



Brazos Elementary School

Brazos ISD

Campus Improvement Plan

2017-2018

Lauren Almanza, Principal
9814 Kibler Rd
Orchard, TX 77464
(979)478-6610

Board of Trustees:



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Brazos ISD Vision & Goals

Vision

Brazos ISD inspires each student to become a productive citizen who demonstrates leadership, passion, and self-reliability.
We foster a culture of respect, community, perseverance, and achievement.

Goal #1 Brazos ISD will create a culture of achievement and success.

Indicators of Success:

School culture will be addressed through teacher staff development

School culture will be addressed through recognition of achievement and success.

Student participation in extracurricular activities will increase.

Opportunities to increase the number of extra-curricular activities will be explored.

Goal #2 Brazos ISD will engage parents in supporting the educational process.

Indicators of Success:

Increase parent involvement in support and booster organizations.

Engage parent participation in supporting learning at home.

Improve positive communication between teachers and parents.

Foster opportunities for parents and the community to volunteer at school.

Goal #3 Brazos ISD will strive to provide opportunities to incorporate technology throughout the district.

Indicators of Success:

Adequate technology for facilities to run more efficiently

Appropriate technology to allow BISS students to be prepared for the future

Provide technology for the faculty to enhance the teaching/learning process

Provide infrastructure to support all technology needs

Brazos Elementary Site Base

Name	Position
Lauren Almanza	Principal
Trudy Alexander-Love	Counselor
Hunter Hamilton	Parent Member
Nita Sulak	Community Member
Jessica Eder	Parent Member
Deborah Haltom	Kinder Teacher
Michelle Chupik	1 st Grade Teacher
Morgan Perez	2 nd Grade Teacher
Karen McCain	3 rd Grade Teacher
Julie Foytik	4 th Grade Teacher
Fjola Unnarsdottir	5 th Grade Teacher
Kathleen Oldag	SPED Teacher

No Child Left Behind Performance Goals

(These goals have not been updated by the U.S. Department of Education as of the 2015-2016 school year.)

Goal 1. By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

Goal 2. All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

Goal 3. By 2005-2006, all students will be taught by highly qualified teachers.

Goal 4. All students will be educated in learning environments that are safe, drug-free, and conducive to learning.

Goal 5. All students will graduate from high school.

10 COMPONENTS OF A TITLE I, PART A SCHOOLWIDE PROGRAM

A schoolwide program shall include the following:

1. A **comprehensive needs assessment** of the school that is based on the achievement of children in relation to the State academic content standards and the State student academic achievement standards.

- ❖ Content Standards = Texas Essential Knowledge and Skills (TEKS)
- ❖ Achievement Standards = STAAR & TAPR

2. **Schoolwide reform strategies** that:

- Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
- Use effective methods and instructional strategies that are based on scientifically based research that address the needs of all children:
 - Strengthen the core academic program.
 - Increase the amount and quality of learning time such as providing an extended school year, summer program, and before- and after-school tutoring.
 - Enrich and accelerate the curriculum.
 - Include strategies for meeting the needs of historically underserved populations.
 - Address how the school will determine if such needs have been met.
 - Determine if the strategies are consistent with and designed to implement the District and Campus Improvement Plans.

3. Instruction by **highly qualified teachers and paraprofessionals**.

4. **High-quality and ongoing professional development** for teachers, principals, and paraprofessionals to enable all children to meet the State's student academic achievement standards.

5. **Campuses utilize strategies to attract and retain highly qualified staff**.

6. Strategies to increase **parental involvement**.

- Convene an annual meeting, at a convenient time, to inform parents of their school's participation and to explain the requirements of Title I, Part A and the rights of parents to be involved.
- Involve parents in an organized, ongoing, and timely review and improvement of the program.
- Allow for regular and flexible meetings for parents and enable them to give input.
- Offer resources for parents that assist them with their effort to help their children achieve success
- Develop a school-parent compact that outlines how parents, staff, and students share the responsibility for improved academic achievement.

7. **Plans for assisting preschool children transition from early childhood programs**, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
8. **Measures to include teachers in decisions regarding the use of academic assessments** that provide information to improve the achievement of individual students or the overall instructional program.
9. **Effective, timely additional assistance** to ensure that students' difficulties are identified and assistance is provided.
10. **Coordination and integration of Federal, State, and local services and programs** including violence prevention programs, housing programs, Head Start, adult education, vocational and technical education and job training.

Brazos Elementary Comprehensive Needs Assessment

Data Sources Reviewed

*2015 & 16 Data Tables
2013, 14, 15, 16 STAAR Campus Reports - TAPR
2015-16, 16-17 Accountability Safeguards
2015 -16, 16-17 Accountability Summary
2013,14,15,16,17 School Report Card
Individual committee guiding questions and answers*

Demographics:

Demographics Summary

Brazos Elementary School is located in Orchard, Texas which is 16 miles from Rosenberg, TX. Brazos Elementary serves students residing in both Wallis and Orchard. The school currently serves 342 students for the 2017-2018 school year, which is similar to last year, where we served 337 students PK-5th grade. This was a decrease from the 2015-2016 school year, where there were 371 students. Brazos ISD is a 3A district.

The demographics of Brazos Elementary were as follows for the 2016-2017 school year: 67.1% economically disadvantaged (63.1% in 2016, 57.3% in 2015). The Mobility Rate is 10.7% (11.8% in 2015). Special Education consists of 6.8% (6.7% in 2016). English Language Learners 21.1% (19.7% in 2016, 12.5% in 2015, 18.5% in 2014). The following data is the most current as found in the TAPR for the 2015-2016 school year: African American 7.0%, Hispanic 52.6%, White 36.9%, American Indian 0.0%, Asian 0.5%, Pacific Islander 0.0%, Two or More Races 3.0%. The attendance rate was 96.6%, and pretty consistent for the past three years. 19.7% of the student population are ELL. All ELL students claim Spanish as their native language.

Demographics Strengths

Campus demographics remain stable amongst the differing subpopulations of the school.

Brazos Elementary continues to work to hire bilingual and ESL certified teachers as our ELL population grows. 17 of 22 teachers and principal hold valid certifications for ESL.

Demographics Needs

The decline in our student numbers from 2014-15 of 400 students to 379 in 2015-16 and then 337 in 2016-17, may be due to the lack of housing in the area as viable accommodations become more scarce as well as a decline in jobs for many parents causing them to move. Continuing to build relationships with community members that own rental properties and / or land to sell may assist in further community development for housing. At this point in time for the 2017-2018 school year BES currently serves 342 students, which is a little higher than last year but very similar.

Brazos Elementary continued to see a decline in student enrollment as our most densely populated class (5th grade; 72 students) was promoted to the middle school for the 2016-17 school year and the enrolling class of kindergarten had 38 students. For the 17-18 school year, there were 43 students enrolled in kindergarten with the 5th grade class leaving having 55 students.

Identification of Special Education students has increased to 4.5% in 2014-15, 4.7% in 2015-16, 5.5% in 2016-17, now we are looking at 7.8% of students identified as SpEd for the 2017-2018 school year.

Brazos Elementary continues to have an increase within our economically disadvantaged population, an increase of 10% in two years.

Student Achievement:

Student Achievement Summary

Brazos Elementary Elementary has earned "Met Standard" for the last four years (2013 -present). In the Performance Index report for 2017, the Index 1 target was 60, we scored 70. The Student Progress target was 32, we scored a 36. The Closing Performance Gap target was 28, we scored 35. The Postsecondary Readiness target was 12, we scored 36. BES earned one distinction in Academic Achievement in Science. A dyslexia program was purchased for students in K-2nd in 16-17, whereas before the program was geared for students in grade 4 and above, but we were allowed to utilize the curriculum for students in grades 2 & 3. BES is now considered a PEG campus because STAAR writing scores were below 50% for 2 of 3 years. With declining enrollment and smaller class sizes, we are down to two teachers in Kindergarten & 1st grade so both grade levels have larger student populations in their classrooms for teacher-to-student ratios.

Student Achievement Strengths

Student attendance for the last three years have been consistent with an average of 96.6%. Campus attendance is higher than the state average.

Students have access to MobyMax to practice all content areas at home and at school.

There are morning tutorials & homework help offered to all students.

The schedule is structured with rotations for intervention time built in the schedule.

3rd-5th grade has their schedule structured for additional enrichment & RtI time in their instructional day.

Structured writing rubrics completed & tracked every 3 weeks

Math spiral reviews from TEKS Resource are utilized as a method to track student mastery.

Class begins at 7:55am now, students perform announcements over the TV system and students are already in their classrooms.

RtI is being tracked and monitored more closely by teachers and the administrator.

Students are getting tested for dyslexia and serviced should they meet TEA requirements at a younger age.

Student Achievement Needs

Student achievement needs at Brazos Elementary are as follows:

1. Teachers need to understand how to better meet the needs of the differing subpopulations (ELL, SpEd, At-Risk).
2. Writing continues to be a struggle but has seen an increase in scores on the STAAR test at Brazos Elementary, with a 50% passing rate on the 2014-15 test and 79.5% passing for 2015-2016 year. Then for the 2016-2017 school year, 48% of students passed (48% approaches grade level & 18% meets grade level). Students have been writing on topics assigned, and honing their skills within all content areas using academic vocabulary within the differing subjects. Students will be required to hand in a composition every three weeks that will be graded by one of their teachers and plotted using a rubric to showcase writing growth and determine students who are in need of additional intervention time. Also, now implementing Tracking Math - Spiral TEKS Review.
3. Differentiated instruction for G/T students, SPED, and all students will be a priority for teachers in their classrooms. Teachers will be providing plans for this instruction on their lesson plans. (PAW Time Rotations)
4. Reading achievement across grade levels still continues to be low

School Culture and Climate:

School Culture and Climate Summary

The Brazos ISD vision is to “inspire each student to become a productive citizen who demonstrates leadership, passion, and self-reliability. We foster a culture of respect, community, perseverance, and commitment. Brazos Elementary demonstrates this by providing a safe environment in which students can learn.

School Culture and Climate Strengths

The staff at Brazos Elementary has worked diligently this year to gain a better understanding of our clientele. Teachers work diligently to provide a safe environment, coupled with hard work and high expectations. Brazos Elementary with the assistance of outside community resources has been able to provide a snack to our PK, Kinder, 1st, & 2nd grade students to maintain the focus on learning. In-School Suspensions have decreased significantly with the use of the discipline plan (the teacher is able to assign lunch/recess detention for minor infractions). A Peer Assistance Leadership team of high school students have also come to assist in classrooms at the beginning part of the day offering mentorship opportunities to our younger students. After school tutorials were set up towards the end of 1st semester versus second semester to allow additional time for intervention. Students in need were provided school supplies from donations made by outside agencies. Saturday tutorials have been offered for students the weekend before the STAAR test for 5th grade. Staff members are assigned different locations throughout the building to greet students as they arrive daily. Tutoring and UIL practice before school began early in the year.

School Culture and Climate Needs

Brazos Elementary will continue to work on how to manage students that are of a low socio-economic status and building teacher/students relationships. Adding additional playground equipment to rear of building would allow for our older students to have more to do. Currently there is a basketball court in the rear of the building and the students play with sports with balls. Providing more family nights on the campus and extracurricular activities to further engage in school has also been a topic of discussion. Very minimal attendance at events besides our grade level programs and Reading night. Pie with the Principal to go over Campus Needs Assessment in the fall had 1 parent attend (2 sessions were offered) Coffee with the Counselor had 3 parents in attendance.

Staff Quality, Recruitment, and Retention:

Staff Quality, Recruitment, and Retention Summary

Brazos Elementary is a small campus. Class sizes average 17 students per teacher. Due to our size, it is difficult for the district to compare to salary schedules with surrounding districts making our school a good place for training beginning teachers. Several of our teaching staff is made up of teachers who live in the area. Over the last three years, new teachers leave after 2 years working with us to go to larger districts to make more money. We currently have 22 teachers on staff, six paraprofessional staff, two secretaries, two custodians, one nurse, one counselor, and one administrator.

Staff Quality, Recruitment, and Retention Strengths

All our staff meets the Highly Qualified standards set by the NCLB. We provide local staff development for teachers, bring in quality trainers to assist in identified curricular areas, and also allow teachers to attend trainings they choose that will enhance their teaching practices and provide furthered engagement in the classroom. We depend on the Region XI Education Service Center for trainings we cannot provide and are members of the Math/Science fee service to provide unlimited opportunities for professional development within these content areas. Through the use of Title funds we have also sent our Reading teachers to trainings for best practices on teaching ELL students and how best to incorporate writing in their classroom. ESL Mini Academy for teachers to assist with obtaining ESL certification. We developed a mentor teacher program this year to help our new staff members (this group meets monthly as a whole and as needed in between).

Staff Quality, Recruitment, and Retention Needs

The major area of concern in hiring at Brazos Elementary is the salary structure. Our budget does not allow us to pay the salaries at the level that many schools 50 miles in radius from us can. Therefore, we are constantly competing to recruit and retain teachers within our district. As more of our seasoned

teachers retire, Brazos Elementary will have more open positions and possibly less interested parties to fill those vacancies. Stronger first year teacher training and new teacher mentorship training and support may assist with new teachers feeling more comfortable in their new roles.

Curriculum, Instruction, and Assessment:

Curriculum, Instruction, and Assessment Summary

Brazos Elementary has worked with the TEKS Resource System curriculum management system, which assists our teachers in providing a guaranteed and viable curriculum for every student. Our Elementary teachers have used the standard scope and sequence for our campus at every grade level and we can verify that all TEKS are being taught as seen in teacher lesson plans. We have found it difficult to follow the TEKS Resource System scope and sequence in Math and adopted StemScopes as our curriculum for Science, as well as Social Studies Weekly as our curriculum for Social Studies. Pre-Kindergarten uses the Frog Street curriculum. CBA tests are given as a summative test to gain an understanding of acquired knowledge within the TEK and are discussed at grade level meetings. Report cards are given out every 6 weeks in each grade. Pre-Kindergarten report cards are skill based report cards. RtI students are progress monitored through the STAAR Reading and Math Enterprise program from Renaissance Learning and in discussions in our grade level meetings. Students in the RtI program are serviced during computer lab time, in the mornings, and / or after school tutorials.

Curriculum, Instruction, and Assessment Strengths

Implemented six weeks curriculum meetings, the principal and teachers discuss classroom issues, testing, writing assignments and data. CBA testing is reviewed to account for TEKS needing to be re-taught and /or spiraled through warm-ups in the classroom. Websites, Gradebooks, lesson plans, and RtI documentation are all checked for consistency and correctness.

During PAW time rotations teachers will now be

Curriculum, Instruction, and Assessment Needs

Some of the needs for the curriculum area include the following identified needs:

1. Continuing to focus on writing and the structures of creating a cohesive paper.
2. Providing more rigorous instruction through the use of higher level questioning.
3. Differentiated instruction training and use in the classrooms.
4. Math spiral reviews implemented in the beginning of the year
5. More in-depth looks at the data disaggregation

Family and Community Involvement:

Family and Community Involvement Summary

Parent involvement at Brazos Elementary during the school day has been difficult. Parents struggle with transportation due to the size of our district; work in areas closer to the city; and / or not have the time to contribute. After school events have the best turnouts dependent on the function. Grade level music programs; Santa Reading Night, and party days have the most attendance. Informational meetings or functions (i.e. Title I Meetings, etc.) are not as heavily attended, if attending at all. Tried a “Pie with the Principal” night to try and entice more participation for the annual Title 1 meeting and still had minimal turnout.

Family and Community Involvement Strengths

One of our strengths is the PALS program where our high school students are working in conjunction with our younger students. Brazos Elementary has had quite a few outside agencies assist us with donations of items for our students in need and / or have contributed monies to assist in attending field trips

(Fulshear Methodist Church; Katy YMCA; PTE fundraisers, Simonton-Fulshear Lion's Club and Cowboy Church have all assisted with accumulation of funds.) Each grade level has created an academic event involving the students and parents (4th grade Living History Wax Museum, 5th grade interdependency reader's theater, 1st grade Reader's Restaurant) and has seen great participation.

Family and Community Involvement Needs

Having more parents attend all school functions to gain furthered insight as to the "goings-on" of the campus and increasing community involvement on our campus and not just for the party/highlight events.

School Context and Organization:

School Context and Organization Summary

Brazos Elementary provides instruction from 7:55am-3:20pm Monday - Friday. All grade levels have an assigned Rotation time and PE class. Music classes are taught by the two high school band teachers. The paw rotation time changed last year to include computer time versus a separate time for music and computer, which allows for more in class direct instruction time. This year, guided reading time is also built into the lower grade levels and the upper grades have RtI/Enrichment time built in their daily schedule.

School Context and Organization Strengths

Brazos Elementary's master schedule utilizes the major part of the day strictly for instruction. The aide schedule has been maximized to get the best use of the inclusion support for students.

School Context and Organization Needs

Continuing to revisit our master schedule in the year ahead to see how else we can maximize instructional time will be of benefit.

Technology:

Technology Summary

Brazos Elementary has made great gains with technology. Two more labs were fitted within the school building to allow students more access to intervention programs and Accelerated Reader. Internet connectivity is good and when needs arise, the district IT Coordinator and District Technology Integration persons are quick to help. 11 Mimios were purchased to increase technology use in the classrooms. PTE purchased 2 computers for student use in each classroom. Students are allowed to access computers before and after school for extra intervention support.

Technology Strengths

Brazos Elementary added a 59 laptops along with a computer carts for storing and charging the laptops. One lab was opened in the library and the other is located in our first grade wing of the building. We opened the lab last year as an additional computer lab. We now have a total of four computer labs. Brazos Elementary also has SmartBoards in grades 4 & 5 of the Science classrooms to assist with the Stemsscopes instruction which contains many technology components. All monitors in the initial computer labs were changed to flat screens as an upgrade. There are 2 new class computers, an extra phone in the office for parent/teacher conferences. 11 Mimios were purchased to assist with technology in classrooms. Student computers now work in the classrooms.

Technology Needs

We have a PA system phone currently at the front desk and in the Principal's office. In the event of an emergency, it may prove difficult to provide proper warning in a timely manner. Mounting of classroom projectors would also reduce breakage and "wear and tear" of purchased technology. More technology for student use and as a teaching aide. Staff have also requested a color copier for their own use.

Improvement Plan Goals for:

Brazos Elementary

Goal 1:	<i>Increase student achievement of at-risk and non at-risk students, including limited English proficient, special education, and economically disadvantaged students.</i>
Goal 2:	<i>Recruit, develop and retain a highly qualified staff reflective of, and responsive to, the needs of the district's diverse student body.</i>
Goal 3:	<i>Maintain a safe and disciplined environment conducive to student learning and employee effectiveness.</i>
Goal 4:	<i>Ensure that students understand the importance of attending school and completing high school.</i>
Goal 5:	<i>Enhance communication between district, schools, parents and the community by encouraging parents and community members to actively support the schools.</i>
Goal 6:	<i>Use technology to enhance learning, communication and organization.</i>

Research-Based Curriculum & Instruction

<p>Goal 1</p>	<p>Increase student achievement of at-risk and non at-risk students, including limited English proficient, special education, and economically disadvantaged students.</p> <p>NCLB Goal 1: By 2013-2014, all students will reach high standards, at a minimum, attaining proficiency or better in reading/language arts and mathematics.</p> <p>NCLB Goal 3: All limited English proficient students will become proficient in English and reach high academic standards, at a minimum, attaining proficiency or better in reading and mathematics.</p>						
<p>Performance Objective 1.1</p>	<p>MATH ACADEMIC PERFORMANCE - At least 80% mastery of all students and student groups (African American, Hispanic, White, Economically Disadvantaged, Special Education, English Language Learners and At Risk) and 25% advanced on the STAAR in Math in order to meet state accountability requirements and federal accountability guidelines as defined in No Child Left Behind.</p> <p>SMART GOAL: By May of 2018, students will have improved scores on STAAR, DRA, and end of year assessments from their Benchmarks by 9-11% as a result of implementing consistent, planned, and monitored instructional programs.</p>						
<p>Summative Evaluation</p>	<p>Use data from: (1) Brazos ISD STAAR/EOC Results 2011-2016 Level II and Level III; (2) Brazos ISD Commended Rates from 2007-2011 (3) SAT Scores by Year; and (4) ACT Scores by Year and (5) Federal AYP reports.</p>						
<p>Action Steps</p>	<p>Person(s) Responsible</p>	<p>Resources</p>	<p>Completion Date</p>	<p>Evidence of Implementation</p>	<p>Evidence of Impact</p>	<p>Benchmark Timelines</p>	<p>Title I Schoolwide Components</p>
<p>Implement a HW Assistance / Tutorial Lab for K-5 Grades in the morning for students with HW questions and / or have failed their CBA for the six weeks.</p> <p>Math teacher will be stationed in the lab.</p>	<p>Teachers Administrator</p>	<p>Title I-I.5 FTE State Comp Ed .75 FTE BES</p>	<p>June 2018</p>	<p>Local assessments Early Literacy DMAC Reports STAR Math</p>	<p>Progress Reports Report cards</p>	<p>Each six weeks-mid and end</p>	<p>TIA #1,2,9</p>
<p>Teachers will use Lead4Ward Academic and TEKS Resource Vocabulary in their lessons and on classroom Word Walls to assist ESL</p>	<p>Teachers Administrators</p>	<p>Title II-professional development</p>	<p>June 2018</p>	<p>Lesson plans Walk through TEKS Resource Team planning Lead4War</p>	<p>Progress reports Report cards District Assessments State Assessments College Readiness</p>	<p>Formative Reviews November, January, March, and June</p>	<p>TIA #1,2</p>
<p>Continue use of adopted district Math/Science Curriculum as the basis of Math/Science Instruction with other materials used to supplement the curriculum. (IXL Math, Motivation Math, Math intervention).</p>	<p>Teachers Administrators Tutors Counselors</p>	<p>Title I-IXL Math TEKS Resource System Envision Math Motivation Math</p>	<p>June 2018</p>	<p>Lesson plans Walk through TEKS Resource System Reports Team planning STAR Math DMAC Reports</p>	<p>Progress reports Report cards District Assessments State Assessments College Readiness Walk-throughs</p>	<p>Formative Reviews November, January, March, and June</p>	<p>TIA #2 & #8</p>

Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timelines	Title I Schoolwide Components
Provide math content training that meets individual student needs, builds capacity among teacher leaders, and uses data to make instructional decisions in regard to TEKS and STAAR.	Teachers Administrators Counselors Region Centers	Title I & Title II-Professional Development	June 2018	Attendance at Workshops, Feedback at Grade-Level Meetings, Lesson plans	Progress reports Report cards District Assessments State Assessments College Readiness	Formative Reviews November, January, March, and June	TIA #4 and #5
Implement accommodations, co-teaching inclusion support, resource classes, and intervention to accelerate special education students not demonstrating mastery of grade level mathematics TEKS including Response to Intervention.	Teachers Administrators Counselors	Special Education Funds-federal and local	June 2018	Schedules Feedback at Grade-Level meetings ARD Documents SPED Tracker	Progress reports Report cards District Assessments State Assessments College Readiness	Formative Reviews November, January, March, and June	TIA #7 and #8
Provide opportunities for at-risk and ELL students to enhance math skills through flexible school year and extended year.	Teachers Administrators	Title I-summer school State Comp Ed 1 FTE BMS	June 2018	Lesson plans Walk through TEKS Resource System Reports Team planning	Progress reports Summer school Report cards	Formative Reviews End of summer school	TIA #2, #8 & #9
Family Math Night	Teachers Administrators	Local	June 2018	Sign In Sheet Surveys	Progress reports Report Cards District Assessments State Assessments	Survey	TIA#6
Teachers will continue to use dual coded Math questions on Math CBA's to promote STAAR readiness.	Teachers Administrators	Local	June 2018	DMAC Tests & keys	Progress reports Report Cards District Assessments State Assessments	Formative Reviews November, January, March, and June	
Computer programs: Education Galaxy,& MobyMax Math will be utilized in PAW Time for intervention and in morning tutorials labs. Teachers work individually/small group as well	Teachers Administrators	Title I IMA	June 2018	Student log in	Program reports Report Cards Progress reports STAR Math	Formative Reviews November, January, March, and June	
Teachers will develop content based assessments / summative assessments to attain information on acquired TEKS knowledge for the student and to gain a better understanding of what TEKS need to be spiraled in review.	Teachers	Local	June 2018	CBA's and DMAC data	DMAC data disaggregation	Formative Reviews November, January, March, and June	

<p>Ongoing PD on language development strategies will enable all children to meet the state's content and student performance standards on TELPAS. Teachers will continue to receive instruction on Sheltered Instruction and best teaching practices.</p>	<p>Teachers Administrators</p>	<p>Title I Title II</p>	<p>June 2018</p>	<p>TELPAS Walkthroughs Lesson plans Data review</p>	<p>TELPAS Scores a EOY Walkthroughs Lesson plans Data review</p>	<p>Formative Reviews November, January, March, and June</p>	<p>TIA #3,4,5,9</p>
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Research-Based Curriculum & Instruction

<p>Goal 1</p>	<p>Increase student achievement of at-risk and non at-risk students, including limited English proficient, special education, and economically disadvantaged students.</p> <p>NCLB Goal 1: By 2013-2014, all students will reach high standards, at a minimum, attaining proficiency or better in reading/language arts and mathematics.</p> <p>NCLB Goal 3: All limited English proficient students will become proficient in English and reach high academic standards, at a minimum, attaining proficiency or better in reading and mathematics.</p>						
<p>Performance Objective 1.2</p>	<p>READING/ELA ACADEMIC PERFORMANCE - At least 80% mastery of all students and student (African American, Hispanic, White, Economically Disadvantaged, Special Education, English Language Learners and At Risk) and 30% advanced on the STAAR in Reading/English Language Arts in order to meet state accountability requirements and federal accountability guidelines as defined in No Child Left Behind.</p> <p>SMART GOAL: By May of 2018, students will have improved scores on STAAR, DRA, and end of year assessments from their Benchmarks for Reading by 6-8 % as a result of implementing consistent, planned, and monitored instructional programs and Writing by 20-25% increasing by 2.5% monthly until April on the Excel Spreadsheet data.</p>						
<p>Summative Evaluation</p>	<p>Use data from: (1) Brazos ISD STAAR/EOC 2011-2013; (2) Brazos ISD Commended Rates from 2007-2011; (3) TELPAS; (4) EARLY LITERACY; (5) SAT Scores by Year; and (6) ACT Scores by Year and (7) Federal AYP reports.</p>						
<p>Action Steps</p>	<p>Person(s) Responsible</p>	<p>Resources</p>	<p>Completion Date</p>	<p>Evidence of Implementation</p>	<p>Evidence of Impact</p>	<p>Benchmark Timelines</p>	<p>Title I Schoolwide Components</p>
<p>Brazos Elementary will continue to target reading level expectations for the end of grades K-2 for both English and Spanish students.</p>	<p>Interventionist Teachers Administrator Counselor</p>	<p>Title I State Comp Ed</p>	<p>June 2018</p>	<p>Early Literacy scores DRA scores Local assessments</p>	<p>Progress Reports Report cards STAR Reading Progress</p>	<p>Each six weeks-mid and end</p>	<p>TIA #1</p>
<p>Continue varied reading strategies and techniques, using fiction and nonfiction texts in all K-5 classrooms.</p>	<p>Teachers Librarians Administrators</p>	<p>Local Title I</p>	<p>June 2018</p>	<p>Lesson plans Walk through TEKS Resource System Reports Team planning</p>	<p>Progress reports Report cards District Assessments State Assessments College Readiness</p>	<p>Each six weeks-mid and end</p>	
<p>Continue using a comprehensive reading program that emphasizes critical thinking and problem-solving to provide individualized support and additional time for students who need it through PAW, RtI, & Enrichment time.</p> <p>Provide Reading computer program in grades K-5.</p>	<p>Teachers Administrators Counselors</p>	<p>Title I State Comp Ed Local</p>	<p>June 2018</p>	<p>Lesson plans Walk through TEKS Resource System Reports Team planning STAR Reading Accelerated Reader</p>	<p>Progress reports Report cards District Assessments State Assessments College Readiness</p>	<p>Formative Reviews November, January, March, and June</p>	<p>TIA #2 & #8</p>
<p>Continue dyslexia program. Continue implementation of dyslexia services for Spanish speakers. Two programs are utilized for K-2nd & 3rd-5th.</p>	<p>Teachers Administrators</p>	<p>Local</p>	<p>June 2018</p>	<p>Professional development certificates Sign in sheets</p>	<p>Program completion</p>	<p>August 1, 2016</p>	<p>TIA #4 & #5</p>

Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timelines	Title I Schoolwide Components
Implement accommodations, co-teaching, inclusion support and interventions to accelerate special education students not demonstrating mastery of grade-level TEKS including Response to Intervention.	Teachers Administrators Counselors	Special Education Local/Federal	June 2018	Schedules Feedback at Grade-Level meetings ARD Documents RTI Forms	Progress reports Report cards District Assessments State Assessments College Readiness	Formative Reviews November, January, March, and June	TIA #7 and #8
Implement English Language Proficiency Standards into language arts in the PK-5 curriculum including a diversified staff to better match student populations including bilingual staff.	Teachers Administrators	Title III-professional development	June 2018	Lesson plans Walk through TEKS Resource System Reports Team planning	Progress reports Report cards District Assessments State Assessments College Readiness	Each six weeks-mid and end	
Continue focus on the writing process in K-5 using the four modes of writing to prepare students for college readiness (narrative, expository, persuasive, descriptive) through use of data tracking sheets.	Teachers Administrators	Local	June 2018	Lesson plans Walk through TEKS Resource System Reports Team planning	Progress reports Report cards District Assessments State Assessments College Readiness Excel Spreadsheets	Each six weeks-mid and end	
Analyze the four facets of College Readiness Standards and incorporate them into the K-5 English Language Arts Curriculum: 1) key cognitive strategies, 2) key content knowledge, 3) academic behaviors, and 4) contextual skills and awareness.	Teachers Administrators	Local	June 2018	Lesson plans Walk through TEKS Resource System Reports Team planning	Progress reports Report cards District Assessments State Assessments College Readiness	Each six weeks-mid and end	

Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timelines	Title I Schoolwide Components
Provide opportunities for at-risk and ELL students to enhance ELA skills through summer school.	Teachers Administrators	Title I Local State Comp Ed	June 2018	Lesson plans Walk through TEKS Resource System Reports Team planning	Progress reports Summer school Report cards	Formative Reviews End of summer school Summative reviews	TIA #2, #8 & #9
Students will receive differentiation in the classroom through small group instruction for GT, ESL, and SPED.	Administration Teachers	Local SPED	June 2018	Lesson plans Walkthroughs Assignments Gradebook	Progress reports Report cards District Assessments State Assessments	Formative Reviews End of summer school Summative reviews	Title I #1, #8, #9
Ongoing PD on language development strategies will enable all children to meet the state's content and student performance standards on TELPAS. Teachers will continue to receive instruction on Sheltered Instruction and best teaching practices.	Administration Teachers	Title III Local	June 2018	TELPAS Walkthroughs Lesson plans Data review	TELPAS Scores a EOY Walkthroughs Lesson plans Data review	Formative Reviews November, January, March, and June	TIA #3,4,5,9
Teachers will develop content based assessments / summative assessments to attain information on acquired TEKS knowledge for the student and to gain a better understanding of what TEKS need to be spiraled in review.	Teachers	Local	June 2018	CBA's and DMAC data	DMAC data disaggregation	Formative Reviews November, January, March, and June	

Research-Based Curriculum & Instruction

Goal 1	<p>Increase student achievement of at-risk and non at-risk students, including limited English proficient, special education, and economically disadvantaged students.</p> <p>NCLB Goal 1: By 2013-2014, all students will reach high standards, at a minimum, attaining proficiency or better in reading/language arts and mathematics.</p> <p>NCLB Goal 3: All limited English proficient students will become proficient in English and reach high academic standards, at a minimum, attaining proficiency or better in reading and mathematics.</p>						
Performance Objective 1.3	<p>SCIENCE ACADEMIC PERFORMANCE - A. At least 85% of all students and student groups (African American, Hispanic, White, Economically Disadvantaged, Special Education, English Language Learners and At Risk) will master the STAAR/EOC and at least 30% will score advanced.</p> <p>SMART GOAL: By May of 2018, students will have improved scores on STAAR, DRA, and end of year assessments from their Benchmarks by 3-4 % as a result of implementing consistent, planned, and monitored instructional programs.</p>						
Summative Evaluation	<p>Use data from: (1) Brazos ISD STAAR/EOC 2011-2017; (2) Brazos ISD Commended Rates from 2007-2011 (3) SAT Scores by Year; and (4) ACT Scores by Year and (5) Federal AYP reports.</p>						
Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timelines	Title I Schoolwide Components
<p>Provide training for PK-5 science teachers in order to integrate literacy into science content with emphasis on scientific vocabulary, technical reading, and critical thinking.</p>	<p>Teachers Administrators Region VI</p>	<p>Local Title II-professional development</p>	<p>August 2018</p>	<p>Lesson plans Walk through TEKS Resource System Reports Team planning</p>	<p>Progress reports Report cards District Assessments State Assessments College Readiness</p>	<p>Formative Reviews November, January, March, and June</p>	<p>TIA #2 & #8</p>
<p>Continue staff development that provides strategies and tools to ensure hands-on, inquiry-based, high-level learning for the science program which meets the recommended and/or required percentages of classroom/laboratory and field investigations as indicated in the 2011-2013 science TEKS: 80% in grades K-1, 60% in grades 2-3 and 50% in grades 4-5.</p>	<p>Teachers Administrators Region VI</p>	<p>Local Title I Title II</p>	<p>June 2018</p>	<p>Lesson plans Walk through TEKS Resource System Reports Curriculum Notebooks Team planning</p>	<p>Progress reports Report cards District Assessments State Assessments College Readiness</p>	<p>Formative Reviews November, January, March, and June</p>	<p>TIA #2 & #8</p>
<p>Facilitate the use of Thinking Maps, Interactive Word Walls, interactive note booking, and metacognitive strategies.</p>	<p>Teachers Librarians Administrators</p>	<p>Local</p>	<p>June 2018</p>	<p>Lesson plans Walk through TEKS Resource System Reports Team planning</p>	<p>Progress reports Report cards District Assessments State Assessments College Readiness</p>	<p>Each six weeks-mid and end</p>	

Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timelines	Title I Schoolwide Components
<p>Maintain appropriate accommodations, co-teaching, inclusion support, and remediation activities to accelerate special need students not demonstrating mastery.</p> <p>The campus will have SPED teacher and aides to assist with resource and inclusion support.</p>	<p>Teachers Administrators Counselors</p>	<p>Special Education Local/Federal</p>	<p>June 2018</p>	<p>Schedules Feedback at Grade-Level meetings ARD Documents</p>	<p>Progress reports Report cards District Assessments State Assessments College Readiness</p>	<p>Formative Reviews November, January, March, and June</p>	<p>TIA #7 and #8</p>
<p>Continue to implement a comprehensive science program that emphasizes critical thinking and problem-solving to provide individualized support and additional time for students who need it through PAW time and remedial period.</p>	<p>Teachers Administrators Instructional Assistants Tutors Counselors</p>	<p>Local Title II-professional development State Comp Ed 1 FTE BES</p>	<p>June 2018</p>	<p>Lesson plans Walk through TEKS Resource System Reports Team planning</p>	<p>Progress reports Report cards District Assessments State Assessments College Readiness</p>	<p>Formative Reviews November, January, March, and June</p>	<p>TIA #2 & #8</p>
<p>Analyze the four facets of college readiness and incorporate them into the K-5 science curriculum: 1) key cognitive strategies, 2) key content knowledge, 3) academic behaviors, and 4) contextual skills and awareness.</p>	<p>Teachers Administrators</p>	<p>Local</p>	<p>June 2018</p>	<p>Lesson plans Walk through TEKS Resource System Reports Team planning</p>	<p>Progress reports Report cards District Assessments State Assessments College Readiness</p>	<p>Each six weeks-mid and end</p>	
<p>Continue to integrate the required English Language Proficiency Standards (ELPS) as an integral part of science curriculum.</p>	<p>Teachers Administrators</p>	<p>Title III-professional development</p>	<p>June 2018</p>	<p>Lesson plans Walk through TEKS Resource System Reports Team planning</p>	<p>Progress reports Report cards District Assessments State Assessments College Readiness</p>	<p>Each six weeks-mid and end</p>	

Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timelines	Title I Schoolwide Components
Provide training for K-5 science teachers that address Science TEKS and StemScopes.	Teachers Administrators Region VI	Local Title II-professional development	August 2018	Lesson plans Walk through TEKS Resource System Reports Team planning	Progress reports Report cards District Assessments State Assessments College Readiness	Formative Reviews November, January, March, and June	TIA #2 & #8
Continue to integrate Stem Scopes Lab Kits to better facilitate instruction.	Teachers Administrators Accelerated Learning Personnel	IMA	June 2018	Lesson Plans Trainings Accelerated Learning StemScopes	Progress reports Report cards District Assessments State Assessments College Readiness	Formative Reviews in December, February and April.	
Continue to work with our ESL students in developing content rich vocabulary, reading strategies to increase comprehension, and inference skills.	Teachers Administrators	Local	June 2018	Lesson Plans PDAS Education Galaxy – ESL Reading Smart	Progress reports Report Cards District Assessments State Assessments	Each six weeks progress reports, report cards, and benchmarking	TIA #2 & #8
Ongoing PD on language development strategies will enable all children to meet the state's content and student performance standards on TELPAS. Teachers will continue to receive instruction on Sheltered Instruction and best teaching practices.	Administration Teachers	Title III	June 2018	TELPAS Walkthroughs Lesson plans Data review	TELPAS Scores a EOY Walkthroughs Lesson plans Data review	Formative Reviews November, January, March, and June	TIA #3,4,5,9

Research-Based Curriculum & Instruction

Goal 1	<p>Increase student achievement of at-risk and non at-risk students, including limited English proficient, special education, and economically disadvantaged students.</p> <p>NCLB Goal 1: By 2013-2014, all students will reach high standards, at a minimum, attaining proficiency or better in reading/language arts and mathematics.</p> <p>NCLB Goal 3: All limited English proficient students will become proficient in English and reach high academic standards, at a minimum, attaining proficiency or better in reading and mathematics.</p>						
Performance Objectives 1.4	<p>SOCIAL STUDIES ACADEMIC PERFORMANCE: (A) At least 80% mastery of all students and student student groups (African American, Hispanic, White, Economically Disadvantaged, Special Education, English Language Learners and At Risk) and 30% advanced on STAAR/EOC in Social Studies.</p>						
Summative Evaluation	<p>Use data from: (1) Brazos ISD STAAR/EOC 2011-2017; (2) Brazos ISD Commended Rates from 2007-2011 (3) SAT Scores by Year; and (4) ACT Scores by Year and (5) Federal AYP reports.</p>						
Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timelines	Title I Schoolwide Components
<p>Vertically align PK-5 Social Studies course of study based on the strands of history, geography, government, economics, citizenship, culture, science, technology, society, and social studies skills to provide continuity and reduce learning gaps.</p>	<p>Teachers Administrators</p>	<p>Local Title I-vertical teaming Title II-professional development</p>	<p>August 2018</p>	<p>Lesson plans Walk through TEKS Resource System Reports Team planning</p>	<p>Progress reports Report cards District Assessments State Assessments College Readiness</p>	<p>Each six weeks-mid and end</p>	
<p>Identify and select effective research-based methods and materials of Social Studies instruction and provide professional development (such as Thinking Maps, foldables, questioning strategies, flexible grouping, writing and vocabulary for teachers PK-5 methods).</p>	<p>Teachers Administrators</p>	<p>Local Title I</p>	<p>August 2018</p>	<p>Lesson plans Walk through TEKS Resource System Reports Team planning</p>	<p>Progress reports Report cards District Assessments State Assessments College Readiness</p>	<p>Each six weeks-mid and end</p>	

Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timelines	Title I Schoolwide Components
Reinforce and promote the use of technology for research by utilizing primary sources, video-streaming and current issues to assist students in developing TEKS-based projects.	Teachers Administrators	Local	June 2018	Lesson plans Walk through TEKS Resource System Reports Team planning	Progress reports Report cards District Assessments State Assessments College Readiness	Each six weeks-mid and end	
Implement accommodations inclusion support, coaching, and intervention to accelerate special education students and English Language Learners (ELLs) not demonstrating mastery of grade level STAAR.	Teachers Administrators Counselors	Special Education Local/Federal	June 2018	Schedules Feedback at Grade-Level meetings ARD Documents	Progress reports Report cards District Assessments State Assessments College Readiness	Formative Reviews November, January, March, and June	TIA #7 and #8
Continue support for Brazos ISD teachers to gain certifications and learn effective teaching strategies in social studies.	Teachers Administrators	Title II-professional development	August 2018	Professional development certificates Sign in sheets	TeXes scores Certificates	August 1, 2017	TIA #4 & #5
Incorporate Freedom Week activities into the curriculum. HB 708	Teachers Instructional assistants Administrators	Local	November 2018	Schedules Walk through Team planning	Lesson plans Student displays	November	
Implement Education "Go Get It Week for students (HB 2237; Sect 2) (TEC 29.911).	Teachers Instructional assistants Administrators	Local	March 2018	Schedules Walk through Team planning	Lesson plans Student displays	March	
Continue to work with our ESL students in developing content rich vocabulary, reading strategies to increase comprehension, and inference skills.	Teachers Administrators	Local Title III	June 2018	Lesson Plans PDAS Study Island – ESL Reading Smart	Progress reports Report Cards District Assessments State Assessments	Each six weeks progress reports, report cards, and benchmarking	TIA #2 & #8
Adopt a comprehensive curriculum aligned to the new SS TEKS.	Teachers Administrators	IMA	June 2018	Lesson plans Walkthroughs	Progress reports Report Cards District Assessments State Assessments	Each six weeks progress reports, report cards, and benchmarking	
Teachers will develop content based assessments / summative assessments to attain information on acquired TEKS knowledge for the student and to gain a better understanding of what TEKS need to be spiraled in review.	Teachers	Local	June 2018	CBA's and DMAC data	DMAC data disaggregation	Formative Reviews November, January, March, and June	

High Quality Professional Development

Goal 2	Recruit, develop and retain a highly qualified staff reflective of, and responsive to, the needs of the district's diverse student body. NCLB Goal 2: By 2005-2006, all students will be taught by highly qualified teachers.						
Performance Objectives 2.1	100% of all professional and paraprofessional personnel will meet the definition of "highly qualified" according to No Child Left Behind by the end of 2011-2014 school years.						
Summative Evaluation							
Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timelines	Title I Schoolwide Components
Implement collaborative teacher induction program.	Administrators	Local	August 2018	Sign in sheets Training documents	Lesson plans Book reviews Walkthroughs	Formative Reviews November, January, March, and June	TIA # 3
Attend / conduct job fairs and post open positions on the school and TASB website to recruit highly qualified teachers as needed.	Administrators	Local	August 2018	Sign in sheets Interview schedules Websites	Highly Qualified staff in each classroom	Formative Reviews November, January, March, and June	TIA # 3
Conduct annual reviews of certifications and continue to encourage staff to increase certifications.	Administrators	Local Title II	August 2018	Highly Qualified Certification	Highly Qualified staff in each classroom	Formative Reviews November, January, March, and June	TIA # 3

High Quality Professional Development

Goal 2	Recruit, develop and retain a highly qualified staff reflective of, and responsive to, the needs of the district's diverse student body. NCLB Goal 2: By 2005-2006, all students will be taught by highly qualified teachers.						
Performance Objectives 2.2	Provide professional development that enables teachers to implement differentiated instruction in the classroom and increase higher order thinking in their instruction. 100% of the teachers will attend at a minimum of two trainings based on campus, district, or classroom need.						
Summative Evaluation							
Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timelines	Title I Schoolwide Components
Provide math content training that meets individual student needs, builds capacity among teacher leaders, and uses data to make instructional decisions.	Teachers Instructional assistants Tutors Administrators	Local Title II-professional development	August 2018	Lesson plans Walk through TEKS Resource System Reports DMAC TMSDS Team planning	Progress reports Report cards District Assessments State Assessments College Readiness	Formative Reviews November, January, March, and June	TIA #2 & #8
Continue support for Brazos ISD teachers to gain certifications and learn effective teaching strategies for English Language Learners (e.g., ESL and TExES prep-courses) and Special Education including mentor program.	Teachers Administration	Local Title II	August 2018	Training records Test registration	Testing results	Formative Reviews June July August	TIA#3
Provide training for PK-5 science teachers in order to integrate literacy into science content with emphasis on scientific vocabulary, technical reading, and critical thinking.	Region VI Consultants Teachers Administrators	Title II-professional development Title I	August 2018	Training records Sign In Sheets	Progress reports Report cards District Assessments State Assessments	Formative Reviews November, January, March, and June	TIA #4
Continue staff development that provides strategies and tools to ensure hands-on, inquiry-based, high-level learning for the science program which meets the recommended and/or required percentages of classroom/laboratory and field investigations as indicated in the 2010-2011 science TEKS: 80% in	Region VI Consultants Teachers Administrators	Local	August 2018	Training records Sign In Sheets	Progress reports Report cards District Assessments State Assessments	Formative Reviews November, January, March, and June	TIA #4

grades K-1, 60% in grades 2-3 and 50% in grades 4-5.							
Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timelines	Title I Schoolwide Components
Provide training for K-5 science teachers that address science TEKS and Stemsscopes.	Region VI Consultants Teachers Administrators	Title II	August 2018	Training records Sign In Sheets	Progress reports Report cards District Assessments State Assessments	Formative Reviews November, January, March, and June	
Provide training for K-5 social studies teachers that address the Social Studies TEKS and social studies curriculum.	Region VI Consultants Teachers Administrators	Local	August 2018	Training records Sign In Sheets	Progress reports Report cards District Assessments State Assessments	Formative Reviews November, January, March, and June	TIA #4
Provide training for teachers in discipline management, suicide prevention, conflict resolution, dating violence (HB 121) (TEC 37.083), violence prevention, sexual abuse of children (Jenna's Law), and Crisis Prevention Intervention (CPI).	Teachers Administrators Trainers	Local	August 2018	Training records Sign In Sheets	PEIMS Report Discipline Referrals	Formative Reviews November, January, March, and June	
Hire degreed instructional assistants.	Administrators	Local	August 2018	Transcripts	Highly qualified report	Formative reviews November, January, March, and June	TIA #4

Safe and Drug-Free Schools

Goal 3	Maintain a safe and disciplined environment conducive to student learning and employee effectiveness. NCLB Goal 4: All students will be educated in learning environments that are safe, drug-free, and conducive to learning.						
Performance Objective 3.1	All internal and external threats to the safety of students, staff, and patrons in the 2014-15 school year will be mitigated appropriately and according to training so that no one is seriously harmed.						
Summative Evaluation							
Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timelines	Title I Schoolwide Components
Ensure the district is National Incident Management System (NIMS) compliant and rewrite the Crisis Management Handbook to reflect the Multi-hazard Emergency Operations Plan recommended in Section 37.108 of the Texas Education Code. Ensure the plan is compliant with the 2003 International Fire Code Section 404.3. Ensure 100 percent compliance throughout the district. Reporting will be done to the Texas School Safety Center as required by SB11.	Teachers Administrators	Local	June 2018	Sign In Sheets	Crisis Management Plans Drill records	Formative Reviews November, January, March, and June	TIA #10
Annually track incidents that threaten campus security using the Student Disciplinary Action Summary PEIMS report, the Gun-Free Schools Report, Wallis Police Department/Fort Bend Sheriff and district security reports, relative to criminal activity in and around campus sites.	Teachers Administrators	Local	June 2018	PEIMS records Sign In Sheets	Crisis Management Plans Drill records	Formative Reviews November, January, March, and June	TIA #10

Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timelines	Title I Schoolwide Components
Conduct "see what we see" safety and security audits at all campus sites by sending trained individuals into the schools to determine the effectiveness of physical security measures and safety and security processes. Use results to target additional training with campus personnel.	Teachers Administrators	Local	June 2018	Audit Report Sheets	Crisis Management Plans Audit schedule	Formative Reviews November, January, March, and June	TIA #10
Ensure each school has campus personnel trained in compliance with SB 1196, the Texas State Behavior Initiative; the law requires schools to have personnel trained in behavioral interventions and CPI restraint training relative to all students.	Teachers Administrators	Local	June 2018	Sign In Sheets Team meeting notes	Discipline reports PEIMS reports	Formative Reviews November, January, March, and June	TIA #10
Ensure all auxiliary buildings within the district maintain a secure environment by locking non-essential external doors and through visitor registry.	Custodial staff Office staff Teachers Administrators	Local	June 2018	Campus walk through Alarm system reports	Crisis Management Plans Audit schedule	Formative Reviews November, January, March, and June	TIA #10
Consider how the current telephone system can be used to augment the public address system in aiding teachers and staff in sounding the alarm within the building should there be a need for emergency lockdown.	Office staff Teachers Administrators	Local	June 2018	Team meeting notes with office staff, teachers and administrators	Crisis Management Plans	Formative Reviews November, January, March, and June	TIA #10

Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timelines	Title I Schoolwide Components
<p>Continuous implementation of SHAC-group of individuals representing segments of the community, appointed by the school district to serve at the district level, to provide advice to the district on coordinated school health programming and its impact on student health and learning including HB 2176 addressing parenting skills, relationship skills, and family violence prevention.</p>	<p>Teachers Administrators Athletic Director Community</p>	<p>Local</p>	<p>June 2018</p>	<p>Sign In Sheets Meeting notes</p>	<p>SHAC District and Campus Plans</p>	<p>Formative Reviews November, January, March, and June</p>	
<p>Continue to use School Messenger to communicate with parents and guardians about school related news.</p>	<p>Teachers Administrators</p>	<p>Local</p>	<p>June 2018</p>	<p>Grade level meetings Texts Sent</p>	<p>Crisis Management Plan</p>	<p>Formative Reviews November, January, March, and June</p>	

Safe and Drug-Free Schools

Goal 3	Maintain a safe and disciplined environment conducive to student learning and employee effectiveness. NCLB Goal 4: All students will be educated in learning environments that are safe, drug-free, and conducive to learning.						
Performance Objective 3.2	Assure that all students and employees feel safe at school and that students develop the ability to resist engaging in unsafe behaviors. By May of 2018, students and staff surveyed will show on a survey that they feel safe at a minimum 95% of the time.						
Summative Evaluation							
Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timelines	Title I Schoolwide Components
Provide educational materials for parents and students; information provided will assist parents and students in learning about health-related issues in many arenas including alcohol and drug abuse, suicide, and other mental health issues of concern.	Counselors Administrators Region VI	Local	June 2018	Team meeting notes with faculty and staff Parent meetings Program materials	Discipline reports Sign in sheets	Formative Reviews November, January, March, and June	TIA #6 & #10
Provide crisis management team training for all counselors; this training is to be specifically designed for counselors relative to prevention, intervention, and postvention methodologies.	Counselors Administrators Region VI	Local	June 2018	Registration	Sign in sheets from professional development presented to faculty and staff	Formative Reviews November, January, March, and June	TIA #6 & #10
Provide suicide awareness training for all counselors; ensure that each counselor receives a minimum of four hours of training per year.	Counselors Administrators Region VI	Local	June 2018	Registration	Sign in sheets from professional development presented to faculty and staff	Formative Reviews November, January, March, and June	TIA #6 & #10
Provide training pursuant to HB 121, the new date violence law, such that students, teachers, and counselors receive two hours of training per year.	Counselor Teachers Administrators Region VI	Local	June 2018	Registration	Sign in sheets from professional development presented to faculty and staff	Formative Reviews November, January, March, and June	TIA #6 & #10

Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timelines	Title I Schoolwide Components
Continue bullying prevention programs which target both physical bullying and cyberbullying for all grade levels.	Counselor Teachers Administrators Region VI	Local	June 2018	Registration	Sign in sheets from professional development presented to faculty and staff	Formative Reviews November, January, March, and June	TIA #6 & #10
Continue drug and alcohol awareness programs at campus level through the guidance and counseling departments in coordination with campus health classes.	Counselor Teachers Administrators Region VI	Local	June 2018	Registration	Sign in sheets from professional development presented to faculty and staff	Formative Reviews November, January, March, and June	TIA #6 & #10
The rules and guidelines provided in the student handbook and student code of conduct will be followed by all students. Students not adhering to the policies outlined may be placed in ISS or OSS; dependent on the severity of the situation.	Administrators	Local	June 2018	Student handbook Discipline referrals Student Code of Conduct	Discipline referrals Attendance Data	Formative Reviews November, January, March, and June	TIA #9

Completion and Attendance

Goal 4	Ensure that students understand the importance of attending school and completing high school. NCLB Goal 5: All students will graduate from high school. Maintain an annual dropout rate of less than 1% for 7th and 8th grade students. Increase the completion rate to 95% for grades 9-12.						
Performance Objective 4.1	ATTENDANCE - Improve student attendance to 97% district-wide.						
Summative Evaluation	Review past years attendance reports. Review incentives used by campuses. Review of attendance in PK revealed need for improvement. Review various programs available to at-risk and Career & Technical Education (CATE) students.						
Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timelines	Title I Schoolwide Components
Continue to monitor attendance procedures to ensure adequate time is allotted for researching excessive absences.	Office staff Teachers Administrators PEIMS	Local	June 2018	Attendance reports	PEIMS Reports Report cards	Formative Reviews November, January, March, and June	TIA #1
Ensure adequate time is provided for the attendance clerks and data clerks to follow-up on excessive absences ; continue to monitor other duties assigned beyond the job description of those clerks responsible for attendance.	Administrators	Local	June 2018	Attendance reports Phone logs	PEIMS Reports Report cards	Formative Reviews November, January, March, and June	TIA #1
Adhere to the new TPM Measures and promote attendance through meetings with parents and creating plans as a team.	Administrators Parents Teachers Counselor	Local	June 2018	TPM Plans	Attendance Reports	Formative Reviews November, January, March, and June	TIA ??
Remediate any deficient area determined by attendance records and academic records.	Teachers Administrators	Title I State Comp Ed	June 2018	Structured lessons Altered schedules	Progress reports Report cards STAAR/EOC	Formative Review after each flex day	TIA #2, #8 & #9
Provide support for instruction for students struggling with behavior that interferes with academic progress.	Teachers Administrators Counselor Instructional Assistant	Local	June 2018	Structured lessons Altered schedules	Progress reports Report cards STAAR/EOC	Formative Review	TIA #2, #8 & #9

Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timelines	Title I Schoolwide Components
Implement professional development activities to assist teachers in providing programs that prevent students from dropping out of school.	Counselors Administrators Teachers	Local	June 2018	Conference schedules	PEIMS Reports	Formative Reviews November, January, March, and June	TIA #1, #6, & #9
Inform students and parents of academic and support programs available to students including online gradebook and lesson plans. 5C, 5D, 5I, 5J, 5N, 5O	Counselors Administrators Teachers	Local	June 2018	Conference schedules	PEIMS Reports	Formative Reviews November, January, March, and June	TIA #1, #6, & #9

Parent and Community Involvement

Goal 5	Enhance communication between district, schools, parents and the community by encouraging parents and community members to actively support the schools.						
Performance Objective 5.1	Continue to enhance and increase parent involvement as it relates to positive academic achievement; allow for parental and community input; and enhance parent communication and involvement utilizing the district's technology platform to facilitate this effort and measured by use of technology for outreach to parents.						
Summative Evaluation	The participation of parent involvement will increase by 5% over the previous year's activity participation number.						
Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timelines	Title I Schoolwide Components
Offer Meet the Teacher for each grade level at Brazos Elementary prior to 1 st day of school to review & distribute school compacts, Title I, and school expectations. Have translators available and parent compact forms in both English and Spanish. It will be reviewed with the parents once more on Reading Night in December. Translators are used to communicate with non-English speaking parents.	BES Faculty and Staff	Local	June 2018	Sign in sheets	Increased parent participation in grade level curriculum expectations	Formative Review November	TIA #6
Schedule and hold report card conferences at the end of the first six weeks for BES parents to review and ask questions about student progress in dual languages for parent understanding.	BES Faculty and Staff	Local	June 2018	Parent compacts Conference records	Increased parental participation in student's academic progress	Formative Review November	TIA #6
Continue to support parent conferences at the end of the six weeks in person or by phone for BES parents to review and ask questions about student progress. Teachers will communicate with parents in both English and Spanish with the help of translators.	BES Faculty and Staff	Local	June 2018	Conference records	Increased parental participation in student's academic progress	Formative Review November	TIA #6
Disseminate positive district/campus/teacher information via website, local news media, newsletters, School Reach and social media.	Webmaster Administrators Teachers	Local	June 2018	# of newsletters sent home # of hits on website # of surveys returned	Increased participation in district activities	Formative Reviews November, January, March, and June	TIA #6
Streamline and facilitate student registration by using same district forms.	Office staff Administrators	Local	June 2018	Registration	Student registration information	Formative Reviews	TIA #6

						November, January, March, and June	
Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timelines	Title I Schoolwide Components
Publically recognize staff by highlighting individual achievements and accomplishments.	Administrators	Local	June 2018	Awards records	Media file	Formative Reviews November, January, March, and June	
Increase participation of parents and community members in the site-based decision making process.	Webmaster Administrators Teachers	Local	June 2018	Sign in sheets Meeting notes Agendas	Increased involvement in district decision making	Formative Reviews November, January, March, and June	TIA #6
Provide opportunities for volunteerism at Brazos Elementary in the form of Reading & Lunch Volunteers, including mentoring, PTE, school functions.	Webmaster Administrators Teachers	Local	June 2018	Sign in sheets	Increased participation in district activities	Formative Reviews November, January, March, and June	TIA #6
Maintain a user friendly district/campus/teacher website which includes a comprehensive District calendar including use of School Messenger.	Webmaster Administrators Teachers	Local	June 2018	Sign in sheets Meeting notes Agendas	Increased participation in district activities	Formative Reviews November, January, March, and June	TIA #6
Utilize parent grade book, the Wallis News Review, and ROAR newsletter to increase outreach to parents. The ROAR newsletter is distributed in both English and Spanish.	Webmaster Administrators Teachers	Local	June 2018	Sign in sheets Meeting notes Agendas	Increased participation in district activities	Formative Reviews November, January, March, and June	TIA #6
State test results will be provided once the school receives the student data and will be distributed along with the TEA parent explanation page in both English and Spanish.							

Technology

Goal 6	Use technology to enhance learning, communication and organization						
Performance Objective 6.1	Increase technology time for teachers and staff to a minimum of 10 % of the school day in a more consistent manner allowing all students and teachers to have access to technology throughout the school day. Infuse technology into engaging teaching and learning experiences which foster authentic learning that will be relevant to students in the 21st century.						
Summative Evaluation	District technology plan summative review, campus technology plan summative review, and IMA summative review.						
Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timelines	Title I Schoolwide Components
Implement professional development activities to assist teachers in how to use technology effectively.	Administrators	Local Title II	August 2018	Sign in sheets Meeting notes Agendas	Increased participation in district activities	Formative Reviews November, January, March, and June	TIA #6
Implement professional development activities to assist teachers in improving the academic achievement of educationally disadvantaged students.	Administrators Teachers	Local Title II	August 2018	Sign in sheets Meeting notes Agendas	Increased participation in district activities	Formative Reviews November, January, March, and June	TIA #6
Prepare teachers on campuses as technology leaders who will assist other teachers.	Administrators Teachers	Local	June 2018	Sign in sheets Meeting notes Agendas	Increased participation in district activities	Formative Reviews November, January, March, and June	TIA #6
Integrate advanced technologies, including emerging technologies, into curricula and instruction and use those technologies to create new learning environments.	Administrators Teachers	Local	June 2018	Sign in sheets Meeting notes Agendas	Increased participation in district activities	Formative Reviews November, January, March, and June	TIA #6
Provide assistance in integrating technology into instruction.	Administrators Teachers	Local	June 2018	Sign in sheets Meeting notes Agendas	Increased participation in district activities	Formative Reviews November, January, March, and June	TIA #6
Provide professional development activities to lead to improvements in classroom instruction in the core subject areas that effectively prepare students to meet the challenging state academic standards.	Administrators Teachers	Local	August 2018	Sign in sheets Meeting notes Agendas	Increased participation in district activities	Formative Reviews November, January, March, and June	TIA #6

Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timelines	Title I Schoolwide Components
Purchase supplemental online curriculums to enhance lesson planning: Study Island IXL.	Classroom teacher Campus Administrator Superintendent	Local	June 2018	Lesson plans Progress reports STAAR/EOC scores Early Literacy scores STAR Enterprise DMAC	Progress reports Report cards District Assessments State Assessments College Readiness	Formative Reviews November, January, March, and June	
Purchase laptops for campuses to implement online curriculum. 8A, 8BI	Administrator Superintendent Technology Dept.	Rural Grant	June 2018	Purchase orders	Walkthroughs Use of online textbook resources	Formative Reviews November, January, March, and June	
Define non-negotiable parameters regarding the use of the district curriculum, and insure fidelity of use. A, 2G, 2M	Campus Administrator Superintendent	Local	June 2018	Lesson plans Progress reports STAAR/EOC scores EARLY LITERACY scores DMAC	Progress reports Report cards District Assessments State Assessments	Formative Reviews November, January, March, and June	
Enhance student learning by offering distance learning opportunities for students. 2A, 2G, 2M	Campus/District Administrator Superintendent	Local	June 2018	Lesson plans Progress reports STAAR/EOC scores EARLY LITERACY scores DMAC GradPoint	Short term and long term technology plan	Formative Reviews November, January, March, and June	
Develop a plan to replace computers in the district at a rate of 15 new per year.	Superintendent Technology Committee Administrators	Local	June 2018	Meeting records Sign In Sheets	Short term and long term technology plan	Formative November, January, March, and June	
Technology infrastructure will be continually updated to meet the needs of the students. 8D	Superintendent Technology Committee Administrators	Local	June 2018	Meeting records Sign In Sheets	Short term and long term technology plan	Formative November, January, March, and June	

Technology

Goal 6	Use technology to enhance learning, communication and organization.						
Performance Objective 6.2	Provide differentiated professional development that enables teachers to implement technology in the classroom and increase higher order thinking in their instruction. All professional staff will be required to use EduHero.						
Summative Evaluation	District technology plan summative review, campus technology plan summative review, and IMA summative review.						
Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timelines	Title I Schoolwide Components
Ongoing professional development regarding the use of data to drive instruction and to implement changes in scope and sequence.	Superintendent Technology Committee Administrators	Local Title II-professional development	August 2018	Training records Sign In Sheets	Progress reports Report cards District Assessments State Assessments DMAC	Formative Reviews November, January, March, and June	TIA #4
Ongoing professional development for staff to develop and continually assess exemplary lessons that incorporate high levels of student expectations.	Superintendent Technology Committee Administrators	Local Title II-professional development	August 2018	Training records Sign In Sheets	Progress reports Report cards District Assessments State Assessments	Formative Reviews November, January, March, and June	TIA #4
Ongoing technology professional development that includes providing technology for staff to be able to teach to develop 21 st century learners.	Superintendent Technology Committee Administrators	Local Title II-professional development	August 2018	Training records Sign In Sheets	Progress reports Report cards District Assessments State Assessments	Formative Reviews November, January, March, and June	TIA #4