

Brownsboro Independent School District
Chandler Intermediate School
2023-2024 Campus Improvement Plan



Mission Statement

Chandler Intermediate School will work together to cultivate lifelong learners to grow socially, emotionally, and academically.

Vision

Better today...greater tomorrow.

Value Statement

We Believe:

- *Every student is a perfect creation who deserves a chance
- *Every child has value and deserves the very best we can give
 - *Everyone matters at BISD
- *A small-town atmosphere leads to stronger relationships
 - *We are a family-community-first district
- *The BISD community will support anything that benefits students
 - *We use different measures of success than just test scores
- *Out of the box and engaging thinking excites students and teachers
 - *Facilities are not a measure of what can happen inside them
 - *We can be the “go to” district

Table of Contents

Comprehensive Needs Assessment	4
Needs Assessment Overview	4
Demographics	5
Student Achievement	6
School Culture and Climate	8
Staff Quality, Recruitment, and Retention	9
Curriculum, Instruction, and Assessment	10
Parent and Community Engagement	11
School Context and Organization	12
Technology	13
Priority Problem Statements	14
Comprehensive Needs Assessment Data Documentation	15
Goals	17
Goal 1: We will provide rigorous learning opportunities and curricula that exceed state and national standards to improve the achievement of each student while meeting their individual needs and aspirations.	17
Goal 2: We will focus district resources strategically to maximize learning for all students and eliminate the achievement gaps.	24
Goal 3: We will enhance the character and personal soft-skills development of each student.	26
Goal 4: We will recruit, develop, and retain compassionate, effective, innovative and highly motivated staff.	28
Goal 5: We will provide learning environments that are physically safe and emotionally secure for all students, faculty, and staff.	29
Goal 6: We will develop and implement an active parent and community involvement program to achieve the district mission and objectives.	32
Goal 7: We will align professional development opportunities with the needs of students.	34
State Compensatory	36
Budget for Chandler Intermediate School	36
Personnel for Chandler Intermediate School	36
Title I Personnel	37
2023-2024 Campus Site-Based Committee	38
Campus Funding Summary	39

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

The campus needs assessment was conducted in August 2023. Teams of Chandler Intermediate staff members met to identify the campus's areas of strengths and needs. Each team determined the three greatest areas of need for improving student achievement.

Teams collaborated and used campus data to focus on all students, including each specific student sub-group; economically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and limited English proficient students. State standards, local instructional practices, professional development opportunities

The top three needs from each area were reviewed by the Campus Educational Improvement Committee. The CEIC collaborated and agreed upon the top three campus needs. The top three needs were submitted to the district for review by the District Educational Improvement Committee. All collected information has been used to determine the 2022-2023 Campus Improvement Plan goals and strategies.

Summary of Findings:

1. Parental Involvement
2. Improved document cameras
3. Targeted intervention to move students to Meets and Masters

Demographics

Demographics Summary

Chandler Intermediate houses grades 4-6 and has 256 students.

Hispanic 19.37%

White 73%

Black 3.95%

Student Programs: 19 students are LEP, 15 are GT, 44 are Special Education, 31 are dyslexia, 69.5% are economically disadvantaged, and 107 students are at-risk.

Problem Statements Identifying Demographics Needs

Problem Statement 1: PD for needs of at risk students

Problem Statement 2: pd for needs of EB students

Problem Statement 3: Resources for SpEd

Student Achievement

Student Achievement Summary

All subjects and grades on the STAAR test showed growth. We will continue to push towards meets and masters in sub populations.

Student Achievement Strengths

	4th Grade	5th Grade	6th Grade
NoRedInk	X	X	X
Literably	X	X	X
Countdown to STAAR/Reading Gauntlet	X	X	X
Studies Weekly	X	X	
EdPuzzle	X	X	X
Stemscopes Science	X	X	X
Quizizz	X	X	X
Maneuvering the Middle			X
Target Board (Math and RLA)	X	X	X
Stemscopes Math	X	X	
Imagine Learning	X	X	X
ST Math	X	X	
Kesler Science			X
Boom Cards (under construction)	X	X	X

Resources across all grade levels

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): Targeted intervention programs (move students to meets and masters)

Problem Statement 2: support for student sub-populations

Problem Statement 3: Focus instruction to target students' depth of knowledge.

School Culture and Climate

School Culture and Climate Summary

Our students enjoy being at school and being in a positive atmosphere. The staff is positive and campus morale is moving in the right way.

School Culture and Climate Strengths

Supportive administration

High qualified staff

Encouraging and friendly staff

PTO

Bear Pride Trips

3 wk progress report incentives

Students of the Week

Employee of the Month

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1 (Prioritized): Parent involvement

Problem Statement 2: continuing to build relationships

Problem Statement 3: maintaining a positive climate and culture

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Our staff is happy at work and enjoy being at work, even though the pay is not comparable to districts in Region 7.

Staff Quality, Recruitment, and Retention Strengths

Teacher support through ICs, mentors, buddies, and administration

Encouraging leadership

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Staff development on meeting the needs of our sub-populations (ELs, economically disadvantaged)

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Data driven instruction, formative assessments, and CBAs is what we use to adjust our teaching, and guides our classroom decisions. Student growth is the main focus of our campus.

Curriculum, Instruction, and Assessment Strengths

Fountas and Pinnell

Lucy Calkins

Reading 180

Systems 44

SPIRE

Consultant--Stacey Grant

Intentional Intervention Program

Stemscopes

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Curriculum alignment

Problem Statement 2: data driven testing/assessment

Problem Statement 3: validity of testing for student growth

Parent and Community Engagement

Parent and Community Engagement Summary

CIS is building a strong bridge between home, community, and school. CIS has parents and community members on the CEIC Committee.

Parent and Community Engagement Strengths

- *Communication with parents
- *Meeting the physical, emotional, and social needs of our students
- *Meet the Teacher
- *Book Fairs
- *ParentSquare
- *Grade Level Facebook Page
- *School Facebook page
- *Family Access
- *Trunk or Treat
- *Career Fair

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Provide opportunities for parents to be involved in their child's education (Academic nights)

Problem Statement 2: lack of parent knowledge of parentsquare, google classroom and skyward

Problem Statement 3: lack of business involvement

School Context and Organization

School Context and Organization Summary

Administration is very hands-on, variety of resources, clear direction and expectations.

School Context and Organization Strengths

- *Positive school morale between teachers and students
- *Administration support
- *Parent involvement at awards assemblies
- *Parent communication through ParentSquare

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: support structures to include district streamlining with sister campuses to support teacher mentors and mentees

Problem Statement 2: improve technology for PTO fundraising to include Venmo and other payment options

Technology

Technology Summary

Our campu is 1:1 with Chromebooks. We have 5 Newline boards for our math teachers.

Technology Strengths

*1:1 Chromebooks

*New teacher laptops

*Clever

*Google Classroom

Problem Statements Identifying Technology Needs

Problem Statement 1 (Prioritized): Stronger and more reliable network, improved document cameras **Root Cause:** District limitations

Problem Statement 2: Kepoint interactive clickers

Problem Statement 3: chromebook charging carts

Priority Problem Statements

Problem Statement 1: Targeted intervention programs (move students to meets and masters)

Root Cause 1:

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: Parent involvement

Root Cause 2:

Problem Statement 2 Areas: School Culture and Climate

Problem Statement 3: Stronger and more reliable network, improved document cameras

Root Cause 3: District limitations

Problem Statement 3 Areas: Technology

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)

Accountability Data

- Texas Academic Performance Report (TAPR) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- 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
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Dyslexia data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Class size averages by grade and subject
- School safety data

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data







- Parent surveys and/or other feedback

Goals

Goal 1: We will provide rigorous learning opportunities and curricula that exceed state and national standards to improve the achievement of each student while meeting their individual needs and aspirations.

Performance Objective 1: 1.1 Provide students with the opportunity for career exploration, attainment of college credit, industry certification, and other post-secondary options while obtaining a high school diploma.


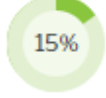




Evaluation Data Sources: Students in grades 4-6 will have an increase in the number of career and college exploration opportunities.

Strategy 1 Details	Reviews			
Strategy 1: Promote a college going culture by having staff wear a college shirt once a week. Strategy's Expected Result/Impact: CIS is seen as promoting higher education. Staff Responsible for Monitoring: Administrators, Teachers TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture Funding Sources: - Local	Formative			Summative
	Nov	Jan	Mar	May
				
Strategy 2 Details	Reviews			
Strategy 2: Provide students with career exploration opportunities twice a year: one in the fall and one in the spring. Provide community members with opportunities to present regarding their careers. Strategy's Expected Result/Impact: Career Exploration on events calendar and visitors on campus through leadership/career classes. Staff Responsible for Monitoring: Counselor, Teachers, Administrators TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture Funding Sources: - Local	Formative			Summative
	Nov	Jan	Mar	May
				
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Goal 1: We will provide rigorous learning opportunities and curricula that exceed state and national standards to improve the achievement of each student while meeting their individual needs and aspirations.

Performance Objective 2: 1.2 Improve the RLA student performance of all student sub-groups as measured by state, district, and classroom assessments







Evaluation Data Sources: Evidence of increased performance on state, districts, and classroom assessments. Student performance will meet Smart goals as identified by each grade level team.

Strategy 1 Details	Reviews			
Strategy 1: Use Lucy Calkins, Fountas and Pinnell, ThinkUp, Lonestar Target Board, Reading Gauntlet, Literably, literature circles, literacy stations, NoRedInk, Edpuzzle, Quizziz, Boom Cards, IXL, and Epic. Strategy's Expected Result/Impact: Improved student achievement as measured by Unit Tests, CBA, and STAAR scores. Improve % of students achieving meets and masters levels on Reading STAAR. Staff Responsible for Monitoring: Principal, Assistant Principal, ELAR Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math -	Formative			Summative
	Nov	Jan	Mar	May
				
Strategy 2 Details	Reviews			
Strategy 2: Utilize Reading tutors to increase Meets and Masters performance scores. Strategy's Expected Result/Impact: Increase in students that make Meets and Masters on their STAAR test. Staff Responsible for Monitoring: Principal Title I: 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	May
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: We will provide rigorous learning opportunities and curricula that exceed state and national standards to improve the achievement of each student while meeting their individual needs and aspirations.

Performance Objective 3: 1.3 Improve the math student performance of all students and student sub-groups as measured by state, district, and classroom assessments







Evaluation Data Sources: Evidence of increased performance on state, districts, and classroom assessments. Student performance will meet Smart goals as identified by each grade level team.

Strategy 1 Details	Reviews			
Strategy 1: Utilize Target Board, Stemscores, Maneuvering the Middle, Countdown to STAAR, Daily Rigor, Edpuzzle, Quizizz, Boom Cards, IXL, Boddle, ST Math, and Legends of Learning to support instruction and increase the performance of all student groups in STAAR math Strategy's Expected Result/Impact: Improved student achievement as measured by Unit Tests, CBA, and STAAR scores. Staff Responsible for Monitoring: Principal, Assistant Principal, Math teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools -	Formative			Summative
	Nov	Jan	Mar	May
				
Strategy 2 Details	Reviews			
Strategy 2: Utilize tutors to increase Meets and Masters performance scores. Strategy's Expected Result/Impact: Increased student achievement in Meets and Masters on STAAR Staff Responsible for Monitoring: Principal Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	May
				
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Goal 1: We will provide rigorous learning opportunities and curricula that exceed state and national standards to improve the achievement of each student while meeting their individual needs and aspirations.

Performance Objective 4: 1.4 Improve the science student performance of all students and student sub-groups as measured by state, district and classroom assessments






Evaluation Data Sources: Evidence of increased performance on state, district and classroom assessments. Student performance will meet Smart goals as identified by each grade level team.

Strategy 1 Details	Reviews			
Strategy 1: Use Science Penguin, Kesler Science, Quizziz, Edpuzzle, Stemsopes, and IXL to reinforce concepts taught and increase the performance on STAAR Science Strategy's Expected Result/Impact: Improved student achievement as measured by CBA and STAAR scores. Improve % of students achieving meets and masters levels on science STAAR. Staff Responsible for Monitoring: Principal, Assistant Principal, Science Teachers Title I: 2.4, 2.5, 2.6 -	Formative			Summative
	Nov	Jan	Mar	May
				
Strategy 2 Details	Reviews			
Strategy 2: Enhance STAAR scores through the implementation of the Science Lab. Strategy's Expected Result/Impact: In 5th grade science this year, we will increase the percentage of students at all three STAAR achievement levels. Staff Responsible for Monitoring: Principal, Assistant Principal, and 4th/5th Grade Science Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools Funding Sources: - Local	Formative			Summative
	Nov	Jan	Mar	May
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: We will provide rigorous learning opportunities and curricula that exceed state and national standards to improve the achievement of each student while meeting their individual needs and aspirations.

Performance Objective 5: 1.5 Improve the social studies student performance of all students and student sub-groups as measured by state, district, and classroom assessments



Evaluation Data Sources: Evidence of increased performance on state, districts, and classroom assessments. Student performance will meet Smart goals as identified by each grade level team.






Strategy 1 Details		Reviews			
Strategy 1: Utilize CNN10, News ELA, IXL, and Social Studies Weekly in social studies to reinforce social studies skills and reading skills. Strategy's Expected Result/Impact: Improved student achievement as measured by CBA scores. Staff Responsible for Monitoring: Principal, Assistant Principal, Social Studies Teachers Title I: 2.4, 2.5, 2.6		Formative			Summative
		Nov	Jan	Mar	May
					
 No Progress		 Accomplished		 Continue/Modify	
		 Discontinue			

Goal 1: We will provide rigorous learning opportunities and curricula that exceed state and national standards to improve the achievement of each student while meeting their individual needs and aspirations.

Performance Objective 6: 1.6 Provide students identified as needing support through the Limited English Proficient (LEP), At-Risk and Gifted and Talented with research-based instructional strategies, interventions, programs and services that are designed to accelerate their language acquisition and/or improve their academic achievement

Evaluation Data Sources: Student performance in the aforementioned special populations will improve in all four core areas.



Strategy 1 Details	Reviews			
Strategy 1: Provide enrichment activities and 2-hours weekly instruction program to enhance the skills of students in the GT program. A field trip that correlates with a unit of study will be taken as well. Strategy's Expected Result/Impact: The GT students will achieve the required growth on STAAR tested subjects. Staff Responsible for Monitoring: GT Teacher, Campus GT Coordinator, Principal Title I: 2.5 Funding Sources: - Local	Formative			Summative
	Nov	Jan	Mar	May
				
Strategy 2 Details	Reviews			
Strategy 2: Provide EB students access to Imagine Learning to strengthen language skills to support language acquisition and promote success in reading comprehension and fluency. Strategy's Expected Result/Impact: Student usage reports. Staff Responsible for Monitoring: Principal, Assistant Principal, and All Teachers TEA Priorities: Build a foundation of reading and math -	Formative			Summative
	Nov	Jan	Mar	May
				






Strategy 3 Details	Reviews			
Strategy 3: Collaborate as an RtI Team to review MAP data to track student support needs on a regular basis to ensure identification of At-Risk students. Strategy's Expected Result/Impact: RtI Intervention Reports, RtI Intervention Meeting Notes, MAP data Staff Responsible for Monitoring: Principal, Assistant Principal, All teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	May
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: We will focus district resources strategically to maximize learning for all students and eliminate the achievement gaps.

Performance Objective 1: 2.1 Base all resource allocations on through analysis of student performance data annually

Evaluation Data Sources: Evidence documented through classroom observations and local and state assessment results



Strategy 1 Details	Reviews			
Strategy 1: Analyze Weekly Formative Assessments, Unit Tests, CBA's, and Mock STAAR data to drive instruction Strategy's Expected Result/Impact: Data, Data meeting findings Staff Responsible for Monitoring: Principal, All Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	May
				
Strategy 2 Details	Reviews			
Strategy 2: Analyze BOY and MOY MAP data to identify and support students in need of small group instruction, reteach, or intensive support. Strategy's Expected Result/Impact: Increased student achievement Staff Responsible for Monitoring: Principal, All Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	May
				







Strategy 3 Details	Reviews			
Strategy 3: Use Instructional Coaches to provide staff development to teachers as well as assist with curriculum strategies for teachers and students. Strategy's Expected Result/Impact: Increase student achievement Staff Responsible for Monitoring: ICs, Principal, All Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	May
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: We will enhance the character and personal soft-skills development of each student.

Performance Objective 1: 3.1 Provide opportunities for all students to develop character and soft-skills

Evaluation Data Sources: Documentation will be monitored through campus counselor schedule and activities







Strategy 1 Details	Reviews			
Strategy 1: Provide students with monthly opportunities to develop positive character traits through classroom guidance lessons. Incorporate soft skills (effective communication) in video format. Strategy's Expected Result/Impact: Decreased negative office referrals; improvement in student attendance; increase in student achievement. Staff Responsible for Monitoring: Principal, Assistant Principal, Teachers, and Counselor Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture Funding Sources: - Local	Formative			Summative
	Nov	Jan	Mar	May
				
Strategy 2 Details	Reviews			
Strategy 2: Provide positive reinforcement to students who exhibit positive character traits and leadership skills by recognizing Students of the Week, Fun Fridays for those meeting grade requirements and no office referrals, and Bear Pride Trips. Strategy's Expected Result/Impact: Decreased negative office referrals; improvement in student attendance; increase in student achievement. Staff Responsible for Monitoring: Principal, Assistant Principal, and All Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Funding Sources: - Local	Formative			Summative
	Nov	Jan	Mar	May
				

Strategy 3 Details	Reviews			
Strategy 3: Provide 6th graders leadership opportunities on campus by forming the CIS Leadership Team. Strategy's Expected Result/Impact: Build leadership skills, responsibility, and accountability. Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, 6th grade teachers Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	May
				
Strategy 4 Details	Reviews			
Strategy 4: Provide students support through Next Step Counseling and TCHATT-UT Health. Strategy's Expected Result/Impact: Increase mental health support Staff Responsible for Monitoring: Principal, Counselor, and Next Step Counselor	Formative			Summative
	Nov	Jan	Mar	May
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: We will recruit, develop, and retain compassionate, effective, innovative and highly motivated staff.

Performance Objective 1: 4.1 Ensure that all teaching and paraprofessional staff members meet "Highly Qualified" requirements






Evaluation Data Sources: Evidence will be documented through certification records

Strategy 1 Details	Reviews			
Strategy 1: Provide monthly morale incentives to enhance a positive school climate for all campus employees. Recognize an Employee of the Month that is voted on by staff. Strategy's Expected Result/Impact: Increased teacher retention and increased student achievement. Staff Responsible for Monitoring: Principal and Assistant Principal Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture Funding Sources: - Local	Formative			Summative
	Nov	Jan	Mar	May
				
Strategy 2 Details	Reviews			
Strategy 2: Provide open communication opportunities through teacher surveys via Google Forms. Strategy's Expected Result/Impact: Improved student achievement. Staff Responsible for Monitoring: Principal, Assistant Principal, All Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture Funding Sources: - Title I	Formative			Summative
	Nov	Jan	Mar	May
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 5: We will provide learning environments that are physically safe and emotionally secure for all students, faculty, and staff.

Performance Objective 1: 5.1 Ensure that all district facilities are safe and maintained



Evaluation Data Sources: Evidence will be documented in the security audit









Strategy 1 Details	Reviews			
Strategy 1: Utilize updated safety protocols related to COVID-19 and our safety equipment (Key card Security System, Raptor System, Cameras, Centegix). Staff maintains safety through ensuring exterior doors remain shut and educate students on this safety practice. Strategy's Expected Result/Impact: Safety Staff Responsible for Monitoring: Principal, Assistant Principal, and District Resource Officer ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	May
	 30%			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 5: We will provide learning environments that are physically safe and emotionally secure for all students, faculty, and staff.

Performance Objective 2: 5.2 Implement programs that enhance student safety and student relationships

Evaluation Data Sources: Documentation records will monitor and record that all strategies were complete




Strategy 1 Details	Reviews			
Strategy 1: Create a discipline management plan and communicate the plan to all staff, students, and families. Strategy's Expected Result/Impact: Decreased negative office referrals; improvement in student attendance; increase in student achievement. Staff Responsible for Monitoring: Teachers, Principal, and Assistant Principal Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture Funding Sources: - Local, - Title II	Formative			Summative
	Nov	Jan	Mar	May
				
Strategy 2 Details	Reviews			
Strategy 2: Choosing the Best and Play it Safe is a program used to address abstinence. Strategy's Expected Result/Impact: Students learn about abstinence. Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, and Teachers Title I: 2.5, 2.6 Funding Sources: - Local	Formative			Summative
	Nov	Jan	Mar	May
	N/A			
Strategy 3 Details	Reviews			
Strategy 3: Conduct campus safety drills to include fire, lockdown, tornado, and shelter in place drills. Strategy's Expected Result/Impact: Documentation of safety drills; students are safer Staff Responsible for Monitoring: Principal, Assistant Principal, Emergency Management Coordinator Funding Sources: - Local	Formative			Summative
	Nov	Jan	Mar	May
				






Strategy 4 Details	Reviews			
Strategy 4: Red Ribbon week is a district-endorsed strategy to ensure safe and drug free schools. Strategy's Expected Result/Impact: Schools will be drug free; fewer student drug-related offenses Staff Responsible for Monitoring: Principal and Counselor Title I: 2.5, 2.6 Funding Sources: - Local	Formative			Summative
	Nov	Jan	Mar	May
				
Strategy 5 Details	Reviews			
Strategy 5: Implement self-harm/suicide protocols and anti-bullying initiatives. Strategy's Expected Result/Impact: Education of students on self-harm and decrease in the number of students self harming. Staff Responsible for Monitoring: Counselor Title I: 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	May
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 6: We will develop and implement an active parent an community involvement program to achieve the district mission and objectives.

Performance Objective 1: 6.1 Provide opportunities that will increase parent involvement and allow them to partner in their child's education

Evaluation Data Sources: Documentation records will include parent participation numbers at campus events and data from the Parent Involvement Survey



Strategy 1 Details	Reviews			
Strategy 1: Teachers will conduct parent/teacher conferences in which the teacher will review student performance, and other relevant student related information two times per year. Strategy's Expected Result/Impact: Increased parental involvement and increased student achievement. Staff Responsible for Monitoring: Principal and Teachers Title I: 2.4, 2.5, 2.6, 4.1, 4.2 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture Funding Sources: - Local	Formative			Summative
	Nov	Jan	Mar	May
				
Strategy 2 Details	Reviews			
Strategy 2: Utilize Parent Square to communicate important and timely information. The school has a Facebook page to communicate with parents as well. Strategy's Expected Result/Impact: Increase Parent Involvement Staff Responsible for Monitoring: Principal, Assistant Principal, Web Master, and Teachers Title I: 4.1, 4.2 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	May
				
Strategy 3 Details	Reviews			
Strategy 3: Promote PTO by using Parent Square, Meetings, Marquee, Facebook page, and word of mouth. Strategy's Expected Result/Impact: Increased communication with parents. Staff Responsible for Monitoring: Principal, PTO Members, and Teachers Title I: 4.1, 4.2	Formative			Summative
	Nov	Jan	Mar	May
				






Strategy 4 Details	Reviews			
Strategy 4: Ensure students are involved in programs that encourage parent participation (Awards Assemblies, Field Trips, Parent Square, Fall Festival, and class parties. Strategy's Expected Result/Impact: Increased parent involvement. Staff Responsible for Monitoring: Principal, Assistant Principal, and Teachers. Title I: 4.1, 4.2 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	May
				
Strategy 5 Details	Reviews			
Strategy 5: Hold Parental Involvement Nights to build relationships with parents and to assist parents with homework. Strategy's Expected Result/Impact: Increased parent involvement. Staff Responsible for Monitoring: Principal, Assistant Principal, and Teachers. Title I: 2.4, 2.5, 2.6, 4.1, 4.2 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	May
	N/A			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 7: We will align professional development opportunities with the needs of students.

Performance Objective 1: 7.1 Participate in professional development activities that will provide opportunities to become more effective and improve student performance

Evaluation Data Sources: Evidence will be documented through classrooms observations showing evidence of learning from staff development and implementation of effective learning strategies

Strategy 1 Details	Reviews			
Strategy 1: Teachers will select individualized professional development based on their T-Tess goals. Strategy's Expected Result/Impact: Increased student achievement. Staff Responsible for Monitoring: Principal, Assistant Principal, and Teachers Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning Funding Sources: - Local	Formative			Summative
	Nov	Jan	Mar	May
				
Strategy 2 Details	Reviews			
Strategy 2: Use the district instructional coaches and Math Consultant and Writing Consultant to provide staff development in MAP, Schoolcity, Stemscores, and writing ECRs as well as assist with curriculum strategies for teachers and students. Strategy's Expected Result/Impact: Increased student achievement Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches, All teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	May
				

Strategy 3 Details	Reviews			
Strategy 3: Participate in sister campus team planning for curriculum alignment across the district. Strategy's Expected Result/Impact: Consistency and unity between campuses, increased student achievement Staff Responsible for Monitoring: Principal at CIS and BIS, Assistant Principal at CIS and BIS, All Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	May
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

State Compensatory

Budget for Chandler Intermediate School

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 3

Brief Description of SCE Services and/or Programs

Personnel for Chandler Intermediate School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Erika Durham	Intervention Aide	1
Lara Cawthon	Intervention Teacher	1
Valerie Walthall	Intervention Teacher	1

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Erika Durham	CIS Intervention Aide	Title I/RtI	
Valerie Walthall	CIS Intervention Teacher	Title I/RtI	

2023-2024 Campus Site-Based Committee

Committee Role	Name	Position
Administrator	Melissa Barrett	Principal
Administrator	Libby LeMon	Assistant Principal
Classroom Teacher	Brandi Hill	PE Teacher
Classroom Teacher	Tabatha Chamberlain	4th Grade Teacher
Classroom Teacher	Rachel Sorensen	5th Grade Teacher
Classroom Teacher	Randy Blackshear	6th Grade Teacher
Counselor	Paula Stephenson	Student Support Services
Parent	Allyson Arnold	Parent
Business Representative	Erica Howell	Business Rep
Community Representative	Jeanette Butler	Community Representative

Campus Funding Summary

Local					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	2			\$0.00
1	4	2			\$0.00
1	6	1			\$0.00
3	1	1			\$0.00
3	1	2			\$0.00
4	1	1			\$0.00
5	2	1			\$0.00
5	2	2			\$0.00
5	2	3			\$0.00
5	2	4			\$0.00
6	1	1			\$0.00
7	1	1			\$0.00
Sub-Total					\$0.00
Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	2			\$0.00
Sub-Total					\$0.00
Title II					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	2	1			\$0.00
Sub-Total					\$0.00