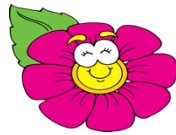


 H. L. Brockett
Elementary School

“Where seeds are planted, excellence blooms, and children blossom”.



2011-2012



Campus Improvement Plan

HL Brockett Elementary School Site Based Decision-Making Team

Name of School: HL Brockett Elementary School

Address: 900 Chestnut
Aubrey, Texas 76227

Phone: 940-668-0036

Campus Improvement Team Members:

Connie Lott, Principal	Non-Teaching Professional	Annual
Tina Milacek, Counselor	Non-Teaching Professional	Annual
Karen Wright, Educ. Services Coordinator	Non-Teaching Professional	Annual
Sallee Clark, District Librarian	Non-Teaching Professional	Annual
Christy Ramsey	Parent	2011-2012
Karen Kubicek	Parent	2011-2013
Mendy Morgan	Parent	2011-2014
Lee Ramsey	Business	2011-2012
Steve Polen	Business	2011-2012
Frances Carter	Community Member	2011 -2013
Diane Forester	Teacher	2011-2012
Dana Fikes	Teacher	2011 -2013
Kim Parker	Teacher	2011 -2014
Carol Wooley	Teacher	2011- 2012
Amy Self	Teacher	2011 -2014
Stephanie Gaines	Teacher	2013 -2013
Katherine Cole	Teacher	2011- 2012

Louise Holliger
David Cox
Stacy Davis

Teacher
Technology Teacher
Teacher

2011- 2013
2011 -2014
2011- 2012



Part I: Our Profile

A. Executive Summary

Introduction:

In this section of our school improvement plan an overview of student performance data, student and community demographic data, school characteristics, and stakeholder perspectives on the quality of education are provided.

1. Student Performance Data

The student performance data collected for the Profile is summarized in Table 1.

The students achieved our Academic Excellence Indicator System of “Exemplary.”

Attendance rate for 2010 - 2011 school year was 96.7%.

Table 1: State Performance Data

**HL Brockett Elementary School
TAKS Results 2011 - Recognized**

READING	2011	2010	2011	2010
All Students	234/249	224/229	94%	98%
Hispanic	25/30	20/22	83%	91%
Low SES	68/76	55/58	89%	95%
African American	2/3	2/3	67%	67%
White	204/ 213	196/198	96%	99%
Commended	128/ 249	121/229	51%	53%

MATH				
All Students	237/249	222/233	95%	95%
Hispanic	28/30	19/22	93%	86%
Low SES	68/76	54/59	89%	92%
African American	2/3	2/3	67%	67%
White	204/213	195/202	96%	97%
Commended	112/249	106/233	45%	45%

WRITING				
All Students	77/78	81/81	99%	100%
Hispanic	11/12	5/5	92%	100%
Low SES	22/23	19/19	96%	100%
African American	2/2	0	100%	0
White	63/63	73/73	100%	100%
Commended	21/78	30/81	27%	37%

SCIENCE	2011	2010	2011	2010
All Students	85/93	75/78	91%	96%
Hispanic	3/6	10/10	50%	100%
Low SES	23/26	24/24	88%	100%
African American	0/0	1/1		100%
White	80/85	62/65	94%	95%
Commended	56/93	45/78	60%	58%

Reading - TAKS 2011

Subpopulation	03-tested #	03-MetStrd	03-MetStrd%	04-tested #	04-MetStrd	04-MetStrd%	05-tested #	05-MetStrd	05-MetStrd%
All Students	77	75	97	78	68	87	94	91	97
African American	1	1	100	2	1	50	0	0	0
Hispanic	12	12	100	12	8	67	6	5	83
White	64	62	97	63	58	92	86	84	98
ECD	28	27	96	23	17	74	25	24	96

Reading - Commended TAKS 2011

Subpopulation	03-tested #	03-CmdPerf	03-CmdPerf%	04-tested #	04-CmdPerf	04-CmdPerf%	05-tested #	05-CmdPerf	05-CmdPerf%
All Students	77	45	58	78	36	46	94	47	50
African American	1	1	100	2	1	50	0	0	0
Hispanic	12	3	25	12	4	33	6	2	33
White	64	41	64	63	30	48	86	43	50
ECD	28	12	43	23	4	17	25	9	36

2011 Accountability Rating: Recognized

Gold Performance Acknowledgements: Commended on Reading / ELA Commended on Science

**HL Brockett Elementary School
TPRI Results 2011**

Kindergarten

TASK	2009	2010	2011
Rhyming	88%	96%	91%
Blending Word Parts	83%	92%	94%
Blending Phonemes	77%	92%	94%
Deleting Initial Sounds	52%	76%	79%
Deleting Final Sounds	33%	35%	45%
Letter Name ID	98%	98%	99%
Letter to Sound Linking	93%	95%	98%
Listening Comprehension	64%	78%	84%
Word Reading Set # 1			75%
/Word Reading Set # 2			33%

First Grade

TASK	2009	2010	2011
Blending Words Parts	100%	99%	100%
Blending Phonemes	95%	95%	99%
Deleting Initial Sounds	67%	72%	97%
Deleting Final Sounds	62%	66%	94%
Initial Consonant Substitution	100%	100%	100%
Final Consonant Substitution	100%	99%	100%
Medial Vowel Substitution	98%	98%	99%
Initial Blend Substitution	92%	87%	96%
Final Blend Substitution	88%	85%	94%
Fluency (>=60)	52%	51%	71%
Reading Comprehension	76%	91%	91%
Read Story 4 or 5	50%	51%	60%
Word List Set # 1			96%
Word List Set # 2			87%
Word List Set # 3			85%
Word List Set # 4			86%

Second Grade

TASK	2009	2010	2011
Graphophonemic Knowledge (Spelling)	68%	77%	70%
Read Story 5	59%	73%	83%
Fluency (≥ 90)	35%	45%	57%
Reading Comprehension	73%	67%	88%

Spelling Set #1			94%
Spelling Set #2			70%
Spelling Set # 3			76%
Spelling Set # 4			56%
Word List Set # 1			97%
Word List Set # 2			90%
Word List Set # 3			88%
Word List Set # 4			84%

2. Student and Community Demographic Data

Brockett Elementary is a kindergarten through 5th grade campus with the current total enrollment of 497 students

Grade Levels	2011-2012	2010-2011
Kindergarten	73	84
First Grade	88	82
Second Grade	83	87
Third Grade	88	83
Fourth Grade	78	80
Fifth Grade	87	98

The subpopulation breakdown is as follows:

84.2 % White

13 % Hispanic

1.6 % African American

.4 % Native American

34.2% Economically Disadvantaged

.6% Asian

The students of HL Brockett Elementary are residents of a rural community made up of the City of Aubrey with a population of 2778 and the City of Krugerville with a population of 1767. The community has a minimum of service industry, small retail businesses, and agriculture. The largest single employer is the Aubrey Independent School District.

HL Brockett Elementary School was originally established in 1983 under the name, Aubrey Elementary. At that time HL Brockett served as the school's principal and multiple community members attended elementary school within the building.

Assessment of the Current Situation

Comprehensive Needs Assessment

To assess where our students are in relation to our Vision, Mission, and our board-approved goals, the SBDM Committee reviewed data to identify our strengths and to prioritize our most urgent needs. The review includes data from the following:

- Disaggregated AEIS Data
- Results from TPRI / DRA End of the Year
- Prior Year budgets / entitlements and expenditures in relation to the current year funding
- Teacher Retention Rates
- Results of State and Federal Planning Requirements
- Needs Identified through Campus Grade Level Meetings
- Review of the Campus' Vision
- Review of Research Based Strategies that will help attain vision
- Report Cards
- Discipline Reports
- Staff Development Surveys
- Parent Surveys



Part II: Our Core Beliefs

At Brockett Elementary School, we believe:

- ◆ Teachers, administrators, parents, and the community share the responsibility for advancing the school's mission.
- ◆ A student's self-esteem is enhanced by positive relationships and mutual respect among and between students and staff, and that students learn best when they are actively engaged.
- ◆ Students' learning needs should be the primary focus of all decisions impacting the work of the school.
- ◆ The commitment to continuous improvement is imperative if our school is going to enable students to become confident, self-directed, and life-long learners.
- ◆ Since student learning is the chief priority for the school, we believe all students can learn.
- ◆ Students learn in different ways and should be provided with a variety of instructional approaches to support their learning.
- ◆ We agree that exceptional students (e.g., special education, limited English proficiency, gifted and talented, etc.) may require special services and resources.



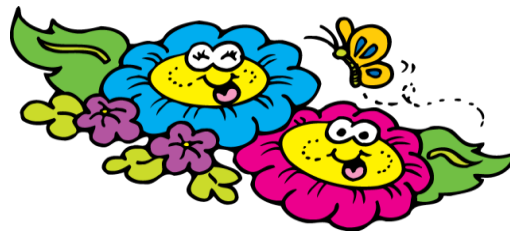
Our Mission Statement

The mission of HL Brockett Elementary School is to collaborate with stakeholders in the community 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.



Our School Motto

Where seeds are planted, excellence blooms, and children blossom.





Goals of H.L. Brockett Elementary School

- Goal 1: All students will maintain high standards and commitment to excellence in academic performance.
- Goal 2: All members of the school community will be partners in the ongoing enhancement of the educational organization.
- Goal 3: A well-balanced curriculum will be taught to engage all students in completing a program of study which will be challenging and prepare them for a career path.
- Goal 4: A school climate will be provided that is safe, orderly, caring and well- maintained.



Performance Objectives of HLB Brockett Elementary School

Goal 1 All students will maintain high standards and commitment to excellence in academic performance.

Objective 1: All student populations will achieve 95% mastery on all STAAR and TRA Assessments.

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

Objective 3: All student populations will achieve $\geq 50\%$ advanced performance in all subject areas.

Goal 2 All members of the school community will be partners in the ongoing enhancement of the educational organization.

Objective 1: Develop and utilize a variety of strategies to ensure communication with 100% of targeted parent and community members regarding student achievement, meetings, and training sessions.

Objective 2: Provide training to Brockett Elementary parents and teachers.

Objective 3: Explore & expand school/community partnerships.

Goal 3 A well-balanced curriculum will be taught to engage all students in completing a program of study which will be challenging and prepare them for a career path.

Objective 1: All curriculums will be aligned to state content and performance standards.

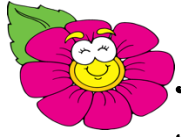
Objective 2: 100% of staff will be trained to implement the guidelines of the Special Education process.

Objective.3: All student populations will be provided content enrichment opportunities.

Goal 4 A school climate that will be provided that is safe orderly, and well-maintained.

Objective 1: All elementary personnel will facilitate a positive school climate.

Objective 2: All elementary personnel will ensure the school is well maintained and orderly.



Part III:

School Improvement Plan



Hb Brockett Elementary School

Campus Improvement Plan

2011 - 2012

Campus Goal 1:		All students will maintain high standards and commitment to excellence in academic performance.						
Performance Objective 1:		All student populations will achieve 95% mastery on all STAAR Readiness Assessments (TRA) and STAAR tests						
Summative Evaluation:		TRA results and STAAR results						
SW Comp	Action(s) Implementations	Needs Assess	Special Population	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documentation
A	1.1 Identify and focus on specific goals for each grade level for STAAR readiness (Understanding the supportive and readiness standards with rigor)	STAAR,TRA, Target Quiz, Benchmarks		Principal Teacher Counselor	Aug. '11 -May '12	TRA, district-made tests, target quizzes, Cscope Test; CScope Curriculum	Quiz results, benchmarks, TRA/STAAR data CScope Test	Teacher Gradebook, RSCCC
R	1.2 Target Subgroups. Assign specialized tutoring/instruction as needed. (Daily tutorials/After school tutoring/ Summer School)	Report Cards, CScope Test, TRA, Target Quiz, STAR Math, STAR Reading, Benchmarks	ESL, AR, SE, ECO, GT	Principal Teacher Counselor ESL Coordinator ESL Teacher Tutor	Aug. '11 May '12	PEIMS data, TRA, benchmarks, target quizzes Title I (54,812) SCE (49,961) SCE FTE's (.70) Paraprofessional, Tutoring, Student Support	Quiz results, benchmarks, TRA/CScope data DMAC	Subgroup lists, tutoring schedule
R	1.3 Implement a school wide code words system and familiarize students with STAAR language for math, reading, writing, and science Update all TAKS vocabulary to STAAR	TRA and CScope tests	ESL AR ECO SE GT	Principal Teacher Counselor Tutor	Aug. '11- May '12	Classroom materials for teachers, school wide posters	Quiz results, benchmark results, TRA results, CScope results	Sign-in sheets, lesson plans, testing results

Needs Assessment: AEIS, SS-Student Survey, PS-Parent Survey, FS-Faculty Survey, DR-Discipline Report, O-Other (Specify)

Special Population (Sp. Pop.): GT-Gifted and Talented, ESL-English as a Second Language, AR-At-Risk, SE-Special Education, ECO-Economically Disadvantaged

SW Components: R=Reform Strategies, PD= Professional Development, PI= Parent Involvement, T= Transition Strategies, A= Assessment, M=Master, HQ= Highly Qualified.

PD	1.4 Provide focused writing instruction that prepares students for expository and narrative writing with editing skills that identify making writing pieces stronger and correct	CScope,TRA, Target Quiz, Benchmarks, writing folders		Principal Teachers Tutors	Aug '11 – May '12	TRA, district-made tests, target quizzes, CScope Assessments Mentoring Minds	Quiz results, benchmark results, TRA results, STAAR results	Teacher Gradebook, RSCCC
PD	1.5 Implement school wide proof reading symbols and familiarize students with STAAR language for writing. Align with TEKS.	TRA , benchmarks, writing folders CScope Assessments		Principal Teachers Tutors	Aug. '11- May '12	Classroom materials for teachers, school wide posters, CScope Curriculum, Mentoring Minds	Quiz results, benchmark results, TRA results, STAAR results CScope Assessments	Sign-in sheets, lesson plans, testing results
HQ	1.6 Implement critical thinking through the use of Bloom's Taxonomy.	TRA and TAKS tests, benchmarks, writing folders		Principal Librarians Teachers	Aug. '11 May '12	Classroom materials for teachers, mailboxes, Mail	Quiz results, benchmark results, TRA results, STAAR results CScope results	Sign-in sheets, lesson plans, testing results
HQ	1.7 Identify and focus on weak objectives in reading. - Basic understanding - Strategies to analyze - Critical thinking	TAKS/ TRA, Target Quizzes, CScope Benchmarks		Principal, Teachers, Computer Teacher	Aug. '11 May '12	Study Island Contract, Comp. Lab training Local (\$5,000)	Quiz Results Benchmark results, STAAR /TRA results	TRA/STAAR/ DRA results, Individual student progress and reports
PD	1.8 Analyze data and implement interventions to move student achievements to meeting expectations, increasing student performance to STAAR levels Distinction Designations	TAKS/TPRI/ DRA/TRA, benchmarks, CScope, running records		Principal Teachers	Aug. '11- May '12	TRA/CScope data, benchmarks, Student Support Team; Mentoring Minds TPRI Data	Quiz results, benchmark results, STAAR/TRA results	TRA/STAAR DRA results, student progress, Student Support Team logs
HQ	1.9 Develop schedule for each grade level for the open access lab to be used for reinforcement in reading and math twice a week			Principal, Teachers, Computer Teacher	Aug. '11 May '12	Software programs Technology Teachers Computer teacher Computer lab	Use of open access lab, Quiz results, benchmark results, STAAR/TRA results	Schedule Sign in sheets Student progress

Needs Assessment: AEIS, SS-Student Survey, PS- Parent Survey, FS-Faculty Survey, Dr- Discipline Report, O- Other (Specify)

Special Populations (Sp. Pop.); GT- Gifted / Talented, ESL – English as a Second Language, AR-At-Risk, SE- Special Education, ECO- Economically Disadvantaged

SW Components: R = Reform Strategies, PD = Professional Development, PI = Parent Involvement, T=Transition Strategies, A = Assessment, M=Master, HQ=Highly Qualified

Hl Brockett Elementary School Campus Improvement Plan 2011-2012

Campus Goal 1:		All students will maintain high standards and commitment to excellence in academic performance.						
Performance Objective 2:		All student populations will maintain 96.5% attendance.						
Summative Evaluation:		AEIS Report						
SW Comp	Action(s) Implementations	Needs Assess	Special Population	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documentation
HQ	2.1 Track student attendance and provide incentives to students for attendance. - dog tags - certificates	RSCCC	AR	PEIMS Clerk, Principal, SRO, Teachers	Aug. '11 May '12	Attendance reports, Parent notes, Phone calls, awards, certificates	Attendance reports, ADA reports, Referral letters	Attendance reports and documents
HQ	2.2 Provide incentives to teachers' classrooms for student attendance. - perfect attendance flags - weekly golden stars presented for perfect attendance for the week (whole class)	RSCCC	AR	Principal, Counselor, Teachers	Each six weeks	Attendance reports, certificates, incentives, recognition	Attendance reports, ADA reports	Attendance reports and documents
R	2.3 Promote health education to teachers, students and parents. - mobile dentist - jump rope for heart - Healthy and Wise Kids - drug awareness	AEIS	AR	Principals Nurse Counselor Teacher	Aug. '11 May '12	Information on attendance and health prevention, fliers about upcoming events	Attendance reports	Copies of information sent home, Sign-in sheets, Student recognition
R	2.4 Conduct meetings with parent, teacher, and Attendance Review Committee (ARC) of student who has cumulated 5 and 10 absences.	RSCCC	AR	Principal, PEIMS Clerk, ARC	Aug. '11 - May '12	Attendance Reports, Parent letters, Conference log/notes	Attendance, Six weeks reports	Attendance reports, sign in sheets, meeting logs

	2.5 Attendance Campaign set for a designated length for students. (Country and Western Theme) Students with Perfect Attendance Attend	RSCCC	AR	Principals Teachers Students Parents PEIMS	Jan. '12- 4 weeks	Attendance Records\ Classroom Attendance Charts	Attendance Charts	Attendance Charts
PI	2.6 Contact parents when students have 2 consecutive absences	RSCCC	AR	Principal Teachers PEIMS	Aug. '11 – May '12	Attendance Reports Parent Contact Pages	Attendance Six Weeks Reports	Attendance Reports, Completed Parent Report Contact
PI	2.7 Parents and students will be honored at a Perfect Attendance Breakfast at the end of each six weeks	RSCCC	AR	Principal Teachers Parents Students PEIMS		Attendance Reports	Attendance Each Six Weeks	Attendance Reports Attendance by Parents

Needs Assessment: AEIS, SS-Student Survey, PS- Parent Survey, FS-Faculty Survey, Dr- Discipline Report, O- Other (Specify)
Special Populations (Sp. Pop.); GT- Gifted / Talented, ESL – English as a Second Language, AR-At-Risk, SE- Special Education, ECO- Economically Disadvantaged
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H. Brockett Elementary School Campus Improvement Plan 2011-2012

Campus Goal 2:		All members of the school community will be partners in the ongoing enhancement of the educational organization.						
Performance Objective 1:		Develop and utilize a variety of strategies to ensure communication with 100% of targeted parent and community members regarding student achievement, meetings, and training sessions.						
Summative Evaluation:		Parent Survey						
SW Comp	Action(s) Implementations	Needs Assess	Special Population	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documentation
PI	1.1 Utilize a parent email list to communicate school information.	PS		Principal Teachers	Each third and sixth week of school year	RSCCC, Secretary, computers, email addresses	Parent Surveys	Progress reports, report cards, calendar, copies of reports
PI	1.2 Use the district website and grade level websites as a major point of information exchange between school and community. Provide instruction for teachers. Update regularly.	PS		Principal, Secretary, Teachers, Technology Dept.	Aug. '11 - May '12	Technology dept., Calendar, e-mail, Campus Technology experts	Parent surveys, Hits to website, Evaluate website	Website is current and updated
PI	1.3 Publish and disseminate classroom/grade level newsletters via email, website, and/or student folders			Teachers Parents	Daily	Monday folders Homework folders School Website	Parent surveys	Student folders Surveys
PI	1.4 Publish and disseminate PTO newsletter to inform parents of upcoming activities			Principal Counselor Teachers PTO	Oct. '11 - May '12	Monday folders Paper	Parent surveys	Calendar, Sign-in sheets, Agendas of meetings, Counselor records
PI	1.5 Conduct back to school night and open house -Parent Night Gala Information Seminars for Parents	PS		Principal Counselor Teachers	Aug '11 Mar '12	Classrooms Information packets Presentations for Parents	Parent surveys Evaluation Feedbacks	Sign-in sheets, Survey reports
PI	1.6 Publish a Friends of the Library Wiki and Newsletter online			Librarian Aides	Sept '11 - May '12	Computers Information to include	Parent surveys	Survey reports

Hb Brockett Elementary School Campus Improvement Plan 2011-2012

Campus Goal 2:		All members of the school community will be partners in the ongoing enhancement of the educational organization.						
Performance Objective 2:		Provide training to Brockett elementary parents and teachers.						
Summative Evaluation:		Parent Survey						
SW Comp	Action(s) Implementations	Needs Assess	Special Population	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documentation
PD	2.1 Conduct district staff development to address teacher and student performance needs	FS		Staff Development Cord.	Aug. '11- May '12	Materials, space to conduct meetings, information packets	Number of teachers in attendance	Back to School Staff Development days, Wednesday staff development calendar, Sign-in sheets, Agendas
PD	2.2 Conduct campus staff development in the following areas through campus vertical teams: - CHAPS strategies for reading - Writing process - Math code words - Math problem solving	FS		Principal, Counselor	Fall- 2011	Consumables, space to conduct meetings, information packets, curriculum posters for classrooms to include CHAPS/writing process/math code words	Number of teachers in attendance	Sign-in sheets, Calendar, Agendas
PI	2.3 Provide information to all elementary parents regarding dress code, handbooks, weekly folders, agendas, progress reports and report cards, discipline, grading, and attendance policies.			Principal, Counselor, Teachers	Aug. '11	Consumables, space to conduct meetings, information packets, School Website	Number of parents in attendance	Sign-in sheets, Parent Surveys, Calendar, Agendas
PI	2.4 Conduct "Coffee with the Counselor" and "Parent Night Gala" to provide information to parents regarding:			Principal, Counselor, SRO	Fall '11 – Spring '12 ongoing	Consumables, information packets, policies, bullying program, School Website	Parent survey results	Parent Surveys, Calendar, Agendas

	<ul style="list-style-type: none"> - School policies; STAAR; - Testing - Bullying/Character Education - Content specific strategies - Special programs (ESL, GT, MTA, library) 							
PI	<p>2.5 Conduct training for parents volunteering to assist the library with the following activities:</p> <ul style="list-style-type: none"> - Battle of the Books - Accelerated Reader - Media Club - Friends of the Library -Parent Advisory Committee -Library/ Parent Committee -Annual Celebration Around the World 			Principal, Teachers, Librarian	Oct. '11- May'12	Information packets, space, consumables	Number of parents in attendance	Sign-in sheets, Parent Surveys

Needs Assessment: AEIS, SS-Student Survey, PS- Parent Survey, FS-Faculty Survey, Dr- Discipline Report, O- Other (Specify)
Special Populations (Sp. Pop.); GT- Gifted / Talented, ESL – English as a Second Language, AR-At-Risk, SE- Special Education, ECO- Economically Disadvantaged
SW Components: R = Reform Strategies, PD = Professional Development, PI = Parent Involvement, T=Transition Strategies, A = Assessment, M=Master, HQ=Highly Qualified

H. Brockett Elementary School Campus Improvement Plan 2011-2012

Campus Goal 2:		All members of the school community will be partners in the ongoing enhancement of the educational organization.						
Performance Objective 3:		Explore and expand school/community partnerships						
Summative Evaluation:		Community survey						
SW Comp	Action(s) Implementations	Needs Assess	Special Population	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documentation
HQ	3.1 Work with the Aubrey Education Foundation to raise funds for innovative teacher grants and scholarships.			Principal, Counselor, Volunteer	Aug. '11 - May '12	Office for AEF, supplies for auction items	GALA earnings, Grant funding	Auction items, teacher grants
PI	3.2 Work with the PTO to improve the school and community. -Develop By-Laws			Principal, PTO, Teachers	Aug. '11 – May '12	Space for meetings, Officers, PTO membership, School Website for PTO	Increased membership and involvement	Meetings on calendar, achievement of PTO goals
PI	3.3 Enlist the help of parents and community members as volunteers in all areas of the curriculum. - Career Day - University Day/Week - Classroom volunteers - Outdoor Learning Environment -Family projects (Scarecrow Parade)			Principal, Teachers, PTO, Counselor, Librarian, Parents, community members	Aug. '11- May '12	Volunteers, space for meetings, time, reading materials, PTO	Number of community members involved, student circulation records.	Increase in student reading, TRA reading scores
PI	3.4 Enlist the help of parents and/or community members as volunteers in the library & school. - Friends of the Library - Battle of the Books -- Book Fair - Administrative assistance -Implement Rocking Chair Club			Principal Librarian	Sept. '11- May '12	Library materials, books, aides, Grandparents, parents,	Parent survey	Calendar

R	3.5 Work with community members to create and maintain an Outdoor Learning Environment -Pergola -Workday Weekends			Outdoor classroom committee, Principal, Counselor	Fall '10 and ongoing	Staff, grants, community members, community donations, fund raisers	Finished project	Construction completion report
R PI	3.6 Continue to implement Watch Dogs - Dad, Grandfathers, Firefighters, involvement on campus			Counselor	Sept.11 May '12	Watch Dog Program Materials	Surveys / Evaluations from Watch Dogs	Surveys / Evaluations

Needs Assessment: AEIS, SS-Student Survey, PS- Parent Survey, FS-Faculty Survey, Dr- Discipline Report, O- Other (Specify)

Special Populations (Sp. Pop.); GT- Gifted / Talented, ESL – English as a Second Language, AR-At-Risk, SE- Special Education, ECO- Economically Disadvantaged

SW Components: R = Reform Strategies, PD = Professional Development, PI = Parent Involvement, T=Transition Strategies, A = Assessment, M=Master, HQ=Highly Qualified

HL Brockett Elementary School Campus Improvement Plan 2011-2012

Campus Goal 3:		A well-balanced curriculum will be taught to engage all students in completing a program of study which will be challenging and prepare them for a career path.						
Performance Objective 1:		All curriculums will be aligned to state content and performance standards.						
Summative Evaluation:		AEIS Report						
SW Comp	Action(s) Implementations	Needs Assess	Special Population	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documentation
R	1.1 Develop and implement grade level scope and sequence in all academic areas to correlate with CScope.			Principal, Teachers	Summer '11 – Ongoing	Curriculum notebooks, staff development in-lieu days, CScope (3,000)	Evaluate lesson plans, evaluate updated curriculum notebooks	Refined and updated curriculum file
R	1.2 Align long range plans with CScope. -Reconciliation of Calendar			Principal, Teachers	Summer '11 – ongoing 2012	Long-range lesson plan template, Curriculum notebooks, staff development in-lieu days, CScope	Evaluate lesson plans, long range plans, material mastered by TRA & Benchmarks test dates Cscope	Long-range plans, weekly lesson plans, target quiz scores, benchmark and TRA & STAAR scores

M	1.3 Improve early literacy skills through the use of: <ul style="list-style-type: none"> - Daily 5 - Guided Reading - Phonological activities - Phonemic awareness activities - Fluency/6 Minutes Fluency - High frequency words - Critical Thinking -Bloom’s Taxonomy -Study Island -Site Word Notebook 			Principal, Teachers	Weekly	Weekly quizzes CScope	Data evaluated and adjustments made as needed.	Target quiz results, TRA results, TPRI, DRA, STAAR, Benchmarks
PD	1.4 Improve student’s use of critical thinking skills through: <ul style="list-style-type: none"> - CHAPS strategies - Blooms Taxonomy - Building Background Knowledge (vocabulary notebooks) - Library collaboration projects -Technology Projects -Alignment with vocabulary / STAAR / CScope 			Principal, Teachers	Aug. ’11- May’12	Materials, posters for classrooms, vocabulary notebooks, Curriculum notebooks, CScope	Evaluation of professional development	Target quiz results, TRA results, TPRI, DRA, STAAR, Benchmarks
HQ	1.5 Design and provide time for teachers to meet in campus vertical and horizontal teams to align curriculum to TEKS/ Cscope & STAAR standard. <ul style="list-style-type: none"> -Supporting Standards - Readiness Standards -Specificity of Standards 			Principal, Teachers, Director of Special Programs	Each six weeks	Wednesday staff development time, space for meetings, Teacher In-Service meetings, materials, curriculum notebooks, long-range plans, TEKS/Cscope Title IIA (\$6,000)	TRA and STAAR data shows consistent growth, teacher surveys, staff development evaluations	Staff development records, sign-in sheets, agendas, Wednesday staff development calendar, TRA and STAAR results
A, R, HQ	1.6 Implement Bloom’s Taxonomy into every classroom with critical thinking strategies. <ul style="list-style-type: none"> - Verbs posted at each level in each room - Power strips from Mentoring Minds - Critical thinking incorporated into lesson plans -Specificity / Rigor of Standards 			Principal Teachers	Aug. ’11 – May - 12	Wednesday staff development time, faculty meetings, funds for materials, lesson plans, Bloom’s Taxonomy, power strips Cscope	Lesson plans TRA/STAAR Benchmarks	STAAR/TRA, benchmark results

R	1.7 Update and integrate technology throughout instruction. - Technology Projects -Library use of Technology			Principal Teachers	All year	Title I Monies Technology Dept.	Teacher schedule	Presentations of Projects Evaluation of
A, R	1.8 Implement school wide writing program including: - Cscope - Writing process - Revising/editing process - Daily Oral Language			Principal Teachers	Aug. '11- May '12	Wed. staff development, materials, curriculum notebooks, Cscope Mentoring Minds	TRA/STAAR data shows consistent growth	TPRI/DRA/STAAR results
A, R	1.9 Create and implement strategies for problem solving in math -UPS Check - Mentoring Minds -Target Math -Cscope Lessons -Grant from AEF – Math Closet			Principal, Teachers	Fall '11	Wednesday staff development, space for meetings, materials, Cscope-supporting / readiness standards/Mentoring Minds/Study Island	TRA, STAAR, & benchmark data shows consistent growth, staff development evaluations	Sign in sheets, TRA, STAAR & benchmark results
R	1.10 Implement academic vocabulary in all subjects according to the district curriculum - Marzano's Building Background Knowledge			Principal, Teachers, Staff Dev. Cord.	Fall '11-ongoing	Wed. staff development, Building Background Knowledge materials, training	Vocab. Notebooks, TRA/STAAR/benchmark data	Sign in sheets, STAAR/TRA/benchmark results
PD	1.11 Provide staff development - CHAPS strategies - Math problem solving (UPS) - CScope			Principal, Teachers, Staff Dev. Cord	Fall '11-ongoing	Wed. staff development, teaching materials	TRA, STAAR, benchmarks data shows consistent growth, staff development evaluations	Sign in sheets, TRA, STAAR, & benchmark results
PD	1.12 Embed the four core questions in all content areas of instruction: - What do we expect students to learn? - How will we respond when students do not learn?			Principal Teachers	Fall '11-ongoing	PLT Training and materials, staff development	STAAR, TRA, benchmarks, CCAP	STAAR, TRA, benchmark results, sign in sheets

	- How will we respond when students do not learn? - How will we respond when students already know it?							
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Needs Assessment: AEIS, SS-Student Survey, PS- Parent Survey, FS-Faculty Survey, Dr- Discipline Report, O- Other (Specify)
 Special Populations (Sp. Pop.); GT- Gifted / Talented, ESL – English as a Second Language, AR-At-Risk, SE- Special Education, ECO- Economically Disadvantaged
 SW Components: R = Reform Strategies, PD = Professional Development, PI = Parent Involvement, T=Transition Strategies, A = Assessment, M=Master, HQ=Highly Qualified

HL Brockett Elementary School Campus Improvement Plan 2011-2012

Campus Goal 3:		A well-balanced curriculum will be taught to engage all students in completing a program of study which will be challenging and prepare them for a career path.						
Performance Objective 2:		100% of staff will be trained to implement the guidelines of the Special Education process.						
Summative Evaluation:		AEIS Report						
SW Comp	Action(s) Implementations	Needs Assess	Special Population	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documentation
PD	2.1 In district and out of district staff training will be conducted for the following: <ul style="list-style-type: none"> a. Student Support Teams b. referral process c. STAAR M, and STAARS Alt requirements d. Timelines e. ARD Training and IEP updates f. STAAR Accommodations Training 	TEA/CAP	SE/AR	Principal Staff Dev. Director Assist-Super	Aug. '11 – May'12	Sanger Coop, ESC XI, Staff Development Title IIA: (\$1,500)	Session evaluations, Twelve-week review of academic records from SST's.	Student records, special education data
HQ	2.2. Implement weekly Student Support Team meetings to create and monitor interventions for students. -Campus Procedures Established			Principal Teachers SST Cord.	Aug. '11- May'12	Space for meetings, personnel, intervention resources	Documentation of interventions being used, special ed referrals, grade level meetings	Student records, SST agendas, SST minutes,

R	2.3 Provide individual student interventions based on assessment data information and daily student performance.			Principal Teachers SST Cord.	Aug. '10- May '11	Interventions resources, documentation forms, progress monitoring	Assessment data, daily student performance data, student progress reports	Student grade reports, testing data benchmarks, TRA/STAAR /DRA
R	2.4 Monitor intervention success through the ongoing progress of individual students.			Principal Teachers Counselor SST Cor.	Aug. '11- May '12	Intervention resources, documentation forms, progress monitoring	Assessment data, daily student performance data, student progress reports	Student grade reports, testing data benchmarks, TRA/STAAR/ DRA

Needs Assessment: AEIS, SS-Student Survey, PS- Parent Survey, FS-Faculty Survey, Dr- Discipline Report, O- Other (Specify)

Special Populations (Sp. Pop.); GT- Gifted / Talented, ESL – English as a Second Language, AR-At-Risk, SE- Special Education, ECO- Economically Disadvantaged

SW Components: R = Reform Strategies, PD = Professional Development, PI = Parent Involvement, T=Transition Strategies, A = Assessment, M=Master, HQ=Highly Qualified

HL Brockett Elementary School Campus Improvement Plan 2011-2012

Campus Goal 3:		A well-balanced curriculum will be taught to engage all students in completing a program of study which will be challenging and prepare them for a career path.						
Performance Objective 3:		All student populations will be provided content enrichment opportunities.						
Summative Evaluation:		AEIS reports						
SW Comp	Action(s) Implementations	Needs Assess	Special Population	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documentation
R	3.1 Provide a career day exposing students to a variety of career opportunities. - Parent and community volunteers - Collaborate with the library -Extreme Science			Counselor Librarian	Sept. '11- May'12	Community volunteers, space, schedule of careers, guest accommodations	100% of elementary students exposed to at least 6 careers	Calendar, surveys, agendas, evaluations, counselor records
R	3.2 Implement University Day/Week - Door decorations - University t-shirt/jersey day - Speakers from universities			Counselor, Teachers, Parents, Community members	Spring '12	Volunteers, door decorations, schedule of speakers	100% of elementary students are exposed to higher education throughout	Counselor's guidance plans/calendar, teacher feedback, counselor records
A, R	3.3 Enhance critical thinking skills, increase knowledge base, and improve fluency. - Celebrations Around the World - Author visits - Character parade - Beary special readers - Six Flags reading race - Bluebonnet reading - Battle of the Books - Accelerated Reader - Science Night - Math Night - Science Fair - Outdoor Learning Environment			Counselor, Teachers, Parents, Community members	Aug. '11-, May '12	Volunteers, space for events, materials for events	Assessment data, daily student performance data, student progress reports	STAAR, TRA, DRA, TPRI, benchmark testing, Attendance logs for events

	-Reader's Theatre							
R	3.4 Create a math/science supply closet and resource library for - grades K,1,2 - grades 3,4,5 -Grant AEF	FS		Principal Teachers Volunteers	Fall '11–ongoing	Science materials Math materials Volunteers	Supply use TRA/STAAR	Supply list Sign out sheets

Needs Assessment: AEIS, SS-Student Survey, PS- Parent Survey, FS-Faculty Survey, Dr- Discipline Report, O- Other (Specify)
Special Populations (Sp. Pop.); GT- Gifted / Talented, ESL – English as a Second Language, AR-At-Risk, SE- Special Education, ECO- Economically Disadvantaged
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HL Brockett Elementary School Campus Improvement Plan 2011-2012

Campus Goal 4:		A school climate will be provided that is safe, orderly, caring and well maintained.						
Performance Objective 1:		All elementary personnel will facilitate a positive school climate.						
Summative Evaluation:		Parent, Staff, and Student Surveys						
SW Comp	Action(s) Implementations	Needs Assess	Special Population	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documentation
HQ	1.1 Continue Morning Assembly for students and faculty to begin each day with positive communication. - Birthday recognition - Caught doing good notes - Reinforce Character Traits for the month - Reinforce Brockett Expectations - United States Pledge - Texas Pledge -Academic Vocabulary			Principal Counselor Teachers	Daily	Principal's account for students, rewards, certificates, incentives	An increase in positive referrals from 2009-2010 school year, decrease in discipline referrals.	Certificates mailed to parents, parent call log, referral forms, parent survey
R	1.2 Implement "Caught Doing Good" recognition - Recognition of students by BES faculty - Recognition of student during Morning Assembly - Recognitions sent home by mail -Sunshine phone calls made -Honors Bars -Praise Wagon			Principal Counselor Teachers	Daily	Principal's account for students, rewards, certificates, incentives	An increase in positive referrals from 2009-2010 school year, decrease in discipline referrals.	Certificates mailed to parents, parent call log, referral forms, parent survey

R	1.3 Promote character education / Bullying curriculum in classroom guidance			Counselor	Monthly	Character education / Bullying curriculum, materials, guidance lesson plans/calendar Title IIA: (\$500.00)	Students exhibit pride in school and self, discipline referrals data	Discipline records, parent surveys, guidance plans and calendar, agendas, teacher and student feedback, counselor records
PI	1.4 Host parent and student gatherings such as “coffee with the counselor”, science night, open house, grandparent’s day, etc.			Principal, Counselor, PTO	Once per semester	Space for gatherings, consumables, other accommodations	Parent and student feedback, number of parents in attendance	Calendar, Sign-in sheets, Agendas, Parent Surveys
HQ	1.5 “Drug awareness and making good choices” week , fire safety, and present age-appropriate based responsibility, refusal skills, and conflict resolution curriculum through Character Education		AR	Principals, Counselor	Aug. ’11 May ’12	Character Ed. Curriculum, Steps to Respect, Title IV	Periodic Review of Discipline Reports; Attendance & Grade Records for AR students	Discipline Records; 6 Week Report Cards
R	1.6 Implement “Sunshine Calls” to parents			Teachers	Aug. ’11- May ’12	Student information, time	Parent contact forms, decrease in discipline referrals	Completed parent contact forms, discipline records, report cards
R	1.7 Create a parent information center in English and Spanish -Newsletters -Conferences			Principal Counselor Teachers	Aug. ’11- May ’12	Student information Translators Space for materials	Parent Surveys	Parents Surveys
R	1.8Institute and implement a positive behavior support program Ex: praise wagon, dog tag mania, caught being good, sticker collectors, etc.			Principal, Counselor, Teachers	Aug. ’11- May ’12	Tangible and intangible rewards	Parent and student feedback, amount of student referrals for behavior related incidents	Referrals, Parent, teacher, and student feedback.
HQ	1.9 Provide a positive environment to increase teacher morale. -Birthday Celebrations			Principal, Counselor, Teachers	Aug. ’11 – May ’12		Retention in teacher turnover, Faculty Surveys	Teachers returning each year

	-Vertical Teams -Sunshine . Hospitality Committee -Traveling Plate -Monthly Theme Appreciation -Boo Pals -Secret Santa's -Chili Cook-off -Special Teams -Pay It Forward -Flap Jack Fridays -Room Service							
R	1.10 Organize Battle of the Books Teams / Media Club			Principal, Librarian	Fall '11	Time, Coaches	Competition Results	Tests, Results
R	1.11 Conduct Awards/ Recognitions -Six Weeks – Dog Tag Mania -Semester Awards -End of the Year Awards -Weekly, Six Weeks, Perfect Attendance Awards			Principal, Counselor, Teachers	Aug.'11- May '12	Principal's account for students, rewards, certificates, dog tags	Discipline Reports Report Cards Certificates	Report Cards Parent Survey
T	1.12 Organize UIL Academic Teams			Principal, UIL Director Teachers	Fall '11	Coaching Stipends Budget, Time	Competition Results	Tests, District Results
T	1.13 Organize a Student Council			Principal StuCo Sponsor	Monthly	Student Council Budget, Time	Number of community members helped	Meeting sign in

Needs Assessment: AEIS, SS-Student Survey, PS- Parent Survey, FS-Faculty Survey, Dr- Discipline Report, O- Other (Specify)

Special Populations (Sp. Pop.); GT- Gifted / Talented, ESL – English as a Second Language, AR-At-Risk, SE- Special Education, ECO- Economically Disadvantaged

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H.L. Brockett Elementary School

Campus Improvement Plan

2011-2012

Campus Goal 4:		A school climate will be provided that is safe, orderly, caring and well maintained.						
Performance Objective 2:		All elementary personnel will ensure the school is well maintained and orderly.						
Summative Evaluation:		Parent, Staff, and Student Surveys						
SW Comp	Action(s) Implementations	Needs Assess	Special Population	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documentation
M	2.1 Develop and implement an Emergency Operations Plan - Provide training to BES staff regarding emergency procedures -Conduct lockdowns, fire drills, tornado drills			Emergency Management Cord., Assist – Super, Principals, Teachers	Aug. '11 – May. '12	District draft plan Team reports EOP planning for schools-Plan Wizard, survey Alarms, fire department assistance, personnel training, safety maps/routes, SRO	Draft Plan, Meeting Notes, Student and teacher participation	Draft Plan, Calendar, drill log, safety maps/routes
R	2.2 Be aware of the building and report problem areas to the correct personnel for repair			Principal, Teachers, Counselor, Maintenance staff	Aug. '11- May '12	Maintenance track-it system, email, documentation log	Monthly Reports	Track it completion record
R	2.3 Require campus visitors to register in office and wear visitor badges at all times.			Principal, Receptionist, Secretary, SRO	Daily	Computer sign-in log, receptionist, visitor badges	100% of non-personnel have signed in and are wearing badges, periodic visitor check	Visitor log
R	2.4 Hold students accountable to the Brockett Expectations			Principal Counselor Teachers	Aug. '11- May '12	Discipline referral forms, incentives, recognition, certificates	Decrease in discipline referrals	Discipline referral data
T	2.5 Provide transition orientations for PreK going to Kindergarten; 5 th going to Middle School			Principal Counselor Teachers	Aug. '11- May '12	Registration Forms, class lists, dates for visits to schools	Student Participation, Campus Ready	Sign in Sheets Campus Visit

Needs Assessment: AEIS, SS-Student Survey, PS- Parent Survey, FS-Faculty Survey, Dr- Discipline Report, O- Other (Specify)

Special Populations (Sp. Pop.); GT- Gifted / Talented, ESL – English as a Second Language, AR-At-Risk, SE- Special Education, ECO- Economically Disadvantaged

SW Components: R = Reform Strategies, PD = Professional Development, PI = Parent Involvement, T=Transition Strategies, A = Assessment, M=Master, HQ=Highly Qualified



Appendices:

Appendix A: State Compensatory Education and FTE's

Appendix B: Staff Development Plan

Appendix C: Mini-Benchmark Days



Appendix A: State Compensatory Education and FTE's



Brockett Elementary Compensatory Education Monies for 2011 - 2012 School Year

Brockett Elementary

	FTE	Amount
<u>Tutors</u>		
Contracted Teachers		\$20,000.00
<u>Student Support Team Leader</u>		
Wright, Karen	.20	\$12,200.00
<u>Summer School</u>		
Teachers		\$9,000.00
<u>Inclusion Help with At- Risk Students:</u>		
Phillip, Diana	.50	\$8,761.00
<u>Software</u>		
Study Island		\$5,000.00
Total Brockett:	.70	\$54,961.00



**Appendix B: Staff Development
2011-2012**

Date	Attendees/Presenter(s)	Location	Topic
8/24/2011	Principals: By Campus	Campus	Faculty Meetings
8/31/2011	Principals: By Campus	Campus	Faculty Meetings
9/7/2011	Brockett/Monaco: Grade Level Meetings (both campuses together), Principals PK Teaming: Angela Hellman MS/HS: Safety Training, Officer Bruce	Brockett EB Learning Center Middle School	Horizontal Teaming: Grade Level Meetings Team Meeting Campus Safety Training
9/14/2011	All District: TEKS Score Training in DMAC Benchmarking requirements and training: Sanders/McNabb PK Teaming: Angela Hellman	Elementaries at Monaco HS/MS at Middle EB Learning Center	DMAC/CSCOPE Benchmarking Procedures Team Meeting
9/21/2011	MS/HS: Grade Level Meetings, Principals Elementaries/PK: Safety Training, Officer Bruce	Campus Brockett Elementary Library	Horizontal Teaming: Grade Level Meetings Campus Safety Training
9/28/2011	Principals	Campus	Campus Faculty Meetings
10/05/2011	CSCOPE: Vertical Alignment Documents (VAD), Principal and CSCOPE Teacher Facilitator (Story, Hazen, Leslie, Noles)	Campus	Vertical Alignment Document instructions to be continued in PLT meetings.
10/12/2011	PLT Vertical Teams: Continue w/ Vertical Alignment Documents/Other Issues	TBA	Vertical Professional Learning Team Meetings
10/19/2011	MS/HS: Grade Level Meetings, Principals Brockett/Monaco: Grade Level Meetings (both campuses together), Principals PK Teaming: Angela Hellman	HS/MS Campus Monaco Elementary EB Learning Center	Horizontal Teaming: Grade Level Meetings
10/26/2011	Principals	Campus	Campus Faculty Meetings
11/02/2011	Technology: By Campus	TBA	TBA
11/09/2011	PLT Vertical Teams: Continue w/ Vertical Alignment Documents/Other Issues	TBA	Vertical Professional Learning Team Meetings
11/16/2011	Principals	Campus	Campus Faculty Meetings/Thanksgiving
11/30/2011	MS/HS: Grade Level Meetings, Principals Brockett/Monaco: Grade Level Meetings (both campuses together), Principals PK Teaming: Angela Hellman	HS/MS Campus Brockett Elementary EB Learning Center	Horizontal Teaming: Grade Level Meetings
12/07/2011	Technology: By Campus OR STAAR UPDATES from TEA!!	TBA	TBA
12/14/2011	Principals	Campus	Campus Faculty Meetings/ Christmas
1/4/2011	STAAR/EOC Training, Counselors/Principal	Campus	Testing Training and Procedures

1/11/2011	STAAR/EOC Training, Counselors/Principal	Campus	Testing Training and Procedures
1/18/2011	PLT Vertical Teams: Continue w/ Vertical Alignment Documents/Other Issues	TBA	Vertical Professional Learning Team Meetings
1/25/2011	Tutoring Begins		



Appendix C: Benchmark Days



Benchmark Days

3rd and 4th Grade Math Benchmark - December 6, 2011

1st and 2nd Math TRA – December 6, 2011

3rd and 4th Grade Reading Benchmark – December 7, 2011

1st and 2nd Reading TRA – December 7, 2011

5th Grade Science Benchmark – December 8, 2011

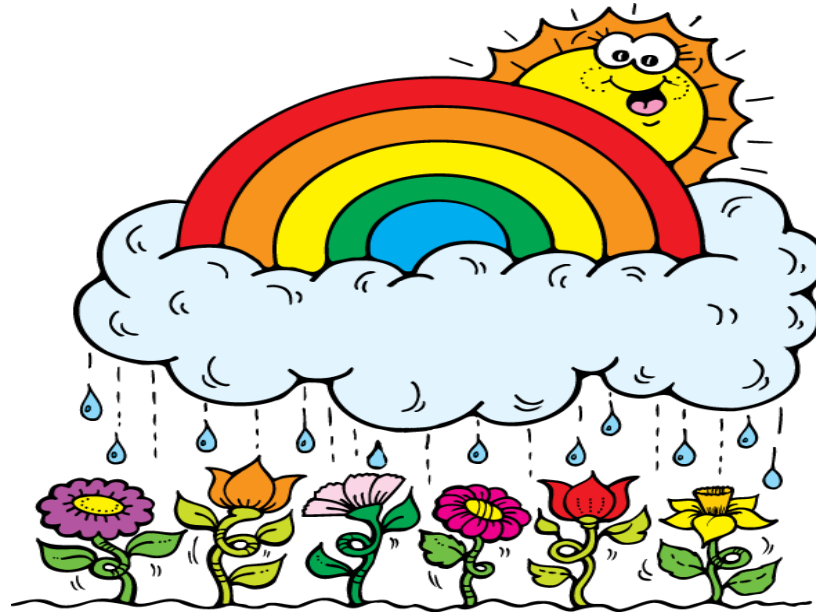
4th Grade Writing Benchmark – January 4, 2012

5th Grade Math Benchmark – January 4-5, 2012

5th Grade Reading Benchmark – January 5, 2012

4th Grade SRA Science – January 6, 2012

5th Grade SRA Writing – January 9 - 10, 2012



Brockett Elementary...

“Where seeds are planted, excellence blooms, and children blossom”.