

Whitehouse Independent School District

Brown Elementary School

2017-2018 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:
Top 25% Student Progress



Board Approval Date: October 9, 2017

Mission Statement

Brown Elementary, in partnership with parents, is committed to providing a safe, nurturing, academic environment that challenges ALL students to become successful, independent, lifelong learners.

Vision

We believe it is our responsibility to foster relationships that build self-confidence, encourage risk taking, and communicate effectively to build a positive foundation for ALL students. This will help students learn how to cope with mistakes and challenges to become well rounded members of society and reach their highest potential.

Value Statement

- All students can learn.
- All people have the right to be accepted and treated with respect.
- Brown will be a safe, nurturing, academic environment.
- Effective teaching and learning is the result of the partnership between parents, students and teachers.

The whole child will be developed by fostering risk taking and building self confidence in order to reach their highest potential.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

GRADE LEVEL	2011-2012	2012-2013	2013-2014	2014-2015	2016-2017
PK	20	14	17	14	19
K	45	48	43	50	36
1	44	52	43	54	47
2	43	37	55	50	62
3	36	41	58	55	52
4	47	51	43	49	53
5	37	42	51	46	50
TOTALS	272	285	310	317	319

BREAK DO-WN BY ETHNICITY

African American 39 - 12.3%

Hispanic -21 - 6.6%

White - 216 - 67.9%

American Indian - 1 - .03%

Asian -26 - 8.2%

Two or more -15 - 4.7%

35% of our students are identified as economically disadvantaged

2.8% are ELL

37.4 are considered to be at risk

17.9% are identified as special populations

8.8% are identified as Gifted and talented

Demographics Strengths

Overall our students are meeting the minimum expectation in all subject areas. Our AA population outperformed our other students in 3rd and 4th grade reading. Our Economically Disadvantaged students performed very well in 4th Grade Reading, 4th Grade Writing, 5th Grade Reading and Math.

Problem Statements Identifying Demographics Needs

Problem Statement 1: African American (67%) and Economically Disadvantaged (75%) students performed significantly below the campus average (86%) in all tested subject areas. **Root Cause:** Lack of targeted instruction that focuses on the integration of researched-based instructional strategies that have been proven to increase student achievement of our African American and Economically disadvantaged students.

Student Achievement

Student Achievement Summary

Brown Elementary earned a distinction in the TOP 25 percent student progress.

3rd Grade Reading 74%, 3rd Grade math 75%, 4th Grade Reading 86%, 4th Grade Math 86%, 4th Grade writing 78%, 5th Grade Reading 96%, 5th Grade Math 98%, 5th Grade Science 92%

Index 1 Student Achievement - 86%

Index 2 - Student Progress - 53%

Index 3 - Closing Performance Gap -43%

Index 4 - Post Secondary Readiness - 49%

Student Achievement Strengths

In all subjects, 88% of our white students met or exceeded the passing standard on the STAAR. 71% of our African American students met or exceeded the passing standard a

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Student achievement scores in Index 2 Student Progress declined an average of 10% over the last 3 years **Root Cause:** Lack of instruction that is aligned to the state standards (TEKS) and individual student needs

School Culture and Climate

School Culture and Climate Summary

At Brown Elementary, our mission drives the culture of our school. Our mission, vision and value statements drive the development of the whole child.

- All students can learn.
- All people have the right to be accepted and treated with respect.
- Schools will be safe, orderly and caring environments.
- Effective teaching and learning is the responsibility of the family, school and community.
- High academic and behavioral standards are expected

School Culture and Climate Strengths

Brown has created an environment that provides a safe secure learning environment that develops the whole child. Students are encouraged to take risks and challenge themselves to be the best they can be. Teachers are excited about reaching all students and ensure that the whole child is developed and provided the opportunity to grow academically, socially and emotionally.

- Parental involvement
- Multiple student organizations (NEHS, Student Council, K-Kids)
- School-wide positive behavior support plan
- Stake Holder Collaboration (PTO, CIP)

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Parent involvement of our African American and Economically disadvantage students is limited. **Root Cause:** Lack of opportunities to meet the needs of these parents outside of the school setting (home visits, trainings at apartment complexes, Saturday School or tutorial at neighborhood centers, transportation/funding)

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

The staff quality, recruitment and retention of staff is a very high priority at Brown Elementary. All teachers meet the highly qualified regualtaions imposed by the state. The majority of teachers ahve 5 or more years of experiences. There has not been a great deal of professional development offered to teachers except through the region service center. Paraprofessionals are newer to our school and not neccesarly highly qualified in their areas of assignments.

Staff Quality, Recruitment, and Retention Strengths

100% of Brown Elemntary Teachers are highly qualified and the majority of teachers have 5 or more yeasers of experiences.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: 100% of teachers are caucasian **Root Cause:** Lack of hiring ethnically diverse teachers based on campus demographics (yearly increase in AA- African American , H- Hispanic, and Asian)

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

The district has four Instructional Consultants in place to work closely with teachers on curriculum, instruction and assessments. The district is in the process of implementing TEKS resource system as well as PLC's. This will serve as the foundation for our scope and sequence will provide teachers with the opportunity to collaborate about state standards and instructional practices. TEKS resource provides a vertical alignment, TEKS clarification as well as providing our teachers with complex real world problem solving skills.

Data collection and reliability is an area of concern that is being addressed this year. Current tools are not aligned to our TEKS. This makes it difficult to analyze where we are as a campus as well as a district.

Curriculum, Instruction, and Assessment Strengths

Structured PLC time that will allow for data disaggregation and district collaboration including district planning and training days. Implementation of the TEKS Resource System and an aligned scope and sequence.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: The district has not had a framework (scope and sequence) or a specified curriculum in core academic areas. **Root Cause:** Lack of funding, targeted instructional focus, and research based resources

Family and Community Involvement

Family and Community Involvement Summary

Brown Elementary has a strong commitment from its family and community members and does a good job connecting authentically with parents and engaging them in their children's education. We have parents involved in PTO, volunteers and other programs such as Strong Fathers. We have established partnerships with local churches as well as the Education foundation. We have a strong, approachable staff as well as PTO making it easy for parents to be heard and feel a part of our school.

Family and Community Involvement Strengths

The Brown community has a PTO that fosters a strong academic and social relationship among all stakeholders. There are a number of functions/activities that our stakeholders can participate in including, NEHS, K-KIDS, Student Council, Parent Instructional Nights, and our Strong Fathers Program.

Problem Statements Identifying Family and Community Involvement Needs

Problem Statement 1: Current extra curricular activities (NEHS, Student Council and K-Kids) only services 29% of our student population **Root Cause:** The campus has a small faculty and staff which requires all teachers to be involved in multiple assignments, committees and extra curricular activities

School Context and Organization

School Context and Organization Summary

School context and Organization refers to the process, structures, decision making, and overall leadership aspects of the organization, including how these areas address quality teaching and learning.

School Context and Organization Strengths

- Increased safety measures including but not limited to visitor check-in/check out process, comprehensive student parent handbook, campus drills, and increased safety measures during arrival and dismissal of students.
- Implementation of a Master Schedule that allows time for collaboration through PLC's
- Implementation of Professional Learning Communities (PLC's) to provide learning and collaboration opportunities for staff.
- Implementation of Vertical Teams through out the year
- Implementation of Data Disgregation to ensure that we are meeting the needs of ALL students

Technology

Technology Summary

There is a great need for technology to support instruction and learning in our classrooms. We currently have very limited technology which limits our ability to challenge our students through the use of technology integration.

Technology Strengths

Computer lab computers

30 Chrome Books

1 Ipad cart

Classroom Smart Boards

Instructional Technology District person

Problem Statements Identifying Technology Needs

Problem Statement 1: In ability to integrate technology into daily instruction in order to increase student engagement and use differentiated technology strategies in order to increase Index 3 (Closing the achievement gap) and Index 4 (Post secondary readiness) **Root Cause:** Lack of available funding to increase classroom technology including Ipads and Chromebooks

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Progress of prior year STAAR failures
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.

- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- PDAS and/or T-TESS

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement Rate

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Goal 1: Student Achievement: All students will meet or exceed state and district educational standards.

Performance Objective 1: Brown Elementary faculty, staff, and students will focus on quality instruction and learning at higher levels to promote an increase in the number of students who are at approaching, meets and masters grade levels.

Evaluation Data Source(s) 1: Lesson Plans, PLC' Agendas, Data Meetings, Walk through and observation documentation , district assessments, STAAR Results

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Feb	Apr
Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7 1) Teachers will meet weekly in PLC meetings to ensure that instructional planning is aligned with state standards, as well as district scope and sequences through the use of the TEKS resource system.	1, 3, 4, 8, 10	Principal Assistant Principal Teachers IC's	Lesson plans Questioning stems PLC TEKS resource planning documentsl			
Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7 2) Provide staff development in order to increase teacher capacity in using higher order thinking skills in all academic areas targeting the readiness standards .	1, 3, 4, 5, 8, 9, 10	Exe. Dir. of Curriculum Principals IC's	Assessment results, Lesson plans/implementation of questioning strategies DOK (questioning stems) IFD- guiding questions Walkthroughs			
3) Train teachers in disaggregation of data including unit assessment, bench marks and STAAR data	1, 3, 4, 5, 8, 9, 10	Principal Assistant Principal Teachers IC's	Unit assessment Bench Marks STAAR Targeted sub pops for an increase in approaches meets and masters expectations.			

Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7 4) Provide Data Driven Instruction in the core subjects, through daily insstruction, tutorials and assesemnt prep, to ensure student growth	1, 2, 3, 4, 8, 9, 10	Principal Teachers IC's	Assessment results Lesoon Planning Data Meetings			
Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7 5) Increase 3rd Grade STAAR reading scores from 74% to 84% through TEKS aligned instruction and data driven isstruction.	1, 2, 4, 8, 10	Principal Assistant Principal Teachers IC's	Assessment Results, Lesson Plans Data Meeting Documentation			
Critical Success Factors CSF 1 CSF 2 6) Identify and serve students who are performing below grade level through an inclusion model to ensure exposure to on level curriculum and increased assessment scores.	1, 2, 3, 8, 9	Principal Aissistant Principal RTI Campus Team IC's	Student Assessment Data RTI Meetings 1 per 9 Weeks Inclusion lesson plans Progress monitoring Unit Assessments Bench Marks STAAR Data			
Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7 7) Regular walk-throughs to ensure research based instructional strategies are being utilized on a daily basis.	1, 2, 3, 4, 8, 9	Principal Assistant Princiapl IC's	Walk throughs Lesson Plans Formal Observations Goal Setting			
Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7 8) Increase 3rd Grade STAAR Math scores from 75% to 85% throughs TEKS aligned instruction and data driven instruction.	1, 2, 4, 8, 10	Principal Assistant Principal Teachers	Student Assessment Data			
Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6 CSF 7 9) Create professional collaboration time for teachers to discuss instructional needs, areas of strengths, address individual student needs, formative assessment, and differentiated instructional strategies.	1, 2, 4, 5, 8, 9, 10					
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 2: Vertical and horizontal curriculum alignment will be emphasized to assure equitable student achievement for all students.

Performance Objective 1: Complete the curriculum alignment framework in the core subject areas of Math, Language Arts, Social Studies, Science, Health and Physical Education

Evaluation Data Source(s) 1: District Curriculum Documents and STAAR Results

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Feb	Apr
Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7 1) Continue to align the curriculum vertically and horizontally in Reading, Writing, Math, Science and Social Studies.	2, 8	Exe. Dir of Curriculum Principal Assistant Principal Teachers IC's	TEKS resource center instructional documents including the YAG, VAD, IFD, TVD, Clarification Documents and Guiding Questions.			
Critical Success Factors CSF 1 CSF 4 CSF 7 2) Ensure that TEKS resource curriculum documents for Reading, Math, Science, a Social Studies, and Writing are being utilized in lessons , lesson planning and PLC's.	1, 2, 4, 9	Exe. Dir. of Curriculum Principal Assistant Principal Teachers IC's	PLC Agendas, Lesson Plans Walk Throughs Observations			
Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7 3) Train teachers on balanced literacy and the workshop model to ensure that the K-2 foundation is aligned to the TEKS as well as creating student led learning.	1, 2, 4, 8, 9, 10	Principal Asisstant Principal IC's Teachers	Guided reading, writing and math training Running Record Training Shared Reading, writing and Math Training Interactive Reading, writing and Math Training Math and reading workshop model training			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 2: Vertical and horizontal curriculum alignment will be emphasized to assure equitable student achievement for all students.

Performance Objective 2: Evaluate and monitor instructional strategies used by teachers to ensure a high level of academic success for all students

Evaluation Data Source(s) 2: STAAR results

Summative Evaluation 2: Met Performance Objective

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Feb	Apr
Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7 1) On going evaluation of TEK aligned performance assessments, unit assessments, bench marks and STAAR scores.	2, 8, 9	Principal Assistant Principal Teachers IC's	Effective use of DMAC and Lead4ward reports Increased student achievement on PA's, unit assessments, bench marks and STAAR scores			
Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7 2) Data monitoring forms will be used during PLC's to evaluate teacher effectiveness and student success.	3, 4, 5, 8	Principal Assistant Principal Teachers IC's	Data Forms Lesson Plans Understand of TEK's Alignment			
Critical Success Factors CSF 5 CSF 6 3) Facilitate end of the year transition meetings between PK- K, K-1st, 1st -2nd, 2nd-3rd, 3rd -4th, 4th-5th, and 5th -6th teachers to identify student strengths and weakness.	2, 7	Principal Assistant Principal Counselor Teachers	Safe and secure learning environment			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 2: Vertical and horizontal curriculum alignment will be emphasized to assure equitable student achievement for all students.

Performance Objective 3: Provide Supplementary services for students through special programs such as Special Education, 504, ESL, GT and Dyslexia.

Evaluation Data Source(s) 3: Successful identification and service through supplementary programs.

Summative Evaluation 3: Met Performance Objective

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Feb	Apr
Critical Success Factors CSF 1 CSF 2 1) Ensure that all LEP students are served in content based ESL programs by certified ESL teachers in PK -5.	3, 4, 9	Executive Director of Curriculum Principal Counselor Teacher	LPAC Documentation TELPAS Scores STAAR Results Report Cards/ Progress reports			
Critical Success Factors CSF 1 CSF 2 CSF 4 2) Provide intervention services for students at risk in Reading and Math, including STAAR failures.	3, 9	Principal Assistant Principal RTI Team Teachers	9 Week RTI meetings Progress monitoring Report Cards/Progress Reports Assessmentdata			
Critical Success Factors CSF 1 CSF 7 3) Ensure that all gifted and talent students are provided with the appropriate instruction through a pull out program taught by certified GT teachers.	1, 3, 4, 10	GT Facilitator Principal GT Teacher Teachers	Compliance with GT requirements			
Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7 4) Improvement of the RTI program through an inclusion model, differentiated instructional strategies training and valid progress monitoring.	1, 2, 3, 4, 8, 9	Principal Assistant Principal Teachers	Closing the achievement gap with economically disadvantage students.			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 3: Learners will have appropriate technological resources to support the district's educational performance goals.

Performance Objective 1: Provide access to technology in order to assist the districts preparation to meet academic expectations.

Evaluation Data Source(s) 1: District and Campus Technology inventory records and Student Performance Reports

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Feb	Apr
Critical Success Factors CSF 1 1) Provide students with appropriate instructional software applications for research/inquiry and skills development.	1, 2, 9	Exe. Dir of Curriculum Dir. of Technology Principal Teachers	Increase student achievement on Performance Assessments, Unit Assessments, Bench Marks and STAAR.			
Critical Success Factors CSF 1 CSF 4 2) Increase student access of technology devices at each grade level.	1, 7, 9, 10	Dir. of Technology Principal	Increased student technology devices on campus.			
3) Continue to train staff in the use of district software applications, DMAC, Gradebook, Skyward, and Aimsweb	4	Dir. of Technology PEIMS Coordinator Principal Teachers	Improved use of systems Documentation of increased trainings for employees			
Critical Success Factors CSF 5 CSF 6 4) Utilize Blackboard Connect, Facebook, Twitter and campus web page in order to communicate with all stake holders.	2, 6	Principal Assistant Principal	Messages sent Web page updates Facebook history Twitter History			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 3: Learners will have appropriate technological resources to support the district's educational performance goals.

Performance Objective 2: Provide Supplementary Services for students through special programs such as Special Educaiton, 504, ESL, GT, and Dyslexia

Evaluation Data Source(s) 2: Successful identification and service through supplementary progrmas.

Summative Evaluation 2: Met Performance Objective

Goal 4: Federal compliance standards will be met in order to increase student achievement.

Performance Objective 1: Provide supplementary services for at risk students through the use of federal funds

Evaluation Data Source(s) 1: Increased performandce scores for at risk students

Summative Evaluation 1: Met Performance Objective

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Feb	Apr
Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 1) Streamline the RtI process inorder to decrease special education referrals and ensure compliance with Federal Special Education guidelines	1, 2	Special Ed Director Principal Assistant Principal S.E. Teacher	Increased on level instruction time Increase student performance RtI documentation Assessment Results Report Cards ARD Minutes			
Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6 CSF 7 2) Provide training on differentiated instructional strategies for classroom teachers that will directly impact Tier 1 and Tier 2 student performance.	1, 2, 4, 8, 9, 10	Principal Assistant Principal RtI Teachers Classroom Teachers	Tier 1 and Tier 2 documentation Increase student performance Closing the achievement gap Fidellilty in RtI referral process			
Critical Success Factors CSF 1 CSF 4 3) Provide services, materials and instructional supports for the effective implementation of Individualized accomodation plans in order to close the achievement gap with our at risk , LEP, Special Educatiion, 504, Dyslexic and economically disadvantaged students.	1, 2, 4, 8, 9					
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 5: A safe, drug-free and orderly learning environment will be provided for our students.

Performance Objective 1: Reduce drug use, violence and/or disruptive behavior by students

Evaluation Data Source(s) 1: Evaluation results of programs

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Feb	Apr
Critical Success Factors CSF 6 1) Enhance campus wide character counts and bully previontion program with 9 week focused character count lessons.	10	Principal Counselor Teachers	Character count lesson plans Daily Character announcements Awards for modeled character count behaviors.			
Critical Success Factors CSF 6 2) Increased campus security with the implementation of secure arrival and dismissal procedures.		Principal Assistant Principal Counselor Teachers	Arrival and Dismissal procedures			
3) Recertify and train CPI (Crisis Prevention Intervention) team members		Principal Assistant Principal Selected Teachers	Certificates of completion			
4) Implement WISD emergency operation plan with updated safety flipcharts including updated information and completed emergency buckets/backpacks.		All Campus Personnel	Schedule of drills Updated Flip Chart Infomation Update Emergency Buckets/Backpacks and make sure they are in each classroom.			
5) Compliance with district requirements of on line EduHero training inlcuding FERPA, Bullying, Sexual Harasment, Child Abuse and Blood Born Pathegens.	10	Exe. Dir. of Curriculum Principal	Record of completion			
Critical Success Factors CSF 6 6) Implement a positive behavior intervention system that reinforces restorative discipline practices .	1, 2	Principal Assistant Principal Counselor Teachers Support Staff	Restorative Practice Training PBiS awards Power Paws for character counts			

7) Ensure monthly drills occur including fire, shelter in place, lock down, and tornado.		Principal Assistant Principal	Drill logs Drill Calendar			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 6: The campus will work to attract and maintain the highest level of qualified personnel.

Performance Objective 1: Provide academic instruction by highly qualified personnel

Evaluation Data Source(s) 1: 100% Highly Qualified Teacher Reports

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Feb	Apr
Critical Success Factors CSF 1 CSF 2 CSF 7 1) Encourage and provide opportunities for on going and innovative professional development through district instructional coaches as well as Region VII ESC.	1, 2, 3, 4, 8, 9	Director of Personnel Exe. Dir. of Curriculum Principal	Schedule of workshops and Certificates of completion			
2) Ensure that students are taught by teachers and educational assistants meeting the criteria for highly qualified as established by the Every Child Succeeds Act		Director of Personnel Exe. Dir. of Curriculum Exe. Dir. of Special Ed. Principal	Teacher certification documentation			
3) Continue to require teachers to have GT and ESL certifications	3	Director of Personnel Principal	GT and ESL Certified Teachers			
4) Provide opportunities for teachers to collaborate and observe best practices through PLC meetings, classroom observations and visiting other campuses.		Executive Director of Curriculum Principal Assistant Principal IC's	PLC agendas Observation feedback forms Video Tapes			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 7: The campus will have a successful parent involvement program.

Performance Objective 1: Build a strong partnership with parents in order to enhance students educational experience.

Evaluation Data Source(s) 1: Campus parent involvement activity records

Summative Evaluation 1: Met Performance Objective

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Feb	Apr
Critical Success Factors CSF 5 1) Instruct parents on STAAR expectations as well as the Student Success Initiative.	1, 2, 6	Principal Assistant Principal Counselor Teachers	Parental attendance/sign-in sheets STAAR Results STAAR parent information night			
Critical Success Factors CSF 5 CSF 6 2) Improve parent and community involvement through 9 weeks school newsletters, use of school marquee, web site, facebook and twitter to encouraging parents to participate in campus activities including PTO, Back Pack Club, and Parent advisory committee.	1, 2, 6	Principal Assistant Principal Counselor Teachers PTO President	News Letter Facebook history Twitter history Marque history Sign In sheets			
Critical Success Factors CSF 5 CSF 6 3) Facilitate "Strong Fathers" events to encourage parents with curriculum understanding including a Math and Science Night.	2, 6	Principal Assistant Principal Counselor Teachers Strong Fathers	Attendance at events			
Critical Success Factors CSF 5 CSF 6 4) Facilitate on going parent training about STAAR testing, 5th grade Student Success Initiative (SSI) and other important assessments information.	2, 6, 10	Exe, Dir, of Curriculum Principal Assistant Principal Counselor Teachers	Document when information was sent Sign In Sheets Communication Logs			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 8: Goal 8: The campus will strive to create a collaborative culture of learning for students, teachers and parents.

Performance Objective 1: Provide opportunities for collaboration and cooperative input in order to exchange informatin regarding best practices and school functioning

Evaluation Data Source(s) 1: Evidence of meetings and increased collaboration

Summative Evaluation 1: Met Performance Objective

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Feb	Apr
Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6 CSF 7 1) Weekly PLC meeting will be used to disaggregate required assesement data inlcuding performance assesements, unit tests, bench mark tests and STAAR in order to analyze instructional trends and drive our instructional practices.	1, 2, 4, 8, 9	Principal Assistant Principal IC's Teachers	Aligned Instruction Increased student performance Documentation of meetings Data Analysis Sheets			
Critical Success Factors CSF 1 CSF 4 CSF 5 CSF 6 2) Provide on going tutuorials for parents in the areas of reading, math, writing and science to enhance parent teacher effectiveness.	1, 2, 6, 9	Principal Assistant Principal Teachers	Training session sign in Agendas			
Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6 CSF 7 3) Promoted balanced literacy components through on going campus trainings.	1, 2, 4, 9	Principal Assistant Principal IC's Teachers	Agendas and Sign In sheets Walk throughs Observations Running Records			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

2017-2018 Campus Site-Based Committee

Committee Role	Name	Position
Administrator	Lisa Schwartz	Principal Brown Elementary School
Administrator	Stacey Noble	Assistant Principal
Classroom Teacher	Samantha Harden	Teacher
Classroom Teacher	Christine Workman	Teacher
Classroom Teacher	Jackie Price	SE Teacher
Paraprofessional	Samantha Taylor	Para Professional