Director of Technology, Principal, Teacher(s)	September 2014-May, 2015	(S)Local Funds	Formative - Ipads and promethean boards in each classroom for student instruction Walkthroughs and PDAS evaluations
4. Promethean Boards will be in all classrooms and used to increase instruction and student success. (Title I SW: 1,2) (Target Group: All) (NCLB: 4)	Director of Technology, Principal	September 2014-May, 2015	(S)Local Funds	Formative - Promethean Boards present in classrooms Walkthroughs and PDAS Evaluation
5. Increase keyboarding skills in lower grades to help foster success on on-line assessments. (Title I SW: 2) (Target Group: K, 1st, 2nd)	Campus Technology Coordinator, Principal, Teacher(s)	September 2014-May, 2015	(L)Materials	Formative - Evidence as seen by successful assessments on line

HL BROCKETT

Goal 3. Continually review growth to ensure district resources support a quality education.

Objective 6. As enrollment increases, Brockett Elementary will review the needs that come with the increase and provide support to maintain 90% or greater success rate at each grade level.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Acquire additional support staff as student enrollment increases, i.e. specialized support staff, instructional coaching, and co-teaching (Title I SW: 3,5) (Target Group: All) (NCLB: 4)	Assistant Superintendent(s), Principal, Superintendent(s)	September 2014- May, 2015		Formative - Class size and programs are provided with staff to reduce size and accommodate growth
2. Increase staffing for special programs, i.e. *additional support staff for at-risk students (Title I SW: 1,2,5) (Target Group: H, ECD, ESL, SPED, AtRisk, Dys) (NCLB: 2,4,5)	Principal, Superintendent(s)	September 2014- May, 2015		Formative - Monitor growth and provide support as needed

HL BROCKETT

Goal 4. Proactively communicate through a variety of media with parents and the community to encourage involvement and partnership in education.

Objective 1. 100% of Brockett Elementary teachers will communicate with parents weekly through at least one form of electronic media.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Brockett Elementary teachers will communicate to classroom parents with the use of an e-mail blasts. (Title I SW: 6) (Target Group: All)	Principal, Teacher(s)	September 2014-May, 2015		Formative - Parent Surveys, Copies of Emails
2. Teachers will keep classroom website updated. (Title I SW: 6) (Target Group: All)	Principal, Teacher(s), Webmaster	September 2014-May, 2015		Formative - Parent Surveys, Teacher Webpages
3. Encourage parents to sign up for reminder apps when possible. (Title I SW: 6) (Target Group: All)	Director of Technology, PIEMS Coordinator, Principal, Webmaster	September 2014-May, 2015	(L)Materials	Formative - Parent Surveys, List of Users
4. Allow parents to select form of communication (electronic vs hard copy) (Title I SW: 6) (Target Group: All)	Principal, Teacher(s)	September 2014-May, 2015	(L)Materials	Formative - Forms signed by parents requesting hard copies
5. Communicate need for involvement in the parents survey. (Title I SW: 6) (Target Group: All)	Principal, Teacher(s)	September 2014-May, 2015		Summative - Results of the parent survey

HL BROCKETT

Goal 4. Proactively communicate through a variety of media with parents and the community to encourage involvement and partnership in education.

Objective 2. At least 90% of Parents at Brockett Elementary will be signed up for Parent Portal.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. All parents will be mailed their parent portal information. (Title I SW: 6) (Target Group: 1st, 2nd, 3rd, 4th, 5th) (NCLB: 5)	PIEMS Coordinator, Principal	September 2014		Summative - Record of the usage of parent portal, documentation of the date parent portal information was mailed. Sample letter.
2. Provide information/ training for parents on how to access parent portal. This could be done at Meet the Teacher night, registration, and parent conferences. (Title I SW: 6) (Target Group: K, 1st, 2nd, 3rd, 4th, 5th) (NCLB: 5)	PIEMS Coordinator, Principal, Teacher(s)	September 2014-May, 2015		Summative - Record of Parent Portal Users
3. Monitor use of Parent Portal (Title I SW: 6) (Target Group: 1st, 2nd, 3rd, 4th, 5th)	PIEMS Coordinator, Principal	September 2014-May, 2015		Summative - Record of Parent Portal Users

HL BROCKETT

Goal 4. Proactively communicate through a variety of media with parents and the community to encourage involvement and partnership in education.

Objective 3. Brockett Elementary will hold at least one site based decision making meeting per semester with 90 - 100% participation of the team.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Brockett Elementary will schedule meetings and invite site base team members in advance to attend the fall meeting to review and revise the campus plan. (Title I SW: 1) (NCLB: 4)	Principal	October 2, 2014		Summative - Agenda, Sign In, Presentation of Meeting, minutes from meeting
2. Brockett Elementary will invite the campus site base members to a spring meeting to review the progress of the campus plan and make revisions with 90 - 100% attendance. (Title I SW: 1) (NCLB: 4)	Principal	March, 2015		Summative - Agendas, sign in, presentation of materials, minutes from meeting

HL BROCKETT

Goal 4. Proactively communicate through a variety of media with parents and the community to encourage involvement and partnership in education.

Objective 4. 100% of the parents will receive information/ training on electronic resources used by children at Brockett.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide parents information and training on the electronic resources their children are using at Brockett. These include Study Island, Istation, and other programs used in their classrooms. (Title I SW: 6,9) (Target Group: All) (NCLB: 4)	Campus Technology Coordinator, PIEMS Coordinator, Principal, Teacher(s)	September 2014-May, 2015		Summative - Information mailed home.
2. Monitor use of children's activity on electronic resources.				Summative - Study Island Levels (completed blue ribbons) Istation success

HL BROCKETT

Goal 5. Ensure professional growth for leadership and staff.

Objective 1. 100% of Brockett Elementary teachers will attend a minimum of four hours of technology training during the school year or for an in-lieu of day.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Principals will develop a plan for all teachers to attend technology training. (Title I SW: 4) (NCLB: 1)	Chief Financial Officer, Principal, Teacher(s)	August, 2014 - June, 2015	(S)Local Funds	Summative - Certificates, Sign in sheets, In-lieu forms, Training Agendas
2. Teachers will be encouraged to offer a technology session for their colleagues. (Title I SW: 4) (Target Group: All) (NCLB: 1)	Principal, Teacher(s)	August, 2014 - June, 2015	(S)Local Funds	Summative - Teacher sign in sheets, Teacher Lesson Plans
3. Teachers will use promethean boards and Ipads to share apps for learning. (Title I SW: 4,9) (Target Group: All) (NCLB: 1,4)	Campus Technology Coordinator, Instructional Materials and Technology Committee, Principal, Teacher(s)	September 2014- May, 2015	(L)Materials	Summative - Presentations, Sign in, Lesson Plans

HL BROCKETT

Goal 5. Ensure professional growth for leadership and staff.

Objective 2. 100% of the Brockett Elementary personnel will be trained in "Capturing Kids Hearts" by the summer of 2016.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Principal will provide the opportunity for teachers to receive training on Capturing Kids Hearts. (Title I SW: 2,4,10) (Target Group: All) (NCLB: 4)	Assistant Superintendent(s), Principal, Superintendent(s)	August 2015	(S)Local Funds	Summative - Meeting Sign In Sheet Teacher Evaluation of Professional Development, Certificates of Training
2. Principals will track the number of office referrals to determine program effectiveness. (Title I SW: 9) (Target Group: All) (NCLB: 4)	Principal	August, 2014 - May, 2015		Summative - Discipline Reports and Data

HL BROCKETT

Goal 5. Ensure professional growth for leadership and staff.

Objective 3. 100% of Brockett Elementary teachers will be trained on the use of parent communication tools.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. All teachers will be trained on the use of parent portal and e-alerts along with website update training (Title I SW: 6) (Target Group: All)	PIEMS Coordinator, Principal	September 2014- November, 2014		Summative - Survey results, agendas of trainings, sign ins

HL BROCKETT

Goal 5. Ensure professional growth for leadership and staff.

Objective 4. 100% of the Brockett Elementary teaching faculty and staff will be trained in Special Education Process, RTI, SST, 504, STAAR Testing, and ARD Decision Making.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. During the fall, all staff will be trained in Special Education, SST, 504, and ARD decision-making (Title I SW: 2,4) (Target Group: All) (NCLB: 1)	Counselor(s), Principal	September 2014- November, 2014	(L)Materials, (S)Local Funds	Summative - Agenda Sign In Sheets - 100% staff signed in
2. Before state testing all staff involved in the process will be trained in testing policies and regulations. (NCLB: 1)	Counselor(s), Principal	March, 2015		Summative - Sing in sheets, agendas, 100% of teachers trained
3. Provide CPI training for a diverse group of personnel outside of special education at each campus and inform all teachers of those trained in CPI. (Title I SW: 4) (Target Group: All) (NCLB: 4)		December, 2014, Feb.2015, Nov. 2014, Jan. 2015		Formative - Team is set in each hallway Teachers are aware of CPI Team Members

HL BROCKETT

Goal 5. Ensure professional growth for leadership and staff.

Objective 5. 100% of all new teachers will attend the AISD New Teacher Academy.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Brockett Elementary will require new teachers to AISD to attend the AISD New Teacher Academy. (Title I SW: 3,4) (Target Group: All) (NCLB: 1)	Assistant Superintendent(s), Principal	August 2015	(L)Materials	Summative - 100% of new teachers will attend AISD New Teacher Academy. Academy sign in, agenda, Assistant Superintendent Observation Records, Mentoring List, New Teacher Agenda and sign ins.
2. Each new teacher will be provided with a mentor from the campus of Brockett Elementary. (Title I SW: 4) (Target Group: All) (NCLB: 1)	Principal	August, 2014 - May, 2015		Summative - Mentor teacher lists, observations, walkthroughs

HL BROCKETT

Goal 5. Ensure professional growth for leadership and staff.

Objective 6. Teachers will be provided support and professional developments to learn the new math TEKS and promote 90% and greater of student success on the Math STAAR Assessment.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. A vertical team of teachers who plan math at each grade level will attend CAMT convention to obtain professional development for teaching the new Math TEKS. (Title I SW: 1,2,4) (Target Group: All) (NCLB: 1,3,4)	Principal, Teacher(s)	Summer, 2014, Summer, 2015	(L)Materials, (S)Local Funds	Formative - TEKS Resource Assessments Benchmark Assessment STAAR Assessment
2. Develop basic math expectations at each grade level. (Title I SW: 3,5,9) (Target Group: All) (NCLB: 1)	Principal, Teacher(s)		(L)Materials, (S)Local Funds	Formative - Student recognition on the SS Brockett Math Club
3. Develop and implement expectations for Study Island to reinforce math concepts. (Title I SW: 2,3,4,5,8) (Target Group: All) (NCLB: 1)	Campus Technology Coordinator, Principal, Teacher(s)	August, 2014 - May, 2015	(L)Materials, (S)Local Funds	Formative - The number of students at each grade level who reach the goal of blue ribbons on Study Island
4. Teachers will be provided opportunities to visit and observe other classrooms and schools to obtain instructional strategies and classroom management techniques. (Title I SW: 2,3,4) (Target Group: All) (NCLB: 3)	ELA Coordinator, Principal, Teacher(s)	August, 2014 - May, 2015	(S)Local Funds	Formative - Notes from visits and the implementation of strategies that are effective in the classroom, Walkthroughs, PDAS

Comprehensive Needs Assessment

Demographics

Demographics Strengths

Teacher/Student ratios

Attendance rates

Demographics Weaknessess

Address needs of students and staff in response to increasing mobility rates

Address needs of increasing student enrollment

Address the needs of changing demographic

Demographics Needs

Demographics Need 1 Support services for students in response to increased mobility

Training for teachers in response to increased mobiilty rates and changing demopgraphic.

Address the needs of a changing demographic with staff training

Student Achievement

Student Achievement Strengths

90% of students scored satisfactory at the Phase-in Standard of All Tests

94% of students scored satisfactory in Reading at the Phase-in Standard

Closing the Gap Performance the Economically Disadvantaged scored satisfactory in Reading at the Phase-in Standard (72 out of 79) = 91% 91%

Closing the Gap Performance in reading the Hispanic Population, 32 out of 36 scored satisfactory in the Phase-in Standard =89%

Closing the Gap Performance in Math - the Hispanic Population, 32 out of 35 scored satisfactory in the Phase-in Standard = 91%

3rd grade Reading

5th grade Science, Reading, Math

Student Achievement Weaknesses

The number of students exceeding progress in all subjects

keyboarding class would be beneficial for our students at the elementary/ middle school level

Increase expository texts and writing in grades 4-8. This will help improve writing scores to the higher ends, 6,7, and 8s.

Hispanic sub pop in reading and math shows weakness between 2013-2014.

An increase in student performance in math at third and fourth grade levels

An increase in writing scores at the fourth grade level to met and exceed progress

An increase in student growth third to fourth and fourth to fifth

Online writing opportunities

Grade 2 TPRI indicates a need in progress in the area of phonics and applying spelling rules

Grade 1 and 2 TPRI indicates a need to raise the level of fluency reading in both grade levels

Student Achievement Needs

Increase expository texts and writing in grade 4 to help raise STAAR scores on writing tests

Increase opportunities for online writing practice

Expository writing through cross curricular activities to include Social Studies

Provide students with daily reading activities that will increase fluency in grades 1st and 2nd

Provide critical thinking activities for students to engage in problem solving

School Culture and Climate

School Culture and Climate Strengths

Attendance - overall avg. staying at 97%

Positive and encouraging work environment

Commitment to doing quality work

Teachers feel that they get to do their best everyday

Campus cares about student learning

Parent involvement

Teachers as positive role models for students

Students feel safe

Decrease in discipline referrals due to school wide discipline procedures and character education units

Parents feel welcome in their child's school

School Culture and Climate Weaknessess

Teacher and parent training on importance of attendance policies and the impact on funding

Teacher recognition by administration and peers

Continue to gain technology for teacher and student use

Implement Capturing Kids Hearts at the Elementary level

Continue safety drills monthly at all campuses

Increase parent participation in survey

Increase parent participation in parent training

Parent conferences in fall and spring

Drug awareness programs at all levels

School Culture and Climate Needs

Variety of parent trainings - attendance, STAAR, drug awareness, etc.

Continue to build school culture by all campuses being trained in Capturing Kids Hearts

Continue teacher and staff recognition through a variety of ways through both administration and peers

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention Strengths

Work environment

Colleagues are committed to doing quality work

Mentoring

New Teacher Academy

Staff Quality, Recruitment and Retention Weaknesses

Salary

Staff Quality, Recruitment and Retention Needs

Increase Salary

Staff Quality, Recruitment and Retention Strengths

Family and Community Involvement

Family and Community Involvement Strengths

Stakeholders feel welcome in our schools

The district uses multiple forms of communication.

Effective use of district-site based and campus-site based to involve more parent and community members.

Family and Community Involvement Weaknesses

Create student incentives for parent participation in campus/district surveys

Increase effort to communicate with community members possibly by including more in the local newspapers, because a lot of people do read online.

Family and Community Involvement Needs

Create student incentives for parent participation in surveys

Increase efforts for participation in surveys

Increase efforts to communicate with community members by various methods

School Context and Organization

School Context and Organization Strengths

Communications to parents

Parent Portal

School Context and Organization Weaknesses

Communications to parents via options

More site-based meetings per campus

Review snow days in calendar (last day)

Continue to increase support services to at-risk students.

in order to reduce the numeral of referrals to special services

School Context and Organization Needs

Continue to increase support services to at-risk students in order to reduce the number of referrals to special services.

School Context and Organization Needs (Continued)

Review snow days in calendar (last day)

More site-base meetings per campus.

Allow parents to have choices regarding form of communication (hard copy vs. elec.)

Technology

Technology Strengths

Security cameras on campuses

Technology Weaknessess

Computer use across curriculum

Internet speed

Technology Needs

Student to computer ratio

Computer use across curriculum

Internet speed

Comprehensive Needs Assessment Data Sources

ACT/SAT Data

Community Demographics

Community Input

Discipline Referrals

District Policies

Drop-out Rates

Expulsion/Suspension Records

Failure Lists

Graduation Records

Highly Qualified Staff

Homeless Students

Maintenance Records

Mobility Rates

Multi-Year Trends

Parent Participation

Parental Involvement Policy

PBM Risk Levels

PEIMS Reports

Promotion/Retention Rates

Report Card Grades

Safe Schools Checklist

Special Programs Evaluations

Special Student Populations

Staff Development

Staff/Parents/Community/ Business members involved w/SBDM

Standardized Tests

Survey and Interviews of Students/Staff/Parents

Teacher Turnover Rates

DMAC

TEXAS EDUCATION AGENCY

2014 Accountability Summary

HL BROCKETT (061907101) - AUBREY ISD

Accountability Rating

Met Standard

Met Standards on

- Student Achievement
- Student Progress
- Closing Performance Gaps
- Postsecondary Readiness

Did Not Meet Standards on

- NONE

Distinction Designation

Academic Achievement in Reading/ELA

NO DISTINCTION EARNED

Academic Achievement in Mathematics

NO DISTINCTION EARNED

Academic Achievement in Science

NO DISTINCTION EARNED

Academic Achievement in Social Studies

NOT ELIGIBLE

Top 25 Percent Student Progress

NO DISTINCTION EARNED

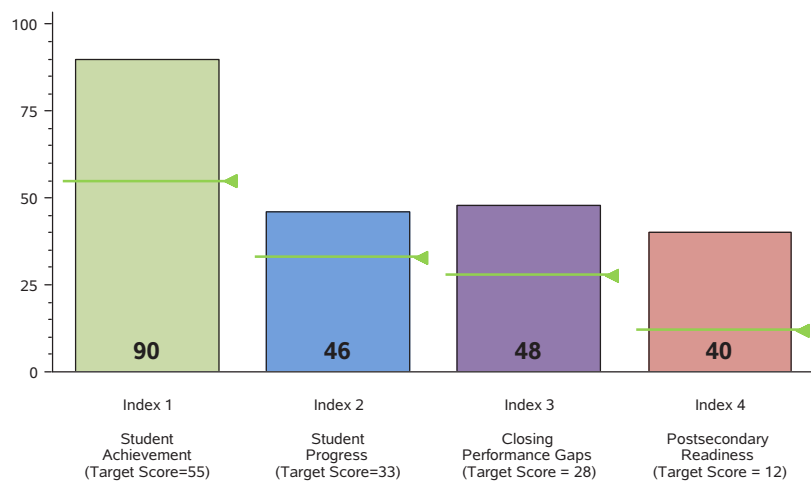
Top 25 Percent Closing Performance Gaps

NO DISTINCTION EARNED

Postsecondary Readiness

NO DISTINCTION EARNED

Performance Index Report



Campus Demographics

Campus Type	Elementary
Campus Size	497 Students
Grade Span	KG - 05
Percent Economically Disadvantaged	34.8%
Percent English Language Learners	6.6%
Mobility Rate	8.8%

Performance Index Summary

Index	Points Earned	Maximum Points	Index Score
1 - Student Achievement	583	649	90
2 - Student Progress	548	1,200	46
3 - Closing Performance Gaps	577	1,200	48
4 - Postsecondary Readiness			

System Safeguards

2014 Index 1: Student Achievement Calculation Report

HL BROCKETT (061907101) - AUBREY ISD

	Reading	Mathematics	Writing	Science	Social Studies	Total	% Phase-in Satisfactory Standard	Index Points
	229	+ 212	+ 65	+ 77	+ 0	= 583		
	244	+ 244	+ 78	+ 83	+ 0	= 649	90	90
								90

2014 Index 1: Student Achievement Data Table
 HL BROCKETT (061907101) - AUBREY ISD

All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
90%	92%	85%	91%	-	-	-	80%	78%	84%	73%
583	12	82	481	0	0	0	8	36	173	27
649	13	96	530	0	0	0	10	46	206	37
94%	100%	89%	94%	-	-	-	100%	82%	91%	80%
229	5	32	188	0	0	0	4	14	72	12
244	5	36	199	0	0	0	4	17	79	15
87%	80%	89%	87%	-	-	-	75%	76%	81%	80%
212	4	32	173	0	0	0	3	13	64	12
244	5	36	199	0	0	0	4	17	79	15
83%	100%	67%	88%	-	-	-	0%	50%	57%	20%
65	1	8	56	0	0	0	0	2	12	1
78	1	12	64	0	0	0	1	4	21	5
93%	100%	83%	94%	-	-	-	100%	88%	93%	100%
77	2	10	64	0	0	0	1	7	25	2
83	2	12	68	0	0	0	1	8	27	2
-	-	-	-	-	-	-	-	-	-	-
0	0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0	0

2014 Index 2: Student Progress Calculation Report

HL BROCKETT (061907101) - AUBREY ISD

All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	ELL	Total Points	Maximum Points
76		97	71							244	600
102		100	102							304	600
										548	1200
											46

t group indicators that do not meet the minimum size criteria.

2014 Index 2: Student Progress Calculation Report

HL BROCKETT (061907101) - AUBREY ISD

All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	ELL	Total Points	Maximum Points
164		32	127								
95		22	70								
29		9	20								
58		69	55								
18		28	16								
76		97	71							244	600

All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	ELL	Total Points	Maximum Points
164		32	127								
121		23	93								
46		9	37								
74		72	73								
28		28	29								
102		100	102							304	600

t group indicators that do not meet the minimum size criteria.

2014 Index 2: Student Progress Data Table

HL BROCKETT (061907101) - AUBREY ISD

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	ELL
Progress	164	3	32	127	-	-	-	2	12	15
	95	3	22	70	-	-	-	0	6	12
	29	0	9	20	-	-	-	0	0	4
Progress	58%	100%	69%	55%	-	-	-	0%	50%	80%
	18%	0%	28%	16%	-	-	-	0%	0%	27%
Progress	164	3	32	127	-	-	-	2	12	15
	121	3	23	93	-	-	-	2	12	12
	46	0	9	37	-	-	-	0	5	6
Progress	74%	100%	72%	73%	-	-	-	100%	100%	80%
	28%	0%	28%	29%	-	-	-	0%	42%	40%

2014 Index 3: Closing Performance Gaps Calculation Report

HL BROCKETT (061907101) - AUBREY ISD

All Performance

AR Weighted Performance Rate	Econ		Total Points	Maximum Points
	Disadv	Hispanic		
ling	104	108	212	400
ematics	95	111	206	400
ng	62	0	62	200
nce	97	0	97	200
al Studies	0	0	0	0
x 3 Score (Target = 28)			577	1200
				48

For 2014, Weighted Performance Rate is equal to the percent of tests that meet the Phase-in Satisfactory standard or above plus the percent of tests that meet the Advanced Standard.

2014 Index 3: Closing Performance Gaps Calculation Report

HL BROCKETT (061907101) - AUBREY ISD

Reading Performance

Phase-in Weighted Performance Rate	Econ Disadv	Hispanic	Total Points	Maximum Points
Number of Tests	79	36		
Phase-in Satisfactory Standard	72	32		
Advanced Standard	10	7		
Phase-in Satisfactory Standard	91	89		
Advanced Standard	13	19		
Phase-in Weighted Performance Rate	104	108	212	400

Mathematics Performance

Phase-in Weighted Performance Rate	Econ Disadv	Hispanic	Total Points	Maximum Points
Number of Tests	78	35		
Phase-in Satisfactory Standard	64	32		
Advanced Standard	10	7		
Phase-in Satisfactory Standard	82	91		
Advanced Standard	13	20		
Phase-in Weighted Performance Rate	95	111	206	400

Writing Performance

Phase-in Weighted Performance Rate	Econ Disadv	Hispanic	Total Points	Maximum Points
Number of Tests	21			
Phase-in Satisfactory Standard	12			
Advanced Standard	1			
Phase-in Satisfactory Standard	57			
Advanced Standard	5			
Phase-in Weighted Performance Rate	62	0	62	200

For 2014, Weighted Performance Rate is equal to the percent of tests that meet the Phase-in Satisfactory Standard or above plus the percent of tests that meet the Advanced Standard.

Cells above represent student group indicators that do not meet the minimum size criteria.

2014 Index 3: Closing Performance Gaps Calculation Report

HL BROCKETT (061907101) - AUBREY ISD

Science Performance

Phase-in Weighted Performance Rate	Econ Disadv	Hispanic	Total Points	Maximum Points
Number of Tests	27			
Phase-in Satisfactory Standard	25			
Advanced Standard	1			
Phase-in Satisfactory Standard	93			
Advanced Standard	4			
Phase Weighted Performance Rate	97	0	97	200

Math Studies Performance

Phase-in Weighted Performance Rate	Econ Disadv	Hispanic	Total Points	Maximum Points
Number of Tests				
Phase-in Satisfactory Standard				
Advanced Standard				
Phase-in Satisfactory Standard				
Advanced Standard				
Math Studies Weighted Performance Rate	0	0	0	0

For 2014, Weighted Performance Rate is equal to the percent of tests that meet the Phase-in Satisfactory Standard or above plus the percent of tests that meet the Advanced Standard.

Cells above represent student group indicators that do not meet the minimum size criteria.

TEXAS EDUCATION AGENCY
 2014 Index 3: Closing Performance Gaps Data Table
 HL BROCKETT (061907101) - AUBREY ISD

Performance - Used for Determining Lowest Performing Race/Ethnicity Group(s)	Race/Ethnicity					Two or More Races	
	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races
Level II or Above	-	82%	88%	-	-	-	-
	11	82	534	0	0	0	0
	4	29	199	0	0	0	0
	4	29	199	0	0	0	0

Performance	Race/Ethnicity					Two or More Races	
	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Econ Disadv
Insatisfactory Standard	100%	89%	94%	-	-	-	100%
Standard	20%	19%	22%	-	-	-	25%
Insatisfactory Standard	5	32	188	0	0	0	4
Standard	1	7	43	0	0	0	1
	5	36	199	0	0	0	4
Insatisfactory Standard	80%	91%	87%	-	-	-	75%
Standard	20%	20%	16%	-	-	-	0%
Insatisfactory Standard	4	32	173	0	0	0	3
Standard	1	7	31	0	0	0	0
	5	35	199	0	0	0	4

2014 Index 3: Closing Performance Gaps Data Table

HL BROCKETT (061907101) - AUBREY ISD

Performance	African American		Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
	100%	100%	67%	88%	-	-	-	0%	57%
atisfactory Standard	100%	100%	0%	0%	-	-	-	0%	5%
atisfactory Standard	1	8	0	56	0	0	0	0	12
atisfactory Standard	1	0	0	0	0	0	0	0	1
atisfactory Standard	1	12	64	64	0	0	0	1	21
atisfactory Standard	100%	83%	0%	94%	-	-	-	100%	93%
atisfactory Standard	50%	0%	0%	13%	-	-	-	0%	4%
atisfactory Standard	2	10	64	64	0	0	0	1	25
atisfactory Standard	1	0	9	9	0	0	0	0	1
atisfactory Standard	2	12	68	68	0	0	0	1	27
atisfactory Standard	-	-	-	-	-	-	-	-	-
atisfactory Standard	0	0	0	0	0	0	0	0	0
atisfactory Standard	0	0	0	0	0	0	0	0	0
atisfactory Standard	0	0	0	0	0	0	0	0	0

2014 Index 4: Postsecondary Readiness Calculation Report
 HL BROCKETT (061907101) - AUBREY ISD

Score	Weight	Total Points
39.5	100%	39.5
		40

All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	ELL	Total Points	Max Points
39%			40%							79.0	200
											39.5

Calculations (annual dropout rate conversions or AEA bonus point calculations) see the 2014 Accountability Manual.
 Up indicators that do not meet the minimum size criteria.

2014 Index 4: Postsecondary Readiness Data Table

HL BROCKETT (061907101) - AUBREY ISD

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	ELL
Secondary Readiness	39%	60%	30%	40%				25%	n/a	n/a
Secondary	89	3	7	78	0	0	0	1	n/a	n/a
Graduates (Gr 9-12): Class of 2013	229	5	23	197	0	0	0	4	n/a	n/a
Graduation Rate (Gr 9-12): Class of 2012										
Graduation Rate (Gr 9-12): Class of 2013										
AP Graduates: Class of 2013										
AP Graduates	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Graduates: SY 2012-13	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Graduates: SY 2012-13	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

TEXAS EDUCATION AGENCY
2014 Index 1: Student Achievement Calculation Report
HL BROCKETT (061907101) - AUBREY ISD

CONFIDENTIAL

	Reading		Mathematics		Writing		Science		Social Studies		Total	% Phase-in Satisfactory Standard	Index Points
# at Phase-in Satisfactory Standard	229	+	212	+	65	+	77	+	0	=	583		
Total Tests	244	+	244	+	78	+	83	+	0	=	649	90	90
Index 1 Score (Target=55)												90	

TEXAS EDUCATION AGENCY
2014 Index 1: Student Achievement Data Table
HL BROCKETT (061907101) - AUBREY ISD

CONFIDENTIAL

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
2014 STAAR Performance											
All Subjects											
Percent of Tests											
% at Phase-in Satisfactory Standard	90%	92%	85%	91%	-	-	-	80%	78%	84%	73%
Number of Tests											
# at Phase-in Satisfactory Standard	583	12	82	481	0	0	0	8	36	173	27
Total Tests	649	13	96	530	0	0	0	10	46	206	37
Reading											
Percent of Tests											
% at Phase-in Satisfactory Standard	94%	100%	89%	94%	-	-	-	100%	82%	91%	80%
Number of Tests											
# at Phase-in Satisfactory Standard	229	5	32	188	0	0	0	4	14	72	12
Total Tests	244	5	36	199	0	0	0	4	17	79	15
Mathematics											
Percent of Tests											
% at Phase-in Satisfactory Standard	87%	80%	89%	87%	-	-	-	75%	76%	81%	80%
Number of Tests											
# at Phase-in Satisfactory Standard	212	4	32	173	0	0	0	3	13	64	12
Total Tests	244	5	36	199	0	0	0	4	17	79	15
Writing											
Percent of Tests											
% at Phase-in Satisfactory Standard	83%	100%	67%	88%	-	-	-	0%	50%	57%	20%
Number of Tests											
# at Phase-in Satisfactory Standard	65	1	8	56	0	0	0	0	2	12	1
Total Tests	78	1	12	64	0	0	0	1	4	21	5
Science											
Percent of Tests											
% at Phase-in Satisfactory Standard	93%	100%	83%	94%	-	-	-	100%	88%	93%	100%
Number of Tests											
# at Phase-in Satisfactory Standard	77	2	10	64	0	0	0	1	7	25	2
Total Tests	83	2	12	68	0	0	0	1	8	27	2
Social Studies											
Percent of Tests											
% at Phase-in Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-
Number of Tests											
# at Phase-in Satisfactory Standard	0	0	0	0	0	0	0	0	0	0	0
Total Tests	0	0	0	0	0	0	0	0	0	0	0

^* Indicates there are no students in the group.

TEXAS EDUCATION AGENCY
2014 Index 2: Student Progress Calculation Report
HL BROCKETT (061907101) - AUBREY ISD

CONFIDENTIAL

Overall Progress

STAAR Weighted Progress Rate	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	ELL	Total Points	Maximum Points
Reading	76		97	71							244	600
Mathematics	102		100	102							304	600
Total											548	1200
Index 2 Score (Target = 33)												46

Blank cells above represent student group indicators that do not meet the minimum size criteria.

TEXAS EDUCATION AGENCY
2014 Index 2: Student Progress Calculation Report
HL BROCKETT (061907101) - AUBREY ISD

CONFIDENTIAL

Reading Progress

STAAR Weighted Progress Rate	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	ELL	Total Points	Maximum Points
Number of Tests	164		32	127								
# Met or Exceeded Progress	95		22	70								
# Exceeded Progress	29		9	20								
% Met or Exceeded Progress	58		69	55								
% Exceeded Progress	18		28	16								
Reading Weighted Progress Rate	76		97	71							244	600

Mathematics Progress

STAAR Weighted Progress Rate	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	ELL	Total Points	Maximum Points
Number of Tests	164		32	127								
# Met or Exceeded Progress	121		23	93								
# Exceeded Progress	46		9	37								
% Met or Exceeded Progress	74		72	73								
% Exceeded Progress	28		28	29								
Mathematics Weighted Progress Rate	102		100	102							304	600

Blank cells above represent student group indicators that do not meet the minimum size criteria.

TEXAS EDUCATION AGENCY
2014 Index 2: Student Progress Data Table
HL BROCKETT (061907101) - AUBREY ISD

CONFIDENTIAL

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	ELL
Reading										
Number of Tests	164	3	32	127	-	-	-	2	12	15
# Met or Exceeded Progress	95	3	22	70	-	-	-	0	6	12
# Exceeded Progress	29	0	9	20	-	-	-	0	0	4
% Met or Exceeded Progress	58%	100%	69%	55%	-	-	-	0%	50%	80%
% Exceeded Progress	18%	0%	28%	16%	-	-	-	0%	0%	27%
Mathematics										
Number of Tests	164	3	32	127	-	-	-	2	12	15
# Met or Exceeded Progress	121	3	23	93	-	-	-	2	12	12
# Exceeded Progress	46	0	9	37	-	-	-	0	5	6
% Met or Exceeded Progress	74%	100%	72%	73%	-	-	-	100%	100%	80%
% Exceeded Progress	28%	0%	28%	29%	-	-	-	0%	42%	40%

-' Indicates there are no students in the group.

TEXAS EDUCATION AGENCY
2014 Index 3: Closing Performance Gaps Calculation Report
HL BROCKETT (061907101) - AUBREY ISD

CONFIDENTIAL

Overall Performance

STAAR Weighted Performance Rate	Econ Disadv	Hispanic	Total Points	Maximum Points
Reading	104	108	212	400
Mathematics	95	111	206	400
Writing	62	0	62	200
Science	97	0	97	200
Social Studies	0	0	0	0
Total			577	1200
Index 3 Score (Target = 28)				48

Note: For 2014, Weighted Performance Rate is equal to the percent of tests that meet the Phase-in Satisfactory Standard or above plus the percent of tests that meet the Advanced Standard.

TEXAS EDUCATION AGENCY
2014 Index 3: Closing Performance Gaps Calculation Report
HL BROCKETT (061907101) - AUBREY ISD

CONFIDENTIAL

Reading Performance

STAAR Weighted Performance Rate	Econ Disadv	Hispanic	Total Points	Maximum Points
Number of Tests	79	36		
# Phase-in Satisfactory Standard	72	32		
# Advanced Standard	10	7		
% Phase-in Satisfactory Standard	91	89		
% Advanced Standard	13	19		
Reading Weighted Performance Rate	104	108	212	400

Mathematics Performance

STAAR Weighted Performance Rate	Econ Disadv	Hispanic	Total Points	Maximum Points
Number of Tests	78	35		
# Phase-in Satisfactory Standard	64	32		
# Advanced Standard	10	7		
% Phase-in Satisfactory Standard	82	91		
% Advanced Standard	13	20		
Mathematics Weighted Performance Rate	95	111	206	400

Writing Performance

STAAR Weighted Performance Rate	Econ Disadv	Hispanic	Total Points	Maximum Points
Number of Tests	21			
# Phase-in Satisfactory Standard	12			
# Advanced Standard	1			
% Phase-in Satisfactory Standard	57			
% Advanced Standard	5			
Writing Weighted Performance Rate	62	0	62	200

Note: For 2014, Weighted Performance Rate is equal to the percent of tests that meet the Phase-in Satisfactory Standard or above plus the percent of tests that meet the Advanced Standard.
 Blank cells above represent student group indicators that do not meet the minimum size criteria.

TEXAS EDUCATION AGENCY
2014 Index 3: Closing Performance Gaps Calculation Report
HL BROCKETT (061907101) - AUBREY ISD

CONFIDENTIAL

Science Performance

STAAR Weighted Performance Rate	Econ Disadv	Hispanic	Total Points	Maximum Points
Number of Tests	27			
# Phase-in Satisfactory Standard	25			
# Advanced Standard	1			
% Phase-in Satisfactory Standard	93			
% Advanced Standard	4			
Science Weighted Performance Rate	97	0	97	200

Social Studies Performance

STAAR Weighted Performance Rate	Econ Disadv	Hispanic	Total Points	Maximum Points
Number of Tests				
# Phase-in Satisfactory Standard				
# Advanced Standard				
% Phase-in Satisfactory Standard				
% Advanced Standard				
Social Studies Weighted Performance Rate	0	0	0	0

Note: For 2014, Weighted Performance Rate is equal to the percent of tests that meet the Phase-in Satisfactory Standard or above plus the percent of tests that meet the Advanced Standard.
 Blank cells above represent student group indicators that do not meet the minimum size criteria.

TEXAS EDUCATION AGENCY
2014 Index 3: Closing Performance Gaps Data Table
HL BROCKETT (061907101) - AUBREY ISD

CONFIDENTIAL

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races
2013 STAAR Performance - Used for Determining Lowest Performing Race/Ethnicity Group(s)							
All Subjects							
Percent of Tests							
% Phase-in 1 Level II or Above	-	82%	88%	-	-	-	-
Number of Tests							
Total Tests	11	82	534	0	0	0	0
Reading							
Number of Tests							
Total Tests	4	29	199	0	0	0	0
Mathematics							
Number of Tests							
Total Tests	4	29	199	0	0	0	0

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
2014 STAAR Performance								
Reading								
Percent of Tests								
% Phase-in Satisfactory Standard	100%	89%	94%	-	-	-	100%	91%
% Advanced Standard	20%	19%	22%	-	-	-	25%	13%
Number of Tests								
# Phase-in Satisfactory Standard	5	32	188	0	0	0	4	72
# Advanced Standard	1	7	43	0	0	0	1	10
Total Tests	5	36	199	0	0	0	4	79
Mathematics								
Percent of Tests								
% Phase-in Satisfactory Standard	80%	91%	87%	-	-	-	75%	82%
% Advanced Standard	20%	20%	16%	-	-	-	0%	13%
Number of Tests								
# Phase-in Satisfactory Standard	4	32	173	0	0	0	3	64
# Advanced Standard	1	7	31	0	0	0	0	10
Total Tests	5	35	199	0	0	0	4	78

^ indicates there are no students in the group.

TEXAS EDUCATION AGENCY
2014 Index 3: Closing Performance Gaps Data Table
HL BROCKETT (061907101) - AUBREY ISD

CONFIDENTIAL

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
2014 STAAR Performance								
Writing								
Percent of Tests								
% Phase-in Satisfactory Standard	100%	67%	88%	-	-	-	0%	57%
% Advanced Standard	100%	0%	0%	-	-	-	0%	5%
Number of Tests								
# Phase-in Satisfactory Standard	1	8	56	0	0	0	0	12
# Advanced Standard	1	0	0	0	0	0	0	1
Total Tests	1	12	64	0	0	0	1	21
Science								
Percent of Tests								
% Phase-in Satisfactory Standard	100%	83%	94%	-	-	-	100%	93%
% Advanced Standard	50%	0%	13%	-	-	-	0%	4%
Number of Tests								
# Phase-in Satisfactory Standard	2	10	64	0	0	0	1	25
# Advanced Standard	1	0	9	0	0	0	0	1
Total Tests	2	12	68	0	0	0	1	27
Social Studies								
Percent of Tests								
% Phase-in Satisfactory Standard	-	-	-	-	-	-	-	-
% Advanced Standard	-	-	-	-	-	-	-	-
Number of Tests								
# Phase-in Satisfactory Standard	0	0	0	0	0	0	0	0
# Advanced Standard	0	0	0	0	0	0	0	0
Total Tests	0	0	0	0	0	0	0	0

-' Indicates there are no students in the group.

TEXAS EDUCATION AGENCY
2014 Index 4: Postsecondary Readiness Calculation Report
HL BROCKETT (061907101) - AUBREY ISD

CONFIDENTIAL

Overall Performance	Score	Weight	Total Points
STAAR Postsecondary Readiness	39.5	100%	39.5
Index 4 Score (Target=12)			40

Indicator	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	ELL	Total Points	Max Points
STAAR Postsecondary Readiness Standard												
% Meeting Postsecondary Readiness Standard	39%			40%							79.0	200
STAAR Postsecondary Readiness Standard Score											39.5	

For more information on Index 4 calculations (annual dropout rate conversions or AEA bonus point calculations) see the 2014 Accountability Manual. Blank cells above represent student group indicators that do not meet the minimum size criteria.

TEXAS EDUCATION AGENCY
2014 Index 4: Postsecondary Readiness Data Table
HL BROCKETT (061907101) - AUBREY ISD

CONFIDENTIAL

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	ELL	
2014 STAAR Postsecondary Readiness											
% Meeting Postsecondary Readiness Standard	39%	60%	30%	40%				25%	n/a	n/a	
# Meeting Postsecondary Readiness Standard	89	3	7	78	0	0	0	1	n/a	n/a	
Total Students Tested	229	5	23	197	0	0	0	4	n/a	n/a	
4-Year Graduation Rate (Gr 9-12): Class of 2013											
% Graduated											
# Graduated											
Total in Class											
5-Year Extended Graduation Rate (Gr 9-12): Class of 2012											
% Graduated											
# Graduated											
Total in Class											
Annual Dropout Rate (Gr 9-12): SY 2012-13											
% Dropped Out											
# Dropped Out											
# of Students											
Longitudinal RHSP/DAP Graduates: Class of 2013											
% RHSP/DAP Graduates										n/a	n/a
# RHSP/DAP Graduates										n/a	n/a
# of Graduates										n/a	n/a
Annual RHSP/DAP Graduates: SY 2012-13											
% RHSP/DAP Graduates										n/a	n/a
# RHSP/DAP Graduates										n/a	n/a
# of Graduates										n/a	n/a
College Ready Graduates: SY 2012-13											
% College-Ready Graduates										n/a	n/a
# College-Ready Graduates										n/a	n/a
# of Graduates										n/a	n/a

Texas Primary Reading Inventory 2009-2014

Brockett Elementary—Kindergarten

83 Students Tested (2013-2014)

Task	2014	2013	2012	2011	2010	2009
Rhyming	98%	97 %	92 %	91 %	96 %	88 %
Blending Word Parts	96%	93 %	96 %	94 %	92 %	83 %
Blending Phonemes	96%	93 %	91 %	94 %	92 %	77 %
Deleting Initial Sounds	94%	92 %	81 %	79 %	76 %	52 %
Deleting Final Sounds	81%	70 %	53 %	45 %	35 %	33 %
Letter Name ID	98%	99 %	96 %	99 %	98 %	98 %
Letter to Sound Linking	98%	99 %	96 %	98 %	95 %	93 %
Listening Comprehension	88%	90 %	94 %	84 %	78 %	64 %
Word List Set # 1 (% all students <u>4/5</u>)	90%	85 %	81 %	75 %		
Word List Set # 2 (% all students <u>4/5</u>)	58%	39 %	52 %	33 %		

Texas Primary Reading Inventory 2009-2014

Brockett Elementary—1st Grade

(82 Students Assessed 2013-2014)

Task	2014	2013	2012	2011	2010	2009
Blending Word Parts	100%	99 %	99 %	100 %	99 %	100 %
Blending Phonemes	96%	95 %	99 %	99 %	95 %	95 %
Deleting Initial Sounds	95%	99 %	99 %	97 %	72 %	67 %
Deleting Final Sounds	90%	92 %	91 %	94 %	66 %	62 %
Initial Consonant Substitution	100%	100 %	100 %	100 %	100 %	100 %
Final Consonant Substitution	100%	100 %	99 %	100 %	99 %	100 %
Medial Vowel Substitution	100%	100 %	99 %	99 %	98 %	98 %
Initial Blend Substitution	98%	99 %	98 %	96 %	87 %	92 %
Final Blend Substitution	97%	91 %	91 %	94 %	85 %	88 %
Fluency (% all students <u>above 60</u> WCPM)	55%	66%	64 %	71 %	51 %	52 %
Fluency (% all students <u>above 50</u> WCPM)	70%	73 %	75 %			
Fluency (% all students <u>above 40</u> WCPM)	85%	77 %	84 %			
Fluency (% all students <u>above 30</u> WCPM)	90%	89 %	93 %			
Reading Comp # 1	93%	84 %	91 %	91 %	91 %	76 %
Reading Comp# 2	59%	53 %	60 %	60 %	51 %	50 %
Word List # 1	96%	96 %	91 %	96 %		
Word List # 2	89%	84 %	82 %	87 %		
Word List # 3	79%	86 %	85 %	85 %		
Word List # 4	89%	86 %				

Texas Primary Reading Inventory 2009-2014

Brockett Elementary—2nd Grade

(86 Students Assessed 2013-2014)

Task	2014	2013	2012	2011	2010	2009
Graphophonemic Knowledge & Spelling <i>(add 4 sets, div by 4)</i>	69%	81 %	66 %	82 %	67 %	77 %
Spelling Set # 1	86%	96 %	94 %	93 %		
Spelling Set # 2	65%	73 %	57 %	79 %		
Spelling Set # 3	69%	76 %	57 %	84 %		
Spelling Set # 4	56%	77 %	57 %	75 %		
Word List # 1	94%	99 %	96 %	97 %		
Word List # 2	85%	92 %	88 %	90 %		
Word List # 3	84%	86 %	85 %	93 %		
Word List # 4	81%	75 %	80 %	85 %		
Read Last Story Comprehension	92%	86 %	74 %	87 %	71 %	74 %
Fluency (% all students above 87 WCPM)	48%	64 %	67 %	87 %	71 %	74 %
Fluency (% all students above 80 [80-86] WCPM)	60%	71 %	70 %			
Fluency (% all students above 70 [70-79] WCPM)	73%	80 %	77 %			
Reading Comprehension	92%	85 %	88 %	93 %	76 %	79 %

Wednesday Staff Development Schedule 2014-2015

Date	Topic	Attendees	Facilitator(s)	Location
9/3/2014	Campus Safety: General campus safety procedures including crisis management plan, drills, evacuations, responsibilities.	All Campus Staff	Campus Crisis Management Representative	Campus
9/10/2014	Recognizing Signs of Abuse/Reporting	New Staff and Anyone Not Trained in the 2013-14 school year. If you attended this workshop on Health and Benefits Day, you are trained. This training is required upon hiring and every other year following.	Online Course from Texas Association of Public Schools (TAPS)	Online course (I will email those required to take it with a link to the course).
9/17/2014	Professional Learning Communities (PLC)	All Teachers: PLC Vertical Teams	PLC Facilitators, Principals, Counselors, Admin	PLC Team Rooms
9/24/2014	Faculty Meetings/Campus Specific Professional Development	All Campus Staff	Principals: By Campus	Campus
10/01/2014	Horizontal Teaming: Grade Level Meetings	Brockett/Monaco: Collaborative Grade Level Meetings EBLC: Teaming HS: Grade Level Meetings MS: Grade Level Meetings	Principals, Counselors, Admin Delore Jones Principals, Counselors, Admin Principals, Counselors, Admin	Monaco ES EB Learning Center AHS AMS
10/08/2014	Employment Discrimination (including sexual harassment) as required by Texas Labor Code Section 20.010.	New Staff and Anyone Not Trained in the 2013-14 school year. This training is required upon hiring and every other year following.	Online Course from Texas Association of Public Schools (TAPS)	Online course (I will email those required to take it with a link to the course).
10/15/2014	Professional Learning Communities (PLC)	All Teachers: PLC Vertical Teams	PLC Facilitators, Principals, Counselors, Admin	PLC Team Rooms
10/22/2014	Drug Awareness and Prevention Program Presentation	All AISD Staff	Mrs. Sanders	TBA

Wednesday Staff Development Schedule 2014-2015

10/29/2014	Parent Conferences	Parent Conferences	Parent Conferences	Parent Conferences
11/05/2014	Internet and Social Media Awareness Training	All District Staff	TBA	TBA
11/12/2014	Professional Learning Communities (PLC)	All Teachers: PLC Vertical Teams	PLC Facilitators, Principals, Counselors, Admin	PLC Team Rooms
11/19/2014	Faculty Meetings/Campus Specific Professional Development	All Campus Staff	Principals: By Campus	Campus
12/03/2014	Cultural Awareness Presentation	All AISD Staff	TBA	TBA
12/10/2014	Professional Learning Communities (PLC)	All Teachers: PLC Vertical Teams	PLC Facilitators, Principals, Counselors, Admin	PLC Team Rooms
12/17/2014	Faculty Meetings/Christmas Holiday Celebration	All Campus Staff	Principals: By Campus	Campus
1/7/2015	Horizontal Teaming: Grade Level Meetings	Brockett/Monaco: Collaborative Grade Level Meetings EBLC: Teaming HS: Grade Level Meetings MS: Grade Level Meetings	Principals, Counselors, Admin Delore Jones Principals, Counselors, Admin Principals, Counselors, Admin	Monaco ES EB Learning Center AHS AMS
1/14/2015	Data Disaggregation and set up tutoring.	All Campus Staff	Principals: By Campus	Campus
1/21/2015	Data Disaggregation and set up tutoring.	All Campus Staff	Principals: By Campus	Campus
1/28/2015	Tutoring Begins	Tutoring Begins	Tutoring Begins	Tutoring Begins

** All plans are subject to change.

***May Professional Development TBD

State Compensatory Education and FTE's

Brockett Elementary State Compensatory Education Monies for 2014-2015 School Year

Campus	Employee Name	Job	FTE	Acct Amt	CAMPUS TOTAL
BES	Katherine Cole	Tutor DEAR/PM	0.143	5,487.50	
BES	Kimberly Earwood	Tutor DEAR/PM	0.143	6,027.50	
BES	Dana Fikes	Tutor DEAR/PM	0.143	5,581.25	
BES	Diane Forester	Tutor DEAR/PM	0.143	6,027.50	
BES	Stephanie Gaines	Tutor DEAR/PM	0.143	6,532.50	
BES	Ryan Griffin	Tutor DEAR/PM	0.143	5,375.00	
BES	Christie Hammet	Tutor DEAR/PM	0.143	6,027.50	
BES	Tabitha Hellman	Tutor DEAR/PM	0.143	5,965.00	
BES	Louise Holliger	Tutor DEAR/PM	0.143	6,027.50	
BES	Hattie Maittre	Tutor DEAR/PM	0.143	5,677.50	
BES	Kim Parker	Tutor DEAR/PM	0.143	6,372.50	
BES	Cheryl Reid	Tutor DEAR/PM	0.143	6,115.00	
BES	Kristie Sanders	Tutor DEAR/PM	0.143	6,202.50	
BES	Victoria Saxon	Tutor DEAR/PM	0.143	7,191.25	
BES	Amy Self	Tutor DEAR/PM	0.143	5,631.25	
BES	Kim Shovlin	Tutor DEAR/PM	0.143	5,631.25	
BES	Mike Shovlin	Tutor DEAR/PM	0.143	7,191.25	
BES	Ashleigh Smith	Tutor DEAR/PM	0.143	5,581.25	
BES	Jana Story	Tutor DEAR/PM	0.143	6,079.73	
BES	Leah Ann Powell	Tutor Reading	0.25	5,788.00	
BES	Jennifer Rowland	Tutor ELA	0.125	6,202.50	
BES	Carol Wooley	Support Coordinator	0.5	24,460.00	\$151,175.23
BES	MTA	Dyslexia	0.5	25,000.00	
BES	Consultants	Tutoring	1	26,000.00	
BES	Summer School	At-risk	1	22,250.00	
BES	Test Materials	Tutoring		12,500.00	\$85,750.00

GRAND TOTAL FTE:

5.976

GRAND TOTAL SCE: \$236,925.23