

## **Bransom Elementary Campus Improvement Plan 2006-2007**

### **Theories of Improvement**

- 1. If Performance Excellence techniques are utilized in the classroom to set the classroom mission, goals, and chart progress, then student achievement will remain high so that value is consistently being added to every child as measured by the report cards, TPRI, DRA reading assessments, common examinations, checkpoints, TAKS tests, etc.**
- 2. If grade level teachers consistently communicate about student learning and student progress, then they are more focused on collaboration and learning from their colleagues, so that all students within the grade level ultimately improve and continue to add value to themselves as measured on common assessments and tracked by student learning logs and data folders.**
- 3. If Bransom staff effectively uses Love and Logic techniques, then student discipline and classroom management will improve so that learning is not interrupted as measured by a reduction of office referrals and a decrease in classroom behavioral systems indicators.**
- 4. If students who are experiencing difficulty with learning are identified and provided acceleration services to re-learn concept and skill deficits through in-class tutoring and/or ARI, AMI, and/or pull-out services, then student learning will be maximized and there will be an improvement in classroom assigned work, report cards, checkpoints, DRA, TPRI, and ultimately TAKS assessments.**
- 5. If students at Bransom effectively internalize Susan Kavolic's Lifelong Guidelines and Life Skills and all staff consistently implements these practices, then fewer put-downs will occur which will result in a reduction in conflicts so that safety and security are optimized as measured by a reduction in discipline referrals for fighting and/or arguing.**
- 6. If all Bransom staff study the grade level TEKS and scope and sequences and are dedicated and effectively implementing the science BEST kits while supplementing with additional resources, then all students will achieve success on common assessments and the fifth grade TAKS science examination so that no child is left behind as measured on the district checkpoints, common assessments, and state TAKS assessments of learning.**
- 7. If new staff to Bransom are given a mentor, then each employee has a link to better understanding the systems and school community so that he/she feels comfortable, well informed, and understands the culture of the school and is successful as measured by a new employee questionnaire provided by the campus culture goal team during the school year.**

# Bransom Elementary School

“Learning and Growing Naturally!”

## Campus Improvement Plan 2006-2007

The mission of Bransom Elementary is to use personal experiences both in classrooms and in nature to develop powerful problem-solvers who are prepared for tomorrow's challenges.

Principal: Mr. Justin Kirk

Assistant Principal: Mr. Grey Barnett

# Bransom Elementary

## Comprehensive Needs Assessment

### Students:

The faculty and staff at Bransom are conscious of the needs of our students, and everyone is committed to serve the best interests of the children by providing a safe, nurturing and respectful environment so that student learning is maximized. The campus staff and the CEIC members analyze data from attendance reports, AEIS reports, checkpoints, benchmarks, report cards, TPRI assessments and diagnostic reading assessments to identify areas of strength, areas for improvement, and to set goals for each school year. The following categories/annotate summaries of those conversations or studies.

### Student Strengths:

Students are performing at a respectable level in all grades as measured by the TAKS tests in the 2005-2006 school year. Based on staff observation and performance on assessments, students are identified and targeted in early years and provided personalized learning plans. The student's performance documented on the TAKS and TPRI, as well as through staff observation, is indicative of their ability to learn and the potential to set higher goals to challenge them further so that our campus can be an "exemplary" school.

### Student Needs:

The goal of the school is to leave no child behind. Therefore, our campus has set its goal of 100% passing and at least a 40% commended rate for every 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> grade student at Bransom who takes the Texas Assessment of Academic Skills (TAKS). Furthermore, the goal of 100% passing the Texas Primary Reading Inventory (TPRI reading assessment) for grades K-2 is also a school-wide goal.

Previously, the 2005-06 TAKS report shows our students in the sub populations (ECD, At-Risk, Special Education) have done remarkably well. The campus will continue to use State Compensatory Funds to ensure that all students are achieving at a comparable rate in reading, math, science, writing and attendance. The site-based decision making committee has agreed that the school should continue with the programs and services again during the 2006-07 school year to help students in at-risk situations to meet the challenging state performance standards. The campus will particularly target the following groups which performed below expectations during the 2005-2006 school year:

Hispanic, 3<sup>rd</sup> grade math was at 71%.  
ECD, 4<sup>th</sup> grade math was at 83%.  
ECD, 4<sup>th</sup> grade reading was at 80%.  
ECD, 5<sup>th</sup> grade reading was at 89%.  
Hispanic, 5<sup>th</sup> grade science was at 67%.  
ESD, 5<sup>th</sup> grade science was at 75%.

### **Staff:**

All staff at Bransom are highly qualified and highly trained. State law has long required teachers to be degreed and certified in the areas they are assigned to teach. Also, federal law, Public Law 107-110, No Child Left Behind Act of 2001, requires all teachers in all states and/or school districts accepting federal funds be “highly qualified by 2005-06.

### **Parental Involvement:**

The Parent Involvement Compact exists and the campus is working on defining a volunteer program where parents can choose to be more involved at the school and in the education of their child.

### **Community Involvement Needs:**

As the Burleson ISD population continues to expand, it will be necessary for the faculty and staff at Bransom Elementary to communicate district needs to the community as a whole. Communication efforts can be cultivated through participation in community projects and programs. During the 2006-2007 school year our campus will explore opportunities for school wide programs to educate students concerning cultural diversity, traditions, and tolerance.

### **Facility Needs:**

The Bransom campus is in dire need of additional student restrooms which were somehow inadvertently omitted from the original building design. These have been suggested to the facilities improvement committee for consideration in the next bond package. Furthermore, expansion of the current cafeteria should be added, too.

# Bransom Elementary Campus Improvement Plan

2006-07

**Goal #1: Continuous performance above 90% in all academic areas with 40% of students attaining commended performance on 3, 4, 5 grade TAKS testing.**

**Target: Student performance will meet state and district standards at or above 90%.**

Approach:	Person Responsible	Timeline	Resources	Interim Results	Final Results
<p><b>A. Master the district defined curriculum—as measured by the TAKS, TPRI, teacher made tests, benchmarks, checkpoints and other assessments aligned to curriculum and instruction.</b></p>					
<b>Deployment:</b>					
<p>1. Administer two benchmarks and BISD checkpoints to prepare for state TAKS.</p>	<p>Principal, Assistant Principal, and grade level leaders.</p>	<p>BISD Checkpoint Schedule, Fall &amp; Midwinter Benchmarks Spring TAKS</p>	<p>Released TAKS, TPRI, teacher made tests, and BISD checkpoints \$600 from Campus Testing Budget for Benchmarks</p>		
<p>2. Teachers will disaggregate the data from 2005-06 TAKS exams, 2006-07 checkpoints, and 2006-07 benchmarks and INOVA data analysis materials.</p>	<p>Principal, Assistant Principal and grade level teachers and campus goal teams.</p>	<p>Checkpoint Schedule, Fall &amp; winter Benchmarks Spring TAKS</p>	<p>Results of TAKS, TPRI and DRA, BISD Checkpoints and benchmarks, and other common examinations. \$1500 for INOVA materials from campus budget.</p>		

<p>3. Campus will target science as an area for improvement for the 2006-2007 school year by reviewing the priority 1 tested items, increased utilization of the BEST kits, monitoring the BEST kits, and purchasing ScienceSaurus student Science materials.</p>	<p>Campus administration, science lead para, all campus teachers</p>	<p>2006-2007 school year</p>	<p>Human resources and time, BEST kits, district provided lead science stipend</p>		
<p>4. Guided reading will be implemented in all classrooms K-5 using the 3-tiered intervention model, and leveled books which coordinate with each student's DRA and instructional reading level.</p>	<p>Campus administration, Student Support personnel-Reading specialist</p>	<p>2006-2007 school year</p>	<p>Human resources and time.</p>		
<p><b>B. All students will show adequate periodic progress.</b></p>					
<p><b>Deployment:</b></p>					
<p>1. Students will monitor their progress, using performance excellence criteria on progress reports, checkpoint assessments, TPRI and DRA, benchmark results, TAKS results, common assessments, and 6 week grade reports.</p>	<p>Classroom teachers, school counselor, and school administration.</p>	<p>Every 6 weeks and at other appropriate intervals.</p>	<p>Results of TAKS, TPRI, DRA, checkpoints and other benchmarks, school grade reports and other common assessments.</p>		

<p>2. Have PLC discussions in grade level teams and write individualized intervention plans for at-risk students. Conduct SAT (student assistance team) meetings. Involve parents in all SAT meetings. Provide intervention through support staff personnel.</p>	<p>Teachers, grade level teams, parents, school counselor, SAT teams, school administrator</p>	<p>End of six weeks and/or after all common assessments, BOY, MOY, and EOY at-risk identification</p>	<p>Time and Effort, BISD provided Comp. Ed. Funds B. Franklin 50% \$***** L. Blair 100% \$***** S. McCrory 20% \$***** J. Lange 100% \$*****</p>	
<p>3. Reading and/or math acceleration services from specialists, leveled reading groups and trade books, additional math tutoring, and use of peer tutoring. ARI and AMI services and/or campus mentors.</p>	<p>Classroom teachers, support specialists, and campus mentors.</p>	<p>Daily</p>	<p>Curriculum materials and human resources. Comp. Ed. funds \$***** ARI/AMI funds \$*****</p>	
<p>4. Needs assessment data shows a need for attention and intervention toward two sub-population groups/areas. Classroom teachers will monitor, mentor, and tutor students in the Hispanic and ECD sub-populations so that early intervention/acceleration occurs and TAKS scores meet campus plan expectations.</p>	<p>Classroom teachers, grade level team, Student Support Staff, campus administration</p>	<p>2006-2007 school year</p>	<p>Human resources and time.</p>	

**Goal #2: Learning support: Improve student performance by providing enrichment opportunities for students and staff.**

**Target: Student and staff training will improve student performance on all assessed areas.**

<p><b>A. Students continue to learn at a high degree of rigor and relevance because learning support systems are present and working effectively.</b></p>					
<p><b>Deployment:</b></p>					
<p>1. All teachers will learn and use performance excellence techniques including data folders.</p>	<p>Teachers, campus administrator, and BISD director of professional development</p>	<p>Summer Institute 2006, twice monthly during staff meetings, district-wide professional development Fall 2006 and Spring 2007.</p>	<p>District and various campus funds.</p>		
<p>2. Provide extra planning time for all grade levels once each 9 weeks for research and study of district curriculum and unit designs.</p>	<p>Counselor, paraprofessionals, TAG specialist</p>	<p>Weekly throughout school year</p>	<p>Human resources and time. If needed campus funds for supplies and materials.</p>		
<p>3. Place a school wide emphasis on sustained silent reading in each classroom and art education from a certified art educator.</p>	<p>All classroom teachers. Art teacher. Language arts goal team.</p>	<p>2006-07 school year.</p>	<p>Human resources and time.</p>		

<p><b>B. All staff is involved in professional development based on needs assessment and CEIC input. Teacher input is requested and considered.</b></p>					
<p><b>Deployment:</b></p>					
<p>1. All faculty will serve on campus goal teams and make decisions which impact student learning, parent involvement, professional development, and resource management.</p>	<p>All staff, goal teams, CEIC.</p>	<p>2006-2007 school year</p>	<p>Human resources and time.</p>		
<p>2. All professional educators will choose a book from the district list, choose members for their study team, meet regularly to share, collaborate, and report on their findings.</p>	<p>All professional educators</p>	<p>2006-2007 school year</p>	<p>BISD funding for books</p>		
<p>3. Do a comprehensive needs assessment with all staff to determine the following: student needs, teacher needs, needed resources, professional development, individual improvement needs, and effectiveness of campus programs and staff.</p>	<p>Campus administration</p>	<p>2006-2007 school year</p>	<p>Human resources and time.</p>		
<p>4. Train staff by grade level on available software—what it is and how to use it including Microsoft Power Point, Publisher, electronic grade book, Skyward, SchoolNet, Truetime, Eduphoria, videostreaming, moodle.</p>	<p>District Trained Staff: Campus technology specialist, SchoolNet trainers, teacher technology facilitator</p>	<p>June-August 2006</p>	<p>Human resources and current software/hardware resources; campus and district trained staff</p>		

5. All staff will utilize electronic means to communicate student progress throughout the district and community.	Campus administration, grade level team leaders, and all staff	Daily throughout school year	Equipment has been provided by BISD technology department.	
6. The school library and the technology equipment in the library are available to students, parents and community when needed.  State Technology Plan Component	Campus administration and Library Staff.	Tuesdays and Thursdays each week.	Flexible schedule for staff, technology equipment provided by BISD, printer cartridges and paper from campus budget.	
7. Specific training will be offered to all campus staff pertaining to structured teaching and behavioral management for students with ADD and autism.	District Autism Specialist	August 2006	Human resources from district provided specialist and time.	
8. Thinking Maps training will be offered to all campus staff as a common visual language for student learning throughout Burleson ISD.	Campus administration	August 2006 and monthly during staff meetings	Human resources and time. District provided materials.	
9. Guided reading training will be offered to all campus staff as an update and introduction to the 3 tiered educational intervention model.	Campus administration, Student Support Personnel- Reading specialist	August 2006 and mid-year update in January 2007	Human resources and time.	

**Goal #3: Effective and efficient operations at Bransom Elementary will maximize student learning.**

**Target 1: Disseminate information to students, staff, and parents in a timely manner to improve student progress and learning.**

<b>A. Communication</b>			
<b>Deployment:</b>			

1. Disseminate in a timely manner checkpoint, benchmarks, TAKS materials, and all student assessment results to students, teachers and parents.	Principal and Assistant Principal, counselor, classroom teachers, TAG specialist.	Throughout 2006-2007 school year.	Campus budget for PTO and Bobcat newsletter, data folders.	
2. Curriculum night will be held at the beginning of the school year. Parents will meet the teacher. The teacher will go over the curriculum, expectations, grading, discipline, safety/security, parent involvement, class/school procedures, character education, and crisis management.	Classroom teachers and school administration.	August, 2006	State/district curriculum (TEKS & Class Act)	
3. Survey all Bransom parents about program effectiveness, teacher effectiveness, parent satisfaction, student progress, and perceived campus needs.	Student Support Services Staff, administration, teachers, and parents.	January 2007	Paper and Printing Costs. Budget Money app. \$100	
4. Staff Needs Assessment Survey to determine program effectiveness	Student Support Services Staff Staff	January 2007	Time & Effort	

<b>B. Emphasize importance of attendance to students on a regular basis.</b>				
<b>Deployment:</b>				
1. Announce classes with perfect attendance each afternoon	Principal & Assistant Principal and	Weekly – throughout the school	Human resources and electronic	

	data secretary.	year.	resources.	
2. Display perfect attendance on classroom doors throughout building .	Classroom teachers	Daily	Human resources, posters, chart paper, and markers	
3. Send home letter educating parents about the importance of attendance.	Principal and School Secretary	Put in newsletter by mid August.	Human resources, printer expense, copy paper.	
4. Display attendance % daily on Library Window for all to see. Note number of absences each day, too.	Attendance Committee, Campus Data Secretary, and Administrator	Daily, end of each six-weeks, and semester and year end	Time and Effort, Human Resources.	
5 Award certificates for mid-year and year-long perfect attendance and have attendance celebration incentives such as pizza parties, ice cream and extra recess, etc. to individual students, classrooms, and grade levels.	Principal, Asst. Principal, Attendance Clerk, Classroom teachers, and PTO.	January and May, 2006	Human resources, school budget of \$414.00, PTO, and Business Partners.	
<b>C. Follow district policy and state guidelines on attendance</b>				
1. Utilize ASAP Officer	Campus administration	Daily as needed	District provided and funded position.	
2. Notify parents of excessive absences	Classroom	Periodic,	Human	

by phone and by postal mail when a student is having excessive absences and/or in danger of losing credit.	teachers, campus administration, secretary and/or attendance clerk	when student reaches point of concern	resources, paper, envelopes, and postage Campus budget \$100	
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**Target 2: Inventory the technology we have available on campus, determine staff's knowledge of technology, and measure student learning results.**

<b>A. Provide necessary staff development on software, hardware, and other technology equipment and increase use of current equipment.</b>				
<b>Deployment:</b>				
1. Increase teacher usage of available hardware such as digital cameras, scanners, Mimeo, projector and other equipment.	Principal, Assistant Principal, Technology Para, and classroom teachers.	Weekly; by end of school year.	Human Resources, Technology funds to purchase additional projector.	
2. Purchase Additional hardware and software for campus	Principal Assistant Principal Sandra Hines Shari Van Horn	Conduct Technology survey in October, 2005.	PTO Money, BISD Technology Monies, Title V Innovative Funds \$1000.00	
3. Laser printing hubs will be stationed throughout building in 4 locations for teacher to print materials from their computers.	Campus administration and BISD Director of	August, 2005	BISD Technology Department Set up and materials equipment.	

	Technology		Printer cartridges and paper provided through campus budget.	
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**Target 3: All campus staff will continue to place a high priority on school safety and security for students and staff.**

<b>A. District wide crisis management materials and guidelines will be followed by all staff.</b>					
<b>Deployment:</b>					
1. All staff will wear their district identity badges every day.	All staff	2006-2007 school year	Badges provided by district.		
2. Crisis manuals will be used for all drills and kept current with class rosters, calling trees, and miscellaneous student information in the pocket file in every classroom.	All staff	2006-2007 school year	Manuals provided by district.		
3. A core group of staff members will continue yearly MANDT yearly updates to assist in crisis situations.	Campus administration, MANDT team	2006-2007 school year	MANDT training provided by district.		

**Goal #4: Organizational Values: Expand character program that promotes good decision making for students that ultimately leads to exceptional habits in both behavior and academics.**

**Target: We will see an increase in student character through an increased percentage in the number of students with no office referrals.**

<b>Approach:</b>	<b>Person Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Interim Results</b>	<b>Final Results</b>
<b>A. Encourage students to develop good character that leads to habits of effectiveness and exemplary conduct.</b>					
<b>Deployment:</b>					
1. Daily announcements and student skits will concentrate on character traits and how to build good character. A different character trait will be emphasized weekly.	Principal & Assistant Principal, Counselor, students	Daily	Time & Human Resources Susan Kavolic's Life Skills and Lifelong Guidelines		
2. Counselor visits classrooms and provides in-classroom guidance one time per 9 week period throughout the school year. Also, counselor sees each grade level during Bobcat Time each nine-weeks.	Counselor	Each six-weeks	Guidance Curriculum, & Character Initiative Materials.  Comp. Ed. Funds Counselor 20% \$*****		
3. All campus staff will support and utilize the district behavioral management program, "Love and Logic", at all times and when interacting with all students.					

<b>B. Partner with community /stakeholders. Communicate character emphasis to all.</b>			
<b>Deployment:</b>			
1. Create a character trait calendar for school newsletter.	Counselor and campus administration.	Monthly	Campus budget money for printing. Time & Effort
2. Article to parents in PTO newsletter about character program at school and what they can do at home to emphasize and reinforce the program.	Sheri McCrory Krista Porter	Monthly	Printing costs, time and human resources.
<b>C. Reward good character</b>			
<b>Deployment:</b>			
1. PAW cards—teachers will award PAW cards as students earn them for displaying the character traits that are emphasized. Ten names will be called over the announcements on Fridays and prizes will be awarded from the PTO.	Staff, school administration, and parent/teacher organization.	Weekly	Time and human resources. Prizes from PTO.
2. Public displays—student character will be spotlighted on bulletin boards and in public spaces of the school.	Counselor, paraprofessionals	Weekly posting of PAW cards. E-conduct is posted each six-weeks.	Time and human resources. Bulletin board supplies.
3. Bransom Bobcat Awards are given to two students in each grade level each six weeks during a breakfast celebration with teachers & parents	Teachers, Counselor, Burleson Star Photographer	Each six-weeks	Time , campus budget, and human resources.

**Goal 5: All components of the school-wide title requirements will be noted in campus plan, including parental involvement, and monitored for strict compliance throughout the year.**

**Target: Ensure Bransom Elementary School is in compliance with all state and federal policies as they apply to receiving Comp. Ed. Funding and to the No Child Left Behind Federal Law.**

<b>Approach:</b>	<b>Person Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Interim Results</b>	<b>Final Results</b>
A. The school administration knows and monitors federal and state criteria required for public schools .					
Deployment:					
1. The Bransom Parental Involvement Policy and a Parent-School Compact will be sent home during the first month of school.	Student Support Services Staff	September 2006.	Time and Effort. Campus funds \$100		
3. Three Family Nights for parents will be scheduled throughout the school year. Campus Goal teams will determine the events, day, time, purpose.	Campus goal teams, Grade level teachers, PTO, CEIC, administration	3 events per year	Budget monies \$ 500 PTO Money \$ 2,000		
4. Monitor all staff to insure they are all highly qualified.  NCLB Goal 3	Principal,  BISD Human Resources Exec. Director	2006-2007 school year	Time and Effort		
5. Schedule inclusion opportunities during second semester for Pre-K students to prepare for Kindergarten before next school year.	Pre-K Teacher, PPCD Teacher, All Kindergarten Teachers	April-May, 2007	Time and Effort		