



Brenham
INDEPENDENT SCHOOL DISTRICT EST. 1875

Brenham Elementary

Campus Improvement Plan 2017-2018

BREHAM ISD DOES NOT DISCRIMINATE ON THE BASIS OF RACE, RELIGION, COLOR, NATIONAL ORIGIN, SEX, AGE, OR DISABILITY IN PROVIDING EDUCATION SERVICES, ACTIVITIES, AND PROGRAMS, INCLUDING VOCATIONAL PROGRAMS, IN ACCORDANCE WITH TITLE VI OF THE CIVIL RIGHTS ACT OF 1964, AS AMENDED; TITLE IX OF THE EDUCATIONAL AMENDMENTS OF 1972; AND SECTION 504 OF THE REHABILITATION ACT OF 1973, AS AMENDED.

Legal References

- *Each school **district** shall have a district improvement plan that is developed, evaluated, and revised annually, in accordance with district policy, by the superintendent with the assistance of the district-level committee. (Section 11.251 of the Texas Education Code)*
- *Each school year, the principal of each school **campus**, with the assistance of the campus-level committee, shall develop, review, and revise the campus improvement plan for the purpose of improving student performance for all student populations, including students in special education programs under Subchapter A, Chapter 29, with respect to the academic excellence indicators adopted under Section 39.051 and any other appropriate performance measures for special needs populations. (Section 11.253 of the Texas Education Code)*

Vision Statement

We are preparing all students to be lifelong learners, critical thinkers, and collaborative problem solvers in the 21st Century.

Mission Statement

The staff of Brenham Elementary believes it is our responsibility to provide all students with a safe, nurturing, and student-centered learning environment. We commit to challenge our students academically while partnering with families to build their character and their ability to make positive life choices. We will do this by providing rigorous, relevant, high-quality instruction in academic and social skills, and working cooperatively with each other, families, and the community to reach our goal of success for all students.

Campus Educational Improvement Committee Members 2017 -2018

Name	Position Parent, Business, Community, Teacher, etc
Jennifer Vest	Principal
Mary Gold	Assistant Principal
Melanie Kocian	Counselor
Tara Wehmeyer	Instructional Specialist
Sara Gresham	Kindergarten Teacher
Kelci Adams	Kindergarten Teacher
Renate Moudry	First Grade Teacher
Jennifer Prazak	Second Grade Teacher
Nikki King	Third Grade Teacher
Amanda Knebel	Fourth Grade Teacher
Jamey Maza	PPCD Teacher
Sunne Wheaton	CARS Teacher
Kathleen Jones	Content Mastery Teacher
	Community Representative
	Community Representative
Chris Ann Stroech	Parent Representative
Jennifer Campbell	Parent Representative
Dr. Mike Altman	Business Representative
Sherry Toy	Business Representative
Jessica Johnston	District Representative

Comprehensive Needs Assessment

A Comprehensive Needs Assessment was conducted with the Committee on September 26, 2017.

Participants	Data Sources Examined
Jennifer Vest	2017 Accountability Summary
Tara Wehmeyer	2017 Reading and Math EOY Benchmark Data
Sara Gresham	2017 TELPAS Data
Renate Moudry	2017 - 2018 Campus Budget
Jennifer Prazak	2017 Title 1 Parent Survey Results
Nikki King	2017 - 2018 School-Parent Compact
Jamey Maza	2017 Discipline Data
Sunne Wheaton	2017 Attendance Data
Kathleen Jones	2017-2018 Beginning of Year PTO Agenda and Budget
	2017 - 2018 ESL/GT Certification for BES Staff
	2017 - 2018 Staff List

Comprehensive Needs Assessment: Summary of Findings

Prioritized Areas of Concern	
Areas of Concern	Data Source
Ensure a year's growth for all students	State Accountability, TELPAS, Benchmark Data
Increase student achievement in special programs and for sub-populations (AA, H, ED, ELL, SpEd)	State Accountability
Increase parent involvement	Title 1 Parent Surveys
Decrease overall discipline incidents with focus on AA	Campus discipline records
Improve campus-wide attendance	Campus attendance records
Recruit and retain quality staff	State accountability, HR records

2016 - 2017 Campus Demographics:

The following data were reviewed in relation to campus demographics:

2016 - 2017 Accountability Summary

2015 - 2016 TAPR (16-17 TAPR should be available in November 2017)

Current Campus Enrollment Data from TXEIS

Upon review of these data, several findings were noted. These findings include:

During the 2016 - 2017 school year, Brenham Elementary served 705 students. For 2017 - 2018, Brenham Elementary currently has 600 students enrolled. This drop in enrollment is due to the opening of our new Brenham ISD Early Childhood Learning Center which houses all BISD Pre-Kindergarten students. The student population as of September 2017 was 39% White, 21% African American, 35% Hispanic, 3% Multi-Racial, and 2% Asian. Additionally, the campus serves 60.4% economically disadvantaged students, 12.9% special education students, and 10.4% Limited English Proficient students. Attendance rates include 93.8% American Indian, 97.8% Asian, 96.6% African American, 96.3%

Hispanic, 96.4% White, 94.6% Two or More Races, 95.3% Special Education, and 96.0% Economically Disadvantaged. The most current data indicate the campus has a 5.2% mobility rate. As of May 2017, 43.49% of our students meet one or more of the 13 qualifiers to be considered At-Risk. Those numbers are still being reconciled for 2017 - 2018.

2016 - 2017 Student Achievement

The following data were reviewed in relation to campus student achievement:

2016 - 2017 Accountability Summary

Assessment Data from Eduphoria

TELPAS Data

Upon review of these data, several findings were noted. These findings include:

School Report Card Accountability Rating: Met Standard

Index	15-16 Score	16-17 Goal	16-17 Score	State Target	Met Standard?
Index 1 - Student Achievement	81	83	74	60	Yes
Index 2 - Student Progress	38	41	27	32	No
Index 3 - Closing Performance Gaps	48	51	37	28	Yes
Index 4 - Postsecondary Readiness	36	38	40	12	Yes

- ★ Distinction Designation earned for Academic Achievement in ELAR
- ★ Distinction Designation earned for Academic Achievement in Math.

2016 - 2017 Testing/Assessment Data

STAAR Results

STAAR - % Approaches Standard (Previously Called Phase-In Passing Standard)					
	2016-2017	2015 - 2016			
3rd Reading	77	90			
3rd Math	84	92		2016 - 2017 Campus Overall Reading: 74%	
4th Reading	70	75		2016 - 2017 Campus Overall Math: 79%	
4th Math	76	86			
4th Writing	60	61			
STAAR - % Masters Standard (determines Distinction Designations)					
	2016 - 2017				
3rd Reading	32		2016 - 2017 Overall Reading (3/4) Advanced: 27%		
3rd Math	33		2016 - 2017 Overall Math (3/4) Advanced: 28%		
4th Reading	23				
4th Math	24		2015-2016 Overall Reading (3/4) Advanced: 24%		
4th Writing	5		2015 - 2016 Overall Math (3/4) Advanced: 29%		

System Safeguards:

Brenham Elementary met state target goals in all participation areas (14/14). Brenham Elementary did not meet state system safeguards in 8 out of 19 areas including African American students in Reading, Math, and Writing, Hispanic students in Writing, Economically Disadvantaged in Writing, student receiving Special Education services in Reading and Math, and English Language Learners in Reading.

Areas of need include:

Culturally diverse teaching methods to meet the needs of African American & Hispanic students
 Every student gaining a year's progress

Teaching strategies to address needs of English Language Learners, students with Special Education services, and Economically Disadvantaged students.

2016 - 2017 School Culture, Climate, and Organization

The following data were reviewed in relation to School Culture, Climate, and Organization:

Title 1 Parent Survey

Campus discipline records

Campus attendance records

2016 - 2017 Title 1 Parent Survey

- 137 Parent Surveys completed. Down from 202 completed last year.
 - 58 surveys completed agreed/strongly agreed with all indicators.
 - 79 had some suggestion(s) for improvement.

Upon review of these data, several findings were noted. These findings include:

Top 5 areas with rating of Agree/Strongly Agree:

Item #	Statement	% Agree, Strongly Agree
1	I feel welcome when I enter the school.	100%
2	The school schedules parent/teacher conferences in a flexible way so I can attend.	100%
6	My calls, e-mails, or notes to school staff are answered promptly.	97%
9	I feel knowledgeable about the school's expectations for my child.	97%
11	I know how to help my child with his/her homework.	96%

Top 6 areas with rating of Disagree/Strongly Disagree:

Item #	Statement	% Disagree, Strongly Disagree
3	I know what the School-Parent Compact is.	18% (+1)

16	The school asks our input on family workshops and events.	24% (-1)
19	I feel that parents are involved in decision-making at our school.	18% (new)
20	I have been invited to participate in school planning such as the school improvement plan, the Title 1 plan, parent involvement policy, etc.	31% (-5)
21	I feel knowledgeable about the Title 1 program.	39% (-)
22	I feel knowledgeable about our school's status as a Title 1 Schoolwide school.	39% (+1)

2016 - 2017 Discipline Data

Referrals	Peims Reportable	By Grade		# of Students	By Month		Ethnicity		Location	
165	43	1st	18	6	Aug	1	AA	112	Gym	19
	(60 in 2015-16)	2nd	72	17*	Sep	12	W	59	Hall	23
		3rd	29	8	Oct	22			Other building Areas	8
		4th	19	12	Nov	15			Office	2
		K	5	2	Dec	13			Playground	42
		PK	22	10	Jan	18			Classroom	61
					Feb	35			School Grounds	4
					Mar	15			Cafeteria	5
					Apr	16			Library	1
					May	18				

Attendance

The TEA Distinction Designation Report showed attendance rates for BES at 97.1%. This total represents testing grade levels for students in subset group only. This is an improvement from 2015 - 2016 when the campus attendance was at 96.8%. No specific target percentage was set in 2015 - 2016, but a goal was set to surpass 2015 - 2016 attendance rates.

For overall campus attendance, campus records indicate a 96.38% attendance rate for all students at BES. The breakdown by grade level is as follows:

GRADE	Difference between 16-17 & 15-16	16-17 %	15-16 %	14 - 15 %
EE	-3.41	90.29	93.7	87
PK	-.52	94.52	94	93
K	-.41	95.79	96.2	95.1
1	-.33	96.57	96.9	94.9
2	-.02	96.88	96.9	96.4
3	-.22	97.08	97.3	Unable to determine
4	-.38	96.92	97.3	Unable to determine

Attendance improves as students progress in grade level.

Areas of need include:

Increase overall campus attendance rate to 97%.

Decrease office referrals for all student and specifically for AA students.

Increase parent feedback and input

Staff Quality, Recruitment, and Retention

The following data were reviewed in relation to Staff Quality, Recruitment, and Retention:

Teacher certification records

Goal Setting meetings

Staff Professional Development requests

Staff Survey

Upon review of these data, several findings were noted. These findings include:

During the 2016 - 2017 school year, Brenham Elementary instructional staff included 47 teachers, 24 paraprofessionals, 13 support staff, and 2 administrators. The 2017 - 2018 instructional staff at Brenham Elementary School includes 40 teachers, 19 paraprofessionals, 15 support staff, and 2 administrators. Our teachers have, on average, 13 years of experience and 10% hold advanced degrees.

Staff retention rate: waiting on 16-17 TAPR Report (available Nov. 2017)

Staff attendance rate: waiting on 16-17 TAPR Report (available Nov. 2017)

Special Certifications: Of classroom teachers at BES 90% are GT certified and 87% are ESL certified.

Areas of need include:

Staff development on ELLs, Students serviced through Special Education and GT, and Differentiation

Increase professional library selections

Continue trainings by the Technology Department

Provide new teachers with mentors

Increase staff morale and appreciation through monthly events or tokens of appreciation

Staff input in the decision-making process

Family and Community Involvement

The following data were reviewed in relation to campus demographics:

Title 1 Parent Surveys

PTO Agenda and Budget

School-Parent Compact

Upon review of these data, several findings were noted. These findings include:

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20	I have been invited to participate in school planning such as the school improvement plan, the Title 1 plan, parent involvement policy, etc.	31% (-5)
21	I feel knowledgeable about the Title 1 program.	39% (-)
22	I feel knowledgeable about our school's status as a Title 1 Schoolwide school.	39% (+1)

Areas of need include:

Utilize a variety of formats to inform/instruct parents about Title 1

Solicit parent participation, feedback, and input in a variety of ways

Provide simple explanation for School-Parent Compact to make it more easily understood

State Compensatory Education

This District has written policies and procedures to identify the following:

- Students who are at risk of dropping out of school under state criteria
- Students who are at risk of dropping out of school under local criteria
- How students are entered into the SCE program
- How students are exited from the SCE program
- The cost of the regular education program in relation to budget allocations per student and/or instructional staff per student ratio

Total SCE funds allotted to Brenham Elementary are \$57,279.18. At Brenham Elementary, State Compensatory funds are used to support Title I initiatives. The comprehensive, intensive, accelerated instruction program at this district/campus consists of additional staff to support interventions, extra learning time for targeted intervention, and training for staff to provide high quality first instruction. Our campus has no employees whose salaries are fully funded by SCE. We do have one employee funded at 50% and one at 88% by SCE funds. Students are identified as at-risk using state-identified criteria which are listed below.

State of Texas Student Eligibility Criteria:

A student under 21 years of age and who:

1. Is in prekindergarten – grade 3 and did not perform satisfactorily on a readiness test/assessment given during the current school year.
2. Is in grades 7-12 and did not maintain a 70 average in two or more subjects in the foundation curriculum during a semester in the preceding or current school year OR is not maintaining a 70 average in two or more foundation subjects in the current semester.
3. Was not advanced from one grade to the next for one or more school years
4. Did not perform satisfactorily on a state assessment instrument, and has not in the previous or current school year performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument
5. Is pregnant or is a parent
6. Has been placed in an AEP during the preceding or current school year
7. Has been expelled during the preceding or current school year
8. Is currently on parole, probation, deferred prosecution, or other conditional release
9. Was previously reported through PEIMS to have dropped out of school
10. Is a student of limited English proficiency
11. Is in the custody or care of DPRS or has, during the current school year, been referred to DPRS
12. Is homeless

13. Resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.

Federal, State and Local Funding Sources

Federal funding sources that will be integrated and coordinated with State and Local funds to meet the needs of all students.

Federal Program/Funding Source
<p>Title 1, Part A - \$255,566; breakdown is as follows:</p> <ul style="list-style-type: none"> ● \$219,092 - Personnel: CARS Facilitator, Instructional Specialist, 2 Instructional Aides ● \$1,000 - Professional/Contracted Services ● \$30,039 - Supplies/Materials ● \$5,435 - Travel for Training
State Programs/Funding Source
<i>Accelerated Reading Instruction Funds - \$4,263.08 from Title 1 funds</i>
State Compensatory Education (SCE) - \$57,279.18
Gifted/Talented - 12 teachers, \$1,889.00
Special Education - 6 teachers and one paid 50% General Ed and 50% Special Ed -\$367,779.00
ESL Program - 24 teachers with ESL students

Goal 1: BISD will provide a coordinated curriculum that is implemented through effective instructional practices.

Objective 1: Utilizing effective and innovative instructional practices, Brenham Elementary will increase the percentage of students approaching standard or greater on the state assessment by the amount indicated in the table below by May 2018.

Objective 2: All students will show a year's growth as measured on the NWEA Map Growth Report when comparing Beginning of the Year test to End of Year testing for grades K-4.

Summative Evaluation: All students and student groups will meet campus targets as indicated below on the state assessment, STAAR.

Target for 17-18	All Students	H	W	AA	ED	ELL	Spec. Ed.
Reading	77	74	89	70	65	70	70
Math	84	86	93	70	75	77	70
Writing	70	70	78	70	70	70	70

Strategy	Resource	Person Responsible	Timeline	Evaluation	Title 1 Component
Provide small group instruction in all content areas (SS)	Title 1	All teachers, IS	Ongoing	Progress monitoring, lesson plans	2,9
Administer Universal Screener to all students three times a year to ensure growth for every student	Local	Teachers, AP	BOY, MOY, EOY	Universal Screener	2
Weekly team planning with Instructional and Content Specialist (SS)	Title 1	Principal, AP, Content & IS	Weekly	Data reviews, lesson plans	2,3,4,5,8

Teachers will post all lesson objectives in an area visible to students at all times.	Local	Pre K-4 teachers, Principal, AP, IS	Daily	Lesson plans, classroom walkthroughs	2
Continue Tier II interventions such as TEMI, LLI, and Dreambox (SS)	Local, Title 1 Part A	Principal, AP, All Teachers, IS, Aides	Ongoing	Intervention schedule, progress monitoring, Universal Screener results	9,10
Continue with the Accelerated Reader program to increase reading comprehension and fluency levels. (SS)	Local, Title 1 Part A	IS K-4 teachers, librarian	Ongoing	Accelerated Reader reports, STAAR results	2,10
Continue RTI (Response To Intervention) Teams	Local	Principal, Counselor, AP, RTI committee	Every Six Weeks	Intervention records, progress monitoring, referrals for Special Education and dyslexia	2,9
Continue Extra Learning Time (ELT) to provide more targeted intervention (SS)	SCE	Principal, AP, IS, Teachers, Aides	Daily	Master Schedule, Progress monitoring	2,3,9
Utilize strategies to meet the unique instructional needs of all student groups such as ELL, SpEd, and AA students. (SS)	Local, Title III	Principal, AP, IS, Aides	Ongoing	STAAR, Universal Screener	1,2,10
Use of Fundamental Five strategies in every classroom	Local	Principal, AP, IS, Teachers	Aug - May	Walk throughs	2
Campus representatives will participate in BISD Bilingual Task Force and attend Bilingual Conference (SS)	Local	Principal, Teacher	Monthly	Improved performance by ELL students	2,4,9
Campus representatives will participate in BISD STEM Task Force	Local	Principal, Teacher	Monthly	Increased STEM programming, Addition of Makerspace activities	2

1 - Comprehensive Needs Assessment 2 - Schoolwide reform strategies 3 - Instruction by HQ teachers. 4 - High-quality ongoing PD 5 - Strategies to Attract staff 6 - Strategies to engage parents 7 - Plans to transition PK to Elementary 8 - Ways to include teachers input in academic assessments 9 - Struggling students receive timely assistance 10 - Coordination and integration of all programs (SS) - System Safeguards

Goal 2: BISD will develop responsible, respectful and collaborative citizens and ensure safe and secure environments at all BISD facilities.

Objective 1: ADA Attendance for Brenham Elementary students will meet or exceed 97.1%.

Objective 2: By May 2018, Brenham Elementary staff will consistently implement our PBIS system to decrease the number of discipline referrals by 5%.

Summative Evaluation: Attendance and discipline data meets or exceeds goals stated.

Strategy	Resource	Person Responsible	Timeline	Evaluation	Title 1 Component
Contact parents for attendance concerns and positive behavior through phone calls, emails, letters	Local	Teachers, Registrar, Principal, AP	Ongoing	Attendance records, phone logs, PBIS Rewards	1,6
Administration will hold meetings and make home visits as needed for students with excessive absences	Local	Truancy Officer, Principal, AP, Home Visit Task Force, Registrar	As needed	Increased attendance rates, documentation kept	2,6
Certificates will be awarded to students who have perfect attendance for the year	Local	AP, Registrar	End of Year	Certificates will be awarded during the End of Year Awards Ceremony	2
Provide 6 weeks incentives to students with perfect attendance	Local	Registrar	6 Weeks	Attendance records	1,2
Provide incentives to grade levels with highest attendance weekly (announcement) and by 6 weeks (special privilege i.e. extra recess)	Local	Principal, Registrar	Weekly/6 weeks	Attendance records	1,2

Provide a Character Education program - Core Essentials.	Local	Counselor, Principal, AP, Teachers	Ongoing	Daily Announcements, Certificates, School website, Monthly presentations, and Parent Newsletter	2,6
Provide guidance lessons to each class 1 time per 6 weeks	Local	Counselor	Every Six Weeks	Documentation of sessions	2
Provide discipline data update to all staff through monthly PBIS and Team Meetings	Local	Principal, AP	Monthly	Referral data, Committee & Team Meeting agendas	1,2
Provide Positive Behavior Interventions	Local	Principal, AP, classroom teachers	Daily	Reduction of referrals	2,9
Collaborate with the District Behavior Specialist as needed for individual students	Local	Principal, AP, Special Ed Director	Ongoing	Decrease in student referrals, improved attendance	2,9
Implement Principal's Recognition to acknowledge character, integrity, and leadership	Local	Principal, Secretary, Teachers	Weekly	Awards, picture display in hallway, social media, parent newsletter	2,6,9
Staff will work to create an Emergency Operations Plan that is adaptable and workable to any dangerous situation in order to keep staff and students safe	Local	Principal, AP, Teachers	Ongoing	EOP, Monthly Safety Drills	2,5

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Goal 3: BISD will attract and retain quality staff.

Objective 1: At Brenham Elementary, 100% of core academic classes will be taught by appropriately certified teachers.

Objective 2: At Brenham Elementary, staff will have access to high quality staff development opportunities to increase their ability to impact student achievement.

Summative Evaluation: Human Resource records and staff survey feedback will show goals have been met or exceeded.

Strategy	Resource	Person Responsible	Timeline	Evaluation	Title 1 Component
Attend job fairs to recruit appropriately certified staff.	Local	HR Director, Principal	Each semester	Personnel/Application files	5
Provide mentors to new teachers.	Local	Principal	August	Survey	4,5
Provide training to staff to increase skill set in first instruction such as technology, differentiation, and Fundamental Five. (SS)	Title II, Part D	Principal, AP, Instructional Technologist	Ongoing	Student based projects using technology	2,3,4
Provide training to staff on Fish! Philosophy and ideas to implement with students	Local	Administrative Team	Ongoing	Presentations, Google Classroom, Staff Meeting agendas	2,4,5
Provide the opportunity for teachers to attend Empowering Writers Workshops (SS)	Local	District Staff, IS, 4th grade ELAR teachers	October	Documentation of attendance	1,2,3,4,9
Provide the opportunity for teachers to attend the Lead4ward trainings	Title II, Part D	Principal, AP	September	Documentation of attendance	2,3,4
Increase titles in professional library	Title 1	Principal	July-Oct	Library inventory	1,2,3,4,5,9
Provide effective training to teachers to address needs of unique student groups such as ESL PLC meetings and specific strategies for students with Special	Local	Administrative Team	Ongoing	Sign in sheets, Google Classroom	1,2,4,9

Education services. (SS)					
Implement staff incentives to acknowledge and encourage attendance, innovative teaching, strategies to increase student engagement, participation in staff development, and leadership qualities	Local	Administrative Team	Monthly	AESOP, Staff Monthly Attendance Recognition	1,2,3,5
Provide monthly treats to staff to increase morale and acknowledge their efforts and dedication	Local	Administrative Team	Monthly	Staff Survey	1,2,3,5
Provide staff development on strategies and tools for teachers to address unique student needs (SS)	Local	Administrative Team	Ongoing	Eduphoria records	1,2,3,4,5

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Goal 4: Parents and Community will be partners in the education of students in Brenham ISD.

Objective 1: By May 2018, at least 90% of all students' parents and/or family members will participate in at least one school sponsored academic activity for/with their child(ren).

Summative Evaluation: School records such as sign-in sheets indicate goals have been met or exceeded.

Strategy	Resource	Person Responsible	Timeline	Evaluation	Title 1 Component
Increase parent participation through clear communication using a variety of mediums such as social media, local radio and newspaper, the school website, and the School Messenger mass notification system	Local	All staff	Ongoing	Sign-in sheets, Parent Survey	1,6
Provide opportunities for parents to gain information about the school and how to help their student through events such as New Student Orientation, Open House, Math and Literacy Night, and Curriculum Night	Local	Principal, AP, Teachers	August	Parent sign-in sheet	6
Provide CARS program as a reading intervention.	Title 1	CARS Coordinator	Weekly	Mentor sign-in sheet	6
Provide student programs such as Black History Month, Veteran's Day, and Holiday programs	Local	P.E./Music Teachers	Ongoing	Parent sign-in sheet	6
Gain feedback by using a Parent Survey sent in 2 formats (digital and paper)	Local	Principal, AP, Teachers	Spring	Parent Survey	1,6
Use #BrenhamRocks created by staff and hidden throughout the community to engage students and parents, students	Local	All staff	Ongoing	Parent Survey, social media	6

earn reward for participation					
Provide a STEM Night for all students.	Title 1	Teachers, Principal, AP, CSI department, Outdoor Coordinator	Jan. 2016	Documentation of Attendance, Anecdotal Records	2,6
Send all communication about upcoming events home to students in both English and Spanish	Local	Principal, Secretary	Ongoing	Messages sent home	1,6
Teachers and parents will discuss and sign a Parent Student Teacher compact	Title 1	Principal, all classroom teachers	Oct. 9	Parent Student Compact sheets	1,6
Campus representatives will participate in BISD Home Visit Task Force	Local	Administrative Team, Teachers	Ongoing	Home Visit log, Training agendas	4,6,9
New Students will be provided with a Welcome Packet including information about our school, PTO, volunteer opportunities, BES Big Events	Local	Principal, Registrar	Ongoing	Registration records	2,6

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