

Brackett Independent School District

Brackett Secondary Schools

2015-2016 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:

Academic Achievement in Reading/English Language Arts

Academic Achievement in Mathematics

Academic Achievement in Science



Mission Statement

The secondary schools at Brackett I.S.D. share the district's mission statement which is:

The mission of BISD, in partnership with parents and community, is to enable students to be safe and obtain the knowledge, desire and integrity to pursue meaningful and productive lives.

Vision

Stakeholders will Ensure Diverse Experiences Resulting in Productive, Successful Citizens

Comprehensive Needs Assessment

Needs Assessment Overview

As with any plan or overview of strengths and weaknesses Brackett Secondary schools definitely show specific areas of great achievement and areas where growth is needed. The demographic make up of our school, student achievement, make up of our staff, scope and sequence development, family and community involvement, and technology availability all help make our school great.

Demographics

Demographics Summary

Brackett Secondary Schools consist of Brackett Junior High and Brackett High School. They are located in Brackettville, Texas, which is between Uvald and Del Rio, Texas. For the current school year of 2015 - 2016 Junior High services 145 students and High School services 171 students for a total of 316 students. Enrollment varies throughout the year due to a mobile student population.

Demographics Strengths

The small number of students in our school and members in our community allows educators the opportunity to get to know the students and parents well. For teachers to know their student on an individual basis enables them to be better prepared to provide the educational services they need. Small class sizes allow for more individualized education for each student.

Demographics Needs

Teachers must meet the challenge of teaching student that come from poverty, which often contributes to high numbers of those students being at risk.

Attendance rates for students that are at risk.

Meeting the needs of students that are English Language Learners.

Student Achievement

Student Achievement Summary

Brackett Secondary Schools: Met Standard

Junior High

Reading 87%

Math (Algebra I only) 100%

Writing 73%

Science 58%

Social Studies %53

High School

Reading 79%

Math 89%

Science 86%

Social Studies 91%

Student Achievement Strengths

1) Department meetings and organization

2) Student needs drive curriculum

- 3) UIL participation
- 4) Before, after, and during school tutorial periods
- 5) Small class size

Student Achievement Needs

Improvement in the following areas are needed:

- 1) Junior High Science and Social Studies scores
- 2) English Language Learners (ELL) success on Assessments
- 3) Implementing modifications for students at risk.
- 4) Dissemination of information to parents regarding tutorials.
- 5) Vocabulary and writing accross the board in all sujet area

School Culture and Climate

School Culture and Climate Summary

The staff at Brackett Secondary are dedicated to create a safe and healthy educational environment. The Standard Response Protocol is in place to ensure that staff and students know what to do in an emergency situation. All staff and students are trained in the SRP method each year. Drills are performed for fires, evacuations, hold in the classroom, lock out and lock down.

All visitors are required to check in at the main high school office and receive a badge before entering any school building.

Brackett Secondary has an open door policy for parents to participate in activities and events taking place on campus. Parents are also encouraged and welcomed to come participate in parent/teacher conferences, share their concerns, and help make recommendations for improvements.

School Culture and Climate Strengths

Secondary teachers work hard at making sure all student needs are met. They come in early, stay late, work on weekends and holidays in order to ensure they are prepared for student success. Staff professionalism is of great importance and is valued at the Secondary schools. With small class sizes teachers are able to communicate effectively with each student. Staff members are visible to students before, during and after school to ensure that everyone is getting where they need to be in a safe and timely manner.

Areas of strength include but not limited to:

Open House, Thanksgiving Lunch, Parent Nights (sports, band, NHS etc), Renaissance Fair, Sporting Events, UIL academic events, luncheons, homecoming, Fall festival/Trunk or Treat, Progress Reports/Report Cards, TxConnect parent portal, Facebook, Twitter, School web sites, teacher web sites, Remind, Edmodo, Gen Tex Week, Career College Readiness days

School Culture and Climate Needs

Areas that are need of improvement are:

ELL student and parent translators/meetings, involvement

Parenting support

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Brackett Secondary

Math Department - 7 teachers (2 also coach)

Science Department - 5 teachers (2 also coach)

English Department - 6 teachers

Social Studies Department - 4 (2 also coach)

Health/Speech - 1 teacher (also a coach)

Career Exploration - 1 teacher (also a coach)

Spanish - 1 teacher

Band/Choir - 1 teacher

Theater Arts - 1 teacher

AG/FFA - 1 teacher

Technology/Athletic Director - 1 teacher (also a coach)

DAEP - district wide - 1 teacher (also a coach/sub)

Special Education - 2 teachers

Librarian - district wide - 1 teacher

ESL - district wide - 1 teacher

Paraprofessionals - 8 staff members (one in library)

Staff Quality, Recruitment, and Retention Strengths

*Departments have support through department heads

* Highly Qualified teachers

* Title 1 funds

* Few major behavior issues

* Teacher/Student ratio

* Small class sizes

* Family atmospher

Staff Quality, Recruitment, and Retention Needs

* salary and stipend comparisons with districts that are similar size

* Recuitment and retention of in state highly qualified teachers

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Brackett Secondary teachers develop their scope and sequence based on the state curriculum or TEKS. Lesson plans are written weekly and are based the scope and sequence of the curriculum and student needs. Through the scope and sequence and lesson planning teachers are guided and prepare to meet the high demand of rigor the the state TEKS require. Teacher use a variety of resources whether it be teacher made, company made, or state adopted. Online resources have become very valuable and necessary to meet the needs of the 21st century learner. STAAR prep material is used in order for our students to become familiar with the format of the state assessment.

Curriculum, Instruction, and Assessment Strengths

- * Administration and School Board support
- * Vertical Alignment through each Department
- * Rigorous curriculum - scope and sequence
- * Rigorous teaching practices
- * Collaboration between departments, teachers, staff and administrators
- * Resources that are available

Curriculum, Instruction, and Assessment Needs

- * Training of staff in rigorous demands of teaching strategies
- * ELL training and practices in the classrooms
- * Student at Risk identification and strategies for modifications
- * Science and Social Studies teaching staff to be equivalent of other departments

* Technology - staffing to keep up with high demands/needs of teachers

Family and Community Involvement

Family and Community Involvement Summary

At Brackett Secondary it is very important that we have the support of our Parents and Community. There are many opportunities for parents to be actively involved which include:

- *Meet the Teacher Night
- *Open House
- *Homecoming events
- *Parent/Teacher Conferences
- *AG Day
- *Health Fair
- *Blood Drives
- *Fall Festival/Trunk or Treat
- *Sports Events - Football, Cross Country, Volleyball, Track, Tennis, Softball, Baseball
- *UIL academic Events - competition meets
- *Veteran's Day Program
- *Renaissance Fair
- *Culinary Arts Lunches
- *Thanksgiving Lunch
- *College Day

*Parent Nights - Sports, Band, Seniors

*CTE Fair

*Gen Tex Week

*Career Extravaganza

*Theater Arts class plays

*OAP performances

*Band/Music performances

*Christmas/Holiday performances

*8th Grade Graduation

*High School Graduation

Family and Community Involvement Strengths

As you can see from the previous list of activities Brackett Secondary has many opportunities and events where parents are welcome to come participate.

Parents and community members are always great and supporting our students and staff no matter what the occasion, time of year or event it may be. We are very fortunate to have such a great community that care and take the time to come be a part of BISD activities.

Family and Community Involvement Needs

There is always room for improvement and with family and community involvement we need to work the following areas:

*assisting families with students at risk outside of the school day

*career opportunity course endorsements made available

School Context and Organization

School Context and Organization Summary

Organization is of great importance when you are trying to manage a large number of staff, students, and parents in regards to such a great task preparing our student for their future. Context and organization deals with the decision-making and overall leadership and how they address teaching and learning practices.

Areas include:

*decision making process - department heads, advisory committee, CARE committee, 504 committee, Spec Ed department

*master schedule

*leadership style of administrators

*duty rosters

*student support services

*extracurricular support

*academic support

*school map

*physical environment of school - appearance

*communication skills

School Context and Organization Strengths

The decision making process is not taken lightly and there are many eyes and ears when it comes to making a decision in the best interest to our staff and students. Things are handled in a timely professional manner in order to keep the school running smoothly. Duties and responsibilities are divided up in order to keep the task at hand manageable. Staff members help each other out by covering for one another when gone or in need.

School Context and Organization Needs

More definate roles and responsibilties outlined for staff to see.

Technology

Technology Summary

Technology is a key component to the 21st century learner. If we do not have a strong technological base then staff members can not prepare our students for what is out in the real world. At Brackett Secondary we work hard to strive for the most current and updated technology components available to us. We are currently working on a blended learning grand that would allow for a lot more hardware to be in our students hands. Currently our classrooms are equipped with computers, laptops, smart boards, enfocus projectors, and document readers. Classrooms may vary in which equipment they have. Teachers also utilize online resources and apps through out their courses such as: Gynzy, STAR reading, Brain Pop, Study Island, Edmodo, Remind, Think Through Math, Istation and other various resources available through state adoptions. Secondary has 2 technology labs. One lab is for the technology class and is set up where each student has a computer station, as well as the teacher computer and smart board. The second lab is set up with enough computers where teachers can take their class to work on research, projects or other resources as a whole class. The Career Exploration class is set up with enough lap tops where each student can access Career Cruising and Typing course work. We also have available to us the comuter lab that is in the library where teachers can take their classes to work on specific resources, projects or research. Each senior is given the opportunity to check out a tablet that they may use for the year.

Technology Strengths

- *School board and administration support for updating technology needs of our district.
- *Technology staff that is knowledgable with current software, hardware and other technology based areas
- *Teacher buy in to prepare our students for the 21st century

Technology Needs

- *Resources availalbe to keep up with the constant change
- *Technology staff numbers to keep up with teacher/district demands
- *Classroom up keep of smart boards, computers, printers, ink etc...

*Curriculum/Online textbooks - support, devices needed for students to utilize

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
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Accountability Distinction Designations
- PBMAS data
- Community and student engagement rating 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
- STAAR ELL Progress Measure data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local diagnostic reading assessment data
- Student failure and/or retention rates

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
- Economically Disadvantaged / Non-economically disadvantaged 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
- Career and Technical Education (CTE) data, including academic achievement, program growth, race, ethnicity, gender, etc
- Section 504 data
- Gifted and talented data
- Dyslexia Data
- Recommended High School Program (RHSP)/Distinguished Achievement Program (DAP) graduates data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject

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
- Teacher STaR Chart Technology Data
- Texas STaR Chart longitudinal data
- PDAS and/or T-TESS

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Support Systems and Other Data










- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Study of best practices

- Action research results

Goals

Goal 1: Improve communication between the district and all stakeholders.

Performance Objective 1: The district will build and maintain positive relationships with its stakeholders to create common interest in support of the district's mission. Stakeholders include employees, students, parents, trustees, media, volunteers, business partners, senior citizens, and other taxpayers and voters.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
<p>Critical Success Factors CSF 5</p> <p>1) Parent outreach meetings. Information to the newspapers, social media and parent/teacher conferences, Gradebook parent and student portals, staff emails and website, mail out (progress reports and report cards), Gen Tex week and scrolling marquee.</p>	Staff	More involvement from parents in meetings.				
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 2: ALL SECONDARY CAMPUSES: Administrators and teachers continue preparation for the STAAR and End of Course exams as they come into place and be able to make necessary adjustments to curriculum to ensure our students maintain the high levels of success we are accustomed to. All EOC passing percentage rates will exceed the state passing rate.

Performance Objective 1: Administrators and teachers will receive staff development targeted at changes in the state assessment program and attend the state assessment conference to prepare for the future.














Summative Evaluation: Attendance at state assessment conferences and workshops dealing with STAAR and EOC exams.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1</p> <p>1) Information will be gathered and disseminated to all regarding the changes in the assessment program.</p>	Principals Campus Testing Coordinator	Attendance at staff development and conferences targeting state assessments.				
2) Teacher/parent information meetings on EOC and STAAR	Teachers Principals	sign in sheets for parent meetings				
3) Inform parents of connection between End of Course standards and graduation plans.	Counselor	parent signatures on student's graduation plan				
<p> = Accomplished = Considerable = Some Progress = No Progress = Discontinue </p>						

Goal 2: ALL SECONDARY CAMPUSES: Administrators and teachers continue preparation for the STAAR and End of Course exams as they come into place and be able to make necessary adjustments to curriculum to ensure our students maintain the high levels of success we are accustomed to. All EOC passing percentage rates will exceed the state passing rate.

Performance Objective 2: Information regarding assessment changes will be provided to all faculty members and discussed at faculty meetings and campus leadership team meetings as it becomes available.














Summative Evaluation: District and Campus testing coordinators will train the proper staff of assessment changes.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Training before testing dates	campus testing coordinator	sign in sheets				
2) Dissemination of information from assessment conferences	campus and district testing coordinator	sign in sheets				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 3: ALL SECONDARY CAMPUSES: The Brackett secondary schools will provide a safe and drug-free environment for students, staff and patrons.

Performance Objective 1: Incorporate presentations by motivational speakers, community members, and law enforcement agencies to 6-12 students on topics related to gangs/drugs, goals in life, education, and self-esteem. Seek presenters to provide character and anti-drug messages to our students.

Summative Evaluation: Calendar of events.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
<p>Critical Success Factors CSF 6</p> <p>1) Mr. Wiesinger formerly with Depart of Mental Health comes to speak to students about various topics such as: drugs, alcohol, pregnancy, college, goals, self-esteem.</p>	Principals	in classrooms 1 day a week				
<p>2) Border Patrol presentations</p>	Principals	student character				
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 3: ALL SECONDARY CAMPUSES: The Brackett secondary schools will provide a safe and drug-free environment for students, staff and patrons.

Performance Objective 2: Assure that all extra curricular activities are safe and drug free environments.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Remove disruptive students from extra curricular activities.	Principal and Law Enforcement	Successful campus activities.				
2) Drug dog walk through.	Interquest	No evidence of drugs.				
3) Operation detour presentation to Freshman.	Border Patrol and other Law Enforcement Agencies.	Student attendance				
4) Teacher duty rosters - before school, during lunch and after school.	Teachers	Fewer discipline problems.				
5) Communication with Sheriff's department and City Police	Principal	Safer campus				
6) Safe School Environment	Counselor	Anti-bullying guidance lessons				
7) SRO officer on campus to ensure school safety.	Administration	Officer on campus				
8) Drug screening for those students involved in extra-curricular activities.	Administration	test results				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 4: Promote safe healthy and nurturing schools.

Performance Objective 1: The district will provide and maintain safe, healthy and nurturing environments conducive to learning, which will enable students to think critically and act responsibly.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) SRO officer on campus	Administration	officer presence helps students feel safe	✓	✓	✓	✓
						

Goal 4: Promote safe healthy and nurturing schools.

Performance Objective 2: Provide abstinence information to students.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Provide sex education instruction. P.A.P.A. curriculum	Health teacher	Decrease in pregnancies.				
2) Provide BIG Decisions curriculum	Nurse	Decrease in pregnancies and STDs.				
3) Teens in the Driver's Seat presentations and public service announcements.	Teens in the Driver's Seat Sponsors.	Fewer traffic violations and accidents.				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						


Goal 5: Improve student achievements annually:

Performance Objective 1: Provide a comprehensive curriculum and instructional program with high standards (6-12) which enables all students to improve achievement.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Odysseyware Lab (OWL)	Staff	Improved grades and reduced failures.				
Critical Success Factors CSF 4	Staff	Improved grades and reduced failures.				
2) Tutorial periods during, before and after school. Reading and Math review classes offered and tutorials in Science and Social Studies.						
3) Utilize on-line programs and software.	Staff	Improved grades and reduced failures.				
4) Communicate library websites to parents.	Librarian	Improved grades and reduced failures.				
5) Communicate with parents.	Staff	Improved grades and reduced failures.				
Critical Success Factors CSF 4	Staff	Improved grades and reduced failu				
6) Mandatory tutorials for 9th graders.						
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 6: Employ a diverse and qualified teaching, administrative and support staff:


























Performance Objective 1: The district will recruit, employ and retain a quality teaching, administrative, and support staff to attain excellence in student performance.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Recruit quality teachers using resources such as Region 20 and University Job Fairs.	Administration	Highly qualified teachers staying with BISD				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 7: INCREASE STUDENT ACHIEVEMENT IN ENGLISH LANGUAGE ARTS 6-12

Performance Objective 1: Performance Objective 1: Prepare students for Reading STAAR and EOC exams while continuing to meet or exceed state passing rates.






























Summative Evaluation: Current Years Campus Accountability Tables

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Offer after school STAAR / End of Course preparation sessions for 6-12 ELA/Reading students prior to spring testing.	Principals and department heads	Sign in sheets.				
2) Utilize Study Island's updated STAAR instructional software and AR diagnostic test for targeted at-risk students.	Principals and Department Head	Program reports showing students time engaged in the programs and resulting academic growth.				
3) Study Island program in the RTI process for below grade level readers and implement reading classes to help students identified through RTI	Principals and Department Head	Program reports showing adequate time and progress.				
4) Reading Ally for struggling readers who have been identified as learning disabled 6-12	Teachers	Program tracks progress				
5) Migrant tutoring in ELA	Migrant personel	Migrant students success				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 7: INCREASE STUDENT ACHIEVEMENT IN ENGLISH LANGUAGE ARTS 6-12

Performance Objective 2: The number of students taking STARR or EOC Reading/ELA reaching Level III will be maintained or increased.

Summative Evaluation: 2014 Campus Accountability Tables

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Utilize all strategies to meet state standards	Principals and Department Heads	Increased number of students reaching Level III on EOC.				
2) Utilize Accelerated Reader in Grades 6-12	Principals, Librarian, and Department Heads.	Students will show a years growth as reflected in the AR program.				
3) Utilize Essay Architect and Apprentice Architect to reach and exceed state writing standards.	Principals and Department Heads.	Increased numbers of students reaching Level III on ELA, EOC and STAAR Writing.				
4) Utilize all strategies and programs available for students in grades 6-12 to ensure that state passing rates are accomplished.	Principals and Department Heads.	STAAR and End of Course passing rates for Reading/ELA/Writing Exams will meet or exceed the state passing rate.				
5) Weekly journal/ free Write for 6-12	Department Heads	Increased number of students reaching level III on EOC and STAAR.				
6) Utilize academic vocabulary 6-12	Department Heads and Teachers	Increased number of students reaching Level III on EOC and STAAR				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 8: PREPARE STUDENTS FOR THE MATHEMATICS STAAR AND EOC EXAMS WHILE CONTINUING TO PREPARE STUDENTS FOR POST-SECONDARY SUCCESS

Performance Objective 1: The passing rate on all Mathematics Staar/End of Course exams given at the secondary level will continue to meet or exceed the state rates, while students continue to show improvement in their performance.

Summative Evaluation: Current Campus Accountability Tables

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Department leader will disseminate information to 6-12 teachers, help align curriculum and courses, and mentor new teachers in the department	Principals	Meeting agendas, emails, memos				
2) Continue to adjust the rigor and pace of mathematics instruction to reflect newest 6-12 mathematics TEKS.	Principal, department head.	Curriculum, Scope & Sequence				
3) Provide Two daily periods for 6th-8th grade mathematics classes in order to address new TEKS and gaps in previous instruction.	Principals, Counselor, Department Chair	Master Schedule				
4) Provide a remediation class for students who have not passed the Algebra I EOC and current at-risk Algebra I students	Principals & Department Chair	Master schedule, class roles				
5) Utilize various mathematics instructional programs as screening and intervention tools for at-risk 6-9 students	Principals & Department Chair	Program reports showing engagement and progress.				
6) Provide resources to allow teachers to offer additional tutoring in preparation for the Staar/EOC exams outside of the regular school day	Superintendent & Principals	Calendar of sessions offered; sign-in sheets				
7) Strive to keep 6-12 mathematics class sizes as small as possible	Principals and Department Head	Master schedule with class sizes listed				
8) Schedule all core mathematics classes in the morning or early afternoon, to avoid extra-curricular absences	Principal, Counselor, Department Chair	Master schedule				
9) Continue to insure that each 8-12 mathematics student has access to an appropriate graphing calculator	Principals & Department Chair	Calculator inventory records				
10) Provide appropriate classroom calculator sets for 6th and 7th grade mathematics classes.	Department Chair	Calculator inventory records				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 8: PREPARE STUDENTS FOR THE MATHEMATICS STAAR AND EOC EXAMS WHILE CONTINUING TO PREPARE STUDENTS FOR POST-SECONDARY SUCCESS

Performance Objective 2: The number of students taking the Staar/EOC math exams who reach level 3 will increase

Summative Evaluation: 2014 Campus Accountability Tables

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Continue to adjust the rigor and pace of mathematics instruction to reflect the newest 6-12 mathematics TEKS	Principals and Department Head	Curriculum and Scope & Sequence				
2) Continue to offer Pre-AP courses at grade levels 8-11	Principals & Department Chair	Master schedule, class roles				
3) Provide two daily periods for 6th-8th grade mathematics classes in order to address new TEKS and gaps in previous instruction	Principals & Department Chair	Master Schedule, Class Roles				
4) Provide resources to allow teachers to offer additional tutoring in preparation for the Staar/EOC exams outside of the regular school day	Superintendent & Principals	Calendar of sessions offered; sign-in sheets				
5) Schedule all core mathematics classes in the morning or early afternoon, to avoid excessive extra-curricular absences	Principal, Counselor, Department Head	Master Schedule				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 8: PREPARE STUDENTS FOR THE MATHEMATICS STAAR AND EOC EXAMS WHILE CONTINUING TO PREPARE STUDENTS FOR POST-SECONDARY SUCCESS

Performance Objective 3: Students will be prepared for success at the post-secondary education level in STEM degrees and careers.


























Summative Evaluation: Counselor's post-secondary data

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Continue to improve evaluation of students at the 7th grade level for entrance into the Pre-AP Mathematics program, and successfully identify additional candidates in subsequent years	Department Chair	Assessment rubric and class roles				
2) Continue to improve alignment of Pre-AP and AP courses with the College Board level of rigor	Department Chair	Curriculum, Scope & Sequence, AP Calculus audit				
3) Provide two daily periods for AP Calculus instruction and activities	Principal, counselor	Students will have the opportunity to be prepared for success on the College Board AP exam				
4) Maintain consistent grading standards in all 6-12 mathematics classes that accurately reflect mastery of TEKS while reinforcing personal student responsibility	Principal and Department Head	Department grading Policy				
5) Provide PSAT, SAT, and ACT preparation in 10-12 mathematics classes and during tutorial class times	Department Chair	Scope & Sequence				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 9: INCREASE STUDENT ACHIEVEMENT IN SOCIAL STUDIES 6-12

Performance Objective 1: The passing rate on all Social Studies Staar/End of Course exams given at the secondary level will continue to meet or exceed the state rates, while students continue to show improvement in their performance.










Summative Evaluation: Current Campus Accountability Tables

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
State System Safeguard Strategy 1) Department leader will train, disseminate information, and align courses and curriculum for social studies. Mentor teachers throughout the year.	Principal and Department Head	Sign-in sheets at department meetings.				
State System Safeguard Strategy 2) Provide opportunities for regularly scheduled department meetings (6-12) that would enable better planning for Scope and Sequence, departmental training and sharing of STAAR/EOC practice materials.	Principals and Department Head	Sign-in sheets at department meetings.				
State System Safeguard Strategy 3) Use all available instructional programs to determine all at-risk students and provide appropriate interventions.	Principal, department head.	Students identified and plan implemented.				
4) Collaborate on increasing STAAR and EOC data bank of questions for both the standard and modified assessments and utilize these questions for reinforcement and practice.	Principals and Department Head.	Sign-in sheets at department meetings. Test question data bank for each grade level tested.				
5) Upgrade technology in all social studies classrooms. (5 to 1 ratio on available computers, document cameras or Infocus and availability of online resources.)	Principals and Department Head	Current technology in the classrooms that can be utilized by the students.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 9: INCREASE STUDENT ACHIEVEMENT IN SOCIAL STUDIES 6-12

Performance Objective 2: The number of students taking STAAR/EOC Social Studies exams reaching level III will increase by 2-3 percent.

Summative Evaluation: Current Accountability Reports

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Continue to include advanced social studies resources to increase percentages of students reaching the commended level on the state assessments.	Principal, department head.	Campus accountability data tables.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 9: INCREASE STUDENT ACHIEVEMENT IN SOCIAL STUDIES 6-12

Performance Objective 3: All social studies teachers grade 6-12 will have the opportunity to meet at least once each semester to work on scope and sequence










Summative Evaluation: Sign-in sheet with minutes of meeting.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) All social studies teachers grade 6-12 will meet as a department to work on scope and sequence and coordinate with the BISD calendar.	Principal & Dept. Head	Sign-in sheet with minutes of meeting.				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 9: INCREASE STUDENT ACHIEVEMENT IN SOCIAL STUDIES 6-12

Performance Objective 4: Increase available library resources and books dealing with specific social studies topics at all levels that have Accelerated Reader tests.

Summative Evaluation: Current Circulation reports

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Social Studies teachers will meet with librarian in January to make recommendations.	District Librarian and Department Head	Sign in sheets of meeting and the purchase of new books and resources.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 10: INCREASE STUDENT ACHIEVEMENT IN SCIENCE 6-12

Performance Objective 1: The passing rate on all Science Staar/End of Course exams given at the secondary level will continue to meet or exceed the state rates, while students continue to show improvement in their performance.

Summative Evaluation: Current Campus Accountability Tables

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Department Leader will disseminate information via email and Department meetings; help align curriculum and courses, and mentor teachers in department throughout the year	Department Head	aligned curricula, meeting agendas and rolls				
State System Safeguard Strategy 2) Hold both outside of school and in class EOC/STAAR preparation sessions for at least eight weeks prior to Spring EOC/STAAR	Principal, Department Head, Subject Area Teachers	sign in sheets, review curricula				
3) Utilize technology and online programs to provide both interventions and enrichment to all science students (Study Island, Brain Pop, and library data banks)	Principals, Department Head, Subject Area Teachers	curricula & lesson plans				
4) Maintain small class sizes to enable teacher to give students as much one-on-one attention as possible; to ensure lab safety and ability to monitor labs; and to promote the development of science skills	Principal, Department Head, Subject Area Teachers	class rosters/size lists, teacher-student ratios, curricula & lesson plans				
State System Safeguard Strategy 5) adjust rigor of science curricula to meet increased demands of new state standards	Principal, Department Head, Subject Area Teachers	curricula & lesson plans				
6) All 7th grade students will have time in the Pitsco lab for enrichment	Principal, Department Head, Subject Area Teachers	Class Rosters				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 10: INCREASE STUDENT ACHIEVEMENT IN SCIENCE 6-12

Performance Objective 2: The number of students reaching level 3 will increase by 3% over the previous year.

Summative Evaluation: STAAR results

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
<p>State System Safeguard Strategy</p> <p>1) Enrichment excercises given to all students designed to help more students reach the commended level on the state assessments</p>	Principal, Department Head, Subject Area Teachers	curricula & lesson plans				
2) Continue to maintain or increase BISD student participation in UT Jackson School of Geosciences GEOForce Program.	Principal, Department Head, Subject Area Teachers, GeoForce sponsor	mailouts, informational meeting rosters				
3) Continue with current AP Science classes along with adding AP courses and a few more rigorous courses.						
<p> = Accomplished = Considerable = Some Progress = No Progress = Discontinue </p>						

Goal 11: INCREASE STUDENT OPPORTUNITIES AND ACHIEVEMENT IN THE AREA OF CAREER AND TECHNOLOGY EDUCATION (CTE)










Performance Objective 1: Students will explore careers and post secondary opportunities.

Summative Evaluation: Students will have opportunities to participate in career searches.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) CTE teachers and counselor will work with students in Career Cruising.	CTE Teacher Core Area Classroom Teachers	Students will begin to develop more concrete ideas about career choices & determine an endorsement.				
2) Offer ASVAB military entrance exam.	Counselor	student who are interested in pursuing the military after graduation will take ASVAB exam				
3) Include course Exploring Careers for ALL 8th graders	Business Teacher Counselor	all 8th Grade participation				
4) Offer Explorer Program through the Border Patrol	Border Patrol Counselor Principals	increase participants in the Explorer program				
5) Raise CTE program awareness in the community by hosting awareness meetings	CTE Teachers CTE Director and Counselor	Bulletin board & Brackett website, brochure, newspaper and course catalog				
6) Career Cruising implementation beginning at 6th grade	Principal Counselor CTE Director	interest inventories complete				
7) Host CTE Fair for Junior High	CTE Teachers CTE Director	Junior High student survey				
8) Host College/Career Extravaganza	CTE Teachers CTE Director Counselor Principals	student survey				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 11: INCREASE STUDENT OPPORTUNITIES AND ACHIEVEMENT IN THE AREA OF CAREER AND TECHNOLOGY EDUCATION (CTE)

Performance Objective 2: Perkins reports completed in summer will show students taking certification exams in each of the three areas.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) CTE teachers will provide instruction for industry certifications being offered and students will take certifications exams.	CTE Director, Principal, and Teachers	Students passing various certification exams; OSHA, Food Handlers, Microsoft Office, Hunter Safety, Quality Counts, Welding				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 11: INCREASE STUDENT OPPORTUNITIES AND ACHIEVEMENT IN THE AREA OF CAREER AND TECHNOLOGY EDUCATION (CTE)

Performance Objective 3: District will explore the need to update the Family Consumer Lab, Business Lab, and Agriculture Lab to meet the rigors of the changing job market.














Summative Evaluation: Advisory group meetings documented with discussion notes from each meeting.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) 5 year plan to identify and create list of equipment requirements based on state curriculum.	CTE teachers, CTE director, Principal, and Superintendent	Updated labs and equipment.				
2) Identify Course sequences to support endorsements	CTE teachers, Counselor, Principal, Superintendent	Course catalog/offerings Dec 10 Region 20 Workshop				
3) Create and implement class for nursing program	Principal, CTE Director School Board, Superintendent	Approval and Plans				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 12: INCREASE STUDENT PARTICIPATION IN GT PROGRAM THROUGH TEACHER EDUCATION AND AWARENESS.

Performance Objective 1: Core teachers will receive the initial 30 hours of GT training and receive GT certification in order to service students in the classroom. CORE teachers will receive yearly re-certifications with 6 hours of professional development in the GT area.




Summative Evaluation: Teachers are responsible for keeping track of their hours and certificates on file.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Teachers will go to Region 20 for initial 30 hours of GT training	GT coordinator Classroom teacher	all teachers will have 30 hours of GT training in order to service students in the classroom				
2) All teachers will receive the needed 6 hours of continuing education hours each year.	GT coordinator	through inservice week at the beginning of the year				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 12: INCREASE STUDENT PARTICIPATION IN GT PROGRAM THROUGH TEACHER EDUCATION AND AWARENESS.

Performance Objective 2: GT students will participate in field trips that engage their area of giftedness.








Summative Evaluation: Field trips provided by BISD staff

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Students will participate in cross curricular field trips at least 1 per year.	GT coordinator Special Programs Director	field trips will be planned for proper GT students				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 12: INCREASE STUDENT PARTICIPATION IN GT PROGRAM THROUGH TEACHER EDUCATION AND AWARENESS.

Performance Objective 3: Teachers will receive relevant information on each GT student






















Summative Evaluation: Teachers will differentiate in the classroom and provide additional guidance on furthering their GT student's educational experience.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Teachers will receive information on identified GT students, area of giftedness and other relevant information needed to address the student's needs.	GT coordinator Director of Special Programs	teachers will have relevant information in a timely manner				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 13: Brackett Secondary Special Education students will receive an education that meets their needs with an ultimate goal of graduating high and going on to live a productive and active life style.

Performance Objective 1: Cluster V and the Special Education department will keep BISD staff up to date on the referral process and changes of requirements for special education services.

Summative Evaluation: Teachers will be well informed on special education procedures, policies and services at our district.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
<p>State System Safeguard Strategy</p> <p>1) Special Education staff as well as Cluster V staff will present updates on special education services.</p>	<p>Special Education Teachers</p> <p>Cluster V staff</p> <p>Special Programs Director</p>	teachers are well informed and up date on special education process				
<p>State System Safeguard Strategy</p> <p>2) Special Education brochures will be available to parents, community and staff.</p>	<p>Special Education Teacher</p> <p>Director of Special Programs</p>	updated information known				
<p>3) Referral process will be disseminated to the campus staff.</p>	<p>Special Programs Director</p> <p>Cluster V staff</p>	teachers will follow the proper pre - referral process				
<p>4) Care Team meetings will take place to ensure interventions are taking place prior to referral process.</p>	<p>Principals</p> <p>Counselor</p> <p>Special Programs Director</p>	teachers will follow care team referral process				
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 13: Brackett Secondary Special Education students will receive an education that meets their needs with an ultimate goal of graduating high and going on to live a productive and active life style.

Performance Objective 2: Special Ed staff and classroom teachers will follow the Special Education student's IEP

Summative Evaluation: STAAR and EOC passing levels will increase.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
State System Safeguard Strategy 1) Teachers will receive all relevant information on each student in the special education program in a timely fashion.	Principal Special education teacher	teachers will follow students current IEP				
State System Safeguard Strategy 2) Scheduled time for content mastery	Special Education Teacher Classroom teacher Principal	students will receive proper time in the content mastery setting according to IEP				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 13: Brackett Secondary Special Education students will receive an education that meets their needs with an ultimate goal of graduating high and going on to live a productive and active life style.

Performance Objective 3: INCREASE ACHIEVEMENT LEVELS OF STUDENTS IN THE SPECIAL EDUCATION PROGRAM.

Summative Evaluation: Special Education students will show some progress on state accountability ratings

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
State System Safeguard Strategy 1) Mainstreamed student's IEP's will be aligned to grade level TEKS.	Special Education Teacher Principals	Students will show progress on state accountability.				
State System Safeguard Strategy 2) ARD meetings will take place once a year to ensure proper learning environment and proper state mandated testing is being assigned.	Special Education Teacher Classroom teachers Principals	Reduce number of students not taking the regular STAAR test. Educational needs are being met.				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 14: All limited English proficiency students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

Performance Objective 1: Improve English language proficiency of LEP students in regular classroom settings using appropriate ESL TEKS.

Summative Evaluation: ESL/migrant documentation of attendance at meetings. Increase number of ESL certified teachers. Report cards, progress reports, proof of staff development attendance. Sign in sheets, report cards, progress reports, parent conference sign in logs. English proficiency progression in cumulative graph form. State assessment tests will show "Met Expectations" ratings

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
<p>State System Safeguard Strategy</p> <p>1) Parents of migrant/ESL students will have opportunities to participate in migrant/ESL parent meetings. Provide brochures to community and parents that includes information about the Migrant and ESL program</p>	ESL coordinator Migrant coordinator	Increased communication between school and home				
2) More teachers are encouraged to pursue ESL certification	ESL Coordinator	Improve student performance by improving teaching strategies to diverse populations.				
3) ESL staff development through ESC 20	ESL coordinator	Improve ESL teaching strategies and enhance student performance.				
4) Rosetta Stone Language Learning Software	ESL Teacher	Facilitate & Accelerate ESL Students Acquisition of oral academic English				
5) Teachers will incorporate instructional accommodations as teaching strategies that will enhance ESL student's academic performances.	ESL coordinator	Improve ESL student's acquisition of oral/academic English				
6) The ESL Program will make available to immigrant monolingual children (Spanish speakers) learning materials in Spanish for Grades K-5th, donated to the district by the Mexican Secretariat of Foreign Affairs and the Mexican Secretariat of Public Education.	ESL coordinator Classroom Teachers	Enhance ESL student's social and academic development, acquisition of oral/academic English; academic performances, preparedness for applicable State Assessment Tests.				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

State System Safeguard Strategies

Goal	Objective	Strategy	Description
9	1	1	Department leader will train, disseminate information, and align courses and curriculum for social studies. Mentor teachers throughout the year.
9	1	2	Provide opportunities for regularly scheduled department meetings (6-12) that would enable better planning for Scope and Sequence, departmental training and sharing of STAAR/EOC practice materials.
9	1	3	Use all available instructional programs to determine all at-risk students and provide appropriate interventions.
10	1	2	Hold both outside of school and in class EOC/STAAR preparation sessions for at least eight weeks prior to Spring EOC/STAAR
10	1	5	adjust rigor of science curricula to meet increased demands of new state standards
10	2	1	Enrichment exercises given to all students designed to help more students reach the commended level on the state assessments
13	1	1	Special Education staff as well as Cluster V staff will present updates on special education services.
13	1	2	Special Education brochures will be available to parents, community and staff.
13	2	1	Teachers will receive all relevant information on each student in the special education program in a timely fashion.
13	2	2	Scheduled time for content mastery
13	3	1	Mainstreamed student's IEP's will be aligned to grade level TEKS.
13	3	2	ARD meetings will take place once a year to ensure proper learning environment and proper state mandated testing is being assigned.
14	1	1	Parents of migrant/ESL students will have opportunities to participate in migrant/ESL parent meetings. Provide brochures to community and parents that includes information about the Migrant and ESL program

State Compensatory

Personnel for Brackett Secondary Schools:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Alma Gutierrez	Director of Special Programs	Special Programs	
Amanda Frerich	Teacher	HS English	
Amanda Graham	Teacher	6th Math	
Amy Lewis	Teacher	Home/Health Services	
Angie Meeks	Teacher	6th Reading/Lang Arts	
Bill Carter	Teacher/Coach	DAEP/Athletics/PE	
Bonnie Brotherton	Teacher	Librarian	
Christie Palmer	Teacher	HS English/ ART	
Christy Price	Vice Principal	Secondary	
Daron Worrell	Principal	Secondary	
David Edwards	Teacher	AG/FFA	
Dorthy Roberts	Paraprofessional		
Dusty Brotherton	Teacher/Coach	Speech/Health/Athletics	
Eileen Allen	Teacher	HS Math	
Frances Franklin	Paraprofessional		
Hector Gomez	Teacher	Special Education	
Jamie Ballew	Teacher/	HS Math	
Joe Castro	Paraprofessional		
Julie Bruce	Teacher/UII Coordinator/Coach	HS/JH Math/ UII/ Athletics	
Kendall Isley	teacher	7th English	
Kristopher Ede	Teacher/Coach	Health/Athletics/PE	
Laura Woodson	Teacher	HS Social Studies	

Lauren Stark	Library Paraprofessional		
Lindsey Berutti	Teacher	8th English	
Lindsey Kunz	Teacher/Coach	HS Math/Athletics	
Lisa Conoly	Teacher	Theater Arts	
Liz Frerich	Teacher	HS English	
Marla Hibbitts	Teacher	HS/JH Science	
Marvin Willis	Teacher	Band/Music	
Mary Jane Garcia	Paraprofessional		
Mary Payne	Paraprofessional		
Pat Hidalgo	Paraprofessional		
Robin Schwandner	Teacher	HS Social Studies	
Samuel Rodriguez	Teacher	Spanish	
Sean Berry	Teacher	HS/JH Science	
Selina Berry	Teacher	7th Math Teacher	
Travis Houston	Teacher	HS Science	
Troy Hibbitts	Teacher	HS Science	
Tyrell McCrae	Teacher/Athletic Director	Social Studies/Athletics	

Title I

Schoolwide Program Plan

The secondary schools of Brackett I.S.D. will utilize Title I funds to aid in increasing the effectiveness of the entire educational program on all secondary campuses. A needs assessment will be used to identify and commit to specific goals and strategies that address those needs. A plan will be developed and an annual review of the effectiveness of the schoolwide program will be conducted and revisions to the plan will be made as necessary.

Ten Schoolwide Components

1: Comprehensive Needs Assessment

Comprehensive Needs Assessment

Brackett Secondary Schools will create a Title I team. This team will work on creating a comprehensive needs assessment using campus performance data, Title I team planning and data disaggregation, attendance reports, discipline reports, survey results, etc. to develop a comprehensive needs assessment.

2: Schoolwide Reform Strategies

Brackett Secondary School teachers will participate in and receive training in best practices in instruction and implement research based best practices to increase student performance. Students will engage in career planning. Intervention activities will continue to be a focus for a schoolwide improvement effort. Title I training will be conducted and communication will carry over to all staff as well as parents.

3: Instruction by highly qualified professional teachers

The Brackett Secondary School's administration works hard to ensure that 100% of teaching staff and paraprofessionals are highly qualified according to NCLB standards. Paraprofessionals receive training to meet HQ status. All teachers receive ongoing professional development opportunities.

4: High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, student services personnel, parents, and other staff

High-quality and ongoing professional development for teachers, principals, and paraprofessionals will be provided to help educators better serve students in our district. All professional development training opportunities are aligned with the campus and district improvement plans. All faculty and staff benefit from ongoing professional development opportunities.

5: Strategies to attract highly qualified teachers

Recruiting teachers from univeristy where teachers are well prepared and ready to serve the 21st century learner.

Focusing on aquiring teachers that are already certified in the teaching field.

Well rounded school district with few behavior issues and highly motivated students.

6: Strategies to increase parental involvement

*ESL parent meetings

*CTE Fair

*Parent/Teacher conferences

*Performances through school programs

*GT parent night

*College Night

7: Plans for assisting preschool children in the transition from early childhood programs to elementary school programs

Brackett Secondary Schools plan activities to help students transition from 5th grade at the intermediate campus to 6th grade at the Junior High campus. We will host a 5th grade orientation in May and plan to have 5th graders come to the Junior High school building to meet the teachers and be given information that will help them as they move up. Meetings will be held with parents of transitioning students to give them information designed to help their children.

8: Measures to include teachers in the decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program

Core academic departments will administer formative assessments, six week assessments, and benchmark assessment to monitor learning and identify students needing intervention and enrichment. The district uses the AEIS, TAPR and Eduphoria reports to base academic needs, monitor improvement and address areas of need.

9: Activities to ensure effective timely assistance for students who experience difficulty mastering the proficient or advanced levels of academic achievement standards

Diagnostic assessments will be used to determine a population of students needing early intervention. Common assessments will determine students needing direct instruction for intervention. Benchmark results will be used to track/monitor student progress toward goals.

10: Coordination and integration of federal, state and local services and programs

Brackett Secondary Schools will utilize Title I funds, SSIG funds, and local funds together to provide instruction and interventions that are research-based to help students succeed at the highest levels possible. Intervention, special education services, 504 programs and regular education instruction, gifted and talented instructional activities, pre-advanced placement opportunities, and other advanced extra-curricular opportunities will afford students the opportunity to achieve and excel through a balanced and coordinated program designed help all students reach their fullest potential.

2015-2016 Campus Advisory Committee

Committee Role	Name	Position
Business Representative	Stan Metcalf	Kinney County Post
Classroom Teacher		
Classroom Teacher	Eileen Allen	HS Math
Classroom Teacher	Jamie Ballew	HS Math
Classroom Teacher	Lindsey Berutti	8th English
Classroom Teacher	Kendall Bishop	7th English
Classroom Teacher	Holly Harris	7th/8th Social Studies
Classroom Teacher	Chica Hernandez	8th Math
Classroom Teacher	Marla Hibbitts	HS/JH Science
Classroom Teacher	Travis Houston	HS Science
Classroom Teacher	Christi Palmer	HS English/Art
Classroom Teacher	Samuel Rodriguez	Spanish
District-level Professional	Bonnie Brotherton	
District-level Professional	Christy Price	
District-level Professional	Franchesca Tucker	
District-level Professional	Daron Worrell	
Parent	Crystal Ballard	
Parent	Julie Creel	
Parent	Brian Crismore	
Parent	Lori Jaso	
Parent	Monique Jensen	
Parent	Yolanda Solis	