

Brownsboro Independent School District
Chandler Intermediate School
2024-2025 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

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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 254 students.

Hispanic 18%

White 73%

Black 5%

Student Programs: 18 students are LEP, 22 are GT, 51 are Special Education, 41 are dyslexia, 157 are economically disadvantaged, and 111 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: Appropriate accommodations 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. Our overall ranking in several domains is increasing each year.

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: 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. Students look forward to the incentives offered for doing well on CBAs and MAP tests. The staff is positive and campus morale is moving in a positive direction.

School Culture and Climate Strengths

Supportive administration

High qualified staff

Encouraging and friendly staff

PTO

Bear Pride Trips

3 wk progress report incentives

MAP Incentives

Students of the Week

Employee of the Month

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1 (Prioritized): SEL for all students

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: Continue to retain highly qualified teachers

Problem Statement 2: Continue a supportive teacher work environment

Problem Statement 3: Salaries and incentives

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

Reading 180

Systems 44

SPIRE

Consultant--Stacey Grant

Intentional Intervention Program

Stemscopes

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Aligned curriculum with the framework

Problem Statement 2: data driven testing/assessment

Problem Statement 3: validity of testing for student growth and placement

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
- *McTeacher Night
- * Breakfast with Buddies

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Parent Tech Night

Problem Statement 2: Community Participation

Problem Statement 3 (Prioritized): More parental involvement **Root Cause:** Time; schedule conflicts

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: Enhance student support and mental health services with a particular focus on external counseling resources.

Problem Statement 2: Revamp support systems to incorporate district-wide collaboration with our sister campus, fostering mentorship opportunities for mentors and mentees.

Problem Statement 3: Enhance technology for PTO fundraising by integrating Venmo and other payment alternatives.

Technology

Technology Summary

Our campus 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): Improved document cameras **Root Cause:** District limitations

Problem Statement 2: Keypoint interactive clickers

Problem Statement 3: chromebook charging carts

Priority Problem Statements

Problem Statement 1: Improved document cameras

Root Cause 1: District limitations

Problem Statement 1 Areas: Technology

Problem Statement 2: SEL for all students

Root Cause 2:

Problem Statement 2 Areas: School Culture and Climate

Problem Statement 3: More parental involvement

Root Cause 3: Time; schedule conflicts

Problem Statement 3 Areas: Parent and Community Engagement

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 Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card and accountability 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			
<p>Strategy 1: Promote a college going culture by having staff wear a college shirt once a week.</p> <p>Strategy's Expected Result/Impact: CIS is seen as promoting higher education.</p> <p>Staff Responsible for Monitoring: Administrators, Teachers</p> <p>TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: - Local</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>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.</p> <p>Strategy's Expected Result/Impact: Career Exploration on events calendar and visitors on campus through leadership/career classes.</p> <p>Staff Responsible for Monitoring: Counselor, Teachers, Administrators</p> <p>TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: - Local</p>	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 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			
<p>Strategy 1: Use Fountas and Pinnell, ThinkUp, Lonestar Target Board, Reading Gauntlet, Literably, literature circles, literacy stations, NoRedInk, Edpuzzle, Quizziz, Boom Cards, IXL, and Epic. The need for new document cameras is pivotal for some of these resources to be used to their full potential.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, ELAR Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>-</p>	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 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			
<p>Strategy 1: Utilize Target Board, Stemscoptes, 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. The need for new document cameras is pivotal for some of these resources to be used to their full potential.</p> <p>Strategy's Expected Result/Impact: Improved student achievement as measured by Unit Tests, CBA, and STAAR scores.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Math teachers</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools -</p>	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 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.

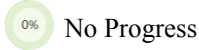
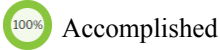
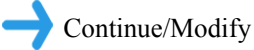

Strategy 1 Details	Reviews			
<p>Strategy 1: Use Science Penguin, Quizziz, Edpuzzle, Stemsscopes, and IXL to reinforce concepts taught and increase the performance on STAAR Science. The need for new document cameras is pivotal for some of these resources to be used to their full potential.</p> <p>Strategy's Expected Result/Impact: Improved student achievement as measured by CBA and STAAR scores. Improve % of students achieving meets and masters levels on science STAAR.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Science Teachers</p> <p>Title I: 2.4, 2.5, 2.6 -</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Enhance STAAR scores through the implementation of the Science Lab.</p> <p>Strategy's Expected Result/Impact: In 5th grade science this year, we will increase the percentage of students at all three STAAR achievement levels.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, and 4th/5th Grade Science Teachers</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools</p> <p>Funding Sources: - Local</p>	Formative			Summative
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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 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			
<p>Strategy 1: Utilize CNN10, IXL, and Social Studies Weekly in social studies to reinforce social studies skills and reading skills. The need for new document cameras is pivotal for some of these resources to be used to their full potential.</p> <p>Strategy's Expected Result/Impact: Improved student achievement as measured by CBA scores.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Social Studies Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	May










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			
<p>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.</p> <p>Strategy's Expected Result/Impact: The GT students will achieve the required growth on STAAR tested subjects.</p> <p>Staff Responsible for Monitoring: GT Teacher, Campus GT Coordinator, Principal</p> <p>Title I: 2.5</p> <p>Funding Sources: - Local</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>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.</p> <p>Strategy's Expected Result/Impact: Student usage reports.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, and All Teachers</p> <p>TEA Priorities: Build a foundation of reading and math -</p>	Formative			Summative
	Nov	Jan	Mar	May





Strategy 3 Details	Reviews			
<p>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.</p> <p>Strategy's Expected Result/Impact: RtI Intervention Reports, RtI Intervention Meeting Notes, MAP data</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, All teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
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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			
<p>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</p> <p>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</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>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</p> <p>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</p>	Formative			Summative
	Nov	Jan	Mar	May





Strategy 3 Details	Reviews			
<p>Strategy 3: Use Instructional Coaches to provide staff development to teachers as well as assist with curriculum strategies for teachers and students.</p> <p>Strategy's Expected Result/Impact: Increase student achievement</p> <p>Staff Responsible for Monitoring: ICs, Principal, All Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
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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 strategies in how to deal with various emotions using a campus-wide SEL curriculum.

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





Strategy 1 Details	Reviews			
<p>Strategy 1: Provide students with monthly opportunities to develop positive character traits through classroom guidance lessons.</p> <p>Strategy's Expected Result/Impact: Decreased negative office referrals; improvement in student attendance; increase in student achievement.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Teachers, and Counselor</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: - Local</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide positive reinforcement to students who exhibit positive character traits and leadership skills by recognizing Students of the Week, Fun Fridays, MAP Incentives, and Bear Pride Trips.</p> <p>Strategy's Expected Result/Impact: Decreased negative office referrals; improvement in student attendance; increase in student achievement.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, and All Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: - Local</p>	Formative			Summative
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Strategy 3 Details	Reviews			
<p>Strategy 3: Provide 6th graders leadership opportunities on campus by forming the CIS Leadership Team.</p> <p>Strategy's Expected Result/Impact: Build leadership skills, responsibility, and accountability.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, 6th grade teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 4 Details	Reviews			
<p>Strategy 4: Provide students support through Next Step Counseling and TCHAT-UT Health.</p> <p>Strategy's Expected Result/Impact: Increase mental health support</p> <p>Staff Responsible for Monitoring: Principal, Counselor, and Next Step Counselor</p>	Formative			Summative
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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			
<p>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.</p> <p>Strategy's Expected Result/Impact: Increased teacher retention and increased student achievement.</p> <p>Staff Responsible for Monitoring: Principal and Assistant Principal</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: - Local</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide open communication opportunities through teacher surveys via Google Forms.</p> <p>Strategy's Expected Result/Impact: Improved student achievement.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, All Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: - Title I</p>	Formative			Summative
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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			
<p>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.</p> <p>Strategy's Expected Result/Impact: Safety</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, and District Resource Officer</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	May
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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			
<p>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</p> <p>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</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>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</p> <p>Title I: 2.5, 2.6 Funding Sources: - Local</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>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</p> <p>Funding Sources: - Local</p>	Formative			Summative
	Nov	Jan	Mar	May





Strategy 4 Details	Reviews			
<p>Strategy 4: Red Ribbon week is a district-endorsed strategy to ensure safe and drug free schools.</p> <p>Strategy's Expected Result/Impact: Schools will be drug free; fewer student drug-related offenses</p> <p>Staff Responsible for Monitoring: Principal and Counselor</p> <p>Title I: 2.5, 2.6</p> <p>Funding Sources: - Local</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 5 Details	Reviews			
<p>Strategy 5: Implement self-harm/suicide protocols and anti-bullying initiatives.</p> <p>Strategy's Expected Result/Impact: Education of students on self-harm and decrease in the number of students self harming.</p> <p>Staff Responsible for Monitoring: Counselor</p> <p>Title I: 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </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			
<p>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.</p> <p>Strategy's Expected Result/Impact: Increased parental involvement and increased student achievement.</p> <p>Staff Responsible for Monitoring: Principal and Teachers</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: - Local</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Utilize Parent Square to communicate important and timely information. The school has a Facebook page to communicate with parents as well.</p> <p>Strategy's Expected Result/Impact: Increase Parent Involvement</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Web Master, and Teachers</p> <p>Title I: 4.1, 4.2</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Promote PTO by using Parent Square, Meetings, Marquee, Facebook page, and word of mouth.</p> <p>Strategy's Expected Result/Impact: Increased communication with parents.</p> <p>Staff Responsible for Monitoring: Principal, PTO Members, and Teachers</p> <p>Title I: 4.1, 4.2</p>	Formative			Summative
	Nov	Jan	Mar	May





Strategy 4 Details	Reviews			
<p>Strategy 4: Ensure students are involved in programs that encourage parent participation (Awards Assemblies, Field Trips, Parent Square, Fall Festival, Field Day, and class parties.)</p> <p>Strategy's Expected Result/Impact: Increased parent involvement.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, and Teachers.</p> <p>Title I: 4.1, 4.2</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 5 Details	Reviews			
<p>Strategy 5: Provide activities on campus for parents that will allow us to educate them on "hot" topics we see at school such as vaping, cell phone usage, dangers of social media, etc.</p> <p>Strategy's Expected Result/Impact: Make parents more aware of policies and consequences related to these topics.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, and Counselor</p> <p>Title I: 4.1, 4.2</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </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			
<p>Strategy 1: Teachers will select individualized professional development based on their T-Tess goals, what they want to learn more about, or what new strategies they want to try in their classrooms.</p> <p>Strategy's Expected Result/Impact: Increased student achievement.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, and Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>Funding Sources: - Local</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Use the district instructional coaches and Math Consultant to provide staff development in MAP, Schoolcity, and Stemscoptes as well as assist with curriculum strategies for teachers and students.</p> <p>Strategy's Expected Result/Impact: Increased student achievement</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches, All teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	May

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

State Compensatory

Budget for Chandler Intermediate School

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 1

Brief Description of SCE Services and/or Programs

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Personnel for Chandler Intermediate School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Erika Durham	Intervention Aide	1

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Valerie Walthall	CIS Intervention Teacher	Title I/RtI	1