

Brazos Independent School District
Brazos Elementary
2018-2019 Campus Improvement Plan

Accountability Rating: Met Standard

Board Approval Date: September 26, 2018

Vision

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

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Comprehensive Needs Assessment

Revised/Approved: September 18, 2018

Needs Assessment Overview

Summary of Current Needs

- Many students are not on the appropriate grade level. We will target how to close the gap by visiting all of the current programs and the alignment we have in place.
- We have to teach to the top to raise met standard and continue to grow all students.
- We need consistency with the use of TEKS resource, including vertical alignment in all subject areas.
- We need to put an RTI system in place. This includes procedures, documentation, lessons, progress monitoring, and follow up.
- We need to review, decide, and implement a school wide vertical plan for reading, writing, math, and science.
- We need to begin handwriting to meet the TEKS requirement.

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.

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.

Demographics Strengths

Campus demographics remain stable amongst the different 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.

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 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

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.

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.

Brazos Elementary will continue to work on how to manage students that are of a low socioeconomic 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.

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.

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. 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.

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).

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.

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

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 able to work with students and re-teach/extend lessons as needed.

Parent and Community Engagement

Parent and Community Engagement 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.

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

Parent and Community Engagement 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.

School Context and Organization

School Context and Organization Summary

Brazos Elementary provides instruction from 7:55 am-3:20 pm 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. Continuing to revisit our master schedule in the year ahead to see how else we can maximize instructional time will be of benefit.

School Context and Organization Strengths

Brazos Elementary 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.

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. 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.

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 Stemscoopes 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.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Prekindergarten Self-Assessment Tool

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- 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, progress, and participation data,
- Special education population, including performance, discipline, progress, and participation data
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data

Employee Data

- Staff surveys and/or other feedback
- T-TESS

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation

Goals

Goal 1: Student Growth and Success: Each student will be provided engaging, relevant, and meaningful learning experiences which foster the acquisition of the Texas Essential Knowledge and Skills.

Performance Objective 1: 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% masters on the STAAR in Math.

Evaluation Data Source(s) 1: STAAR Math Results

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Comprehensive Support Strategy Critical Success Factors CSF 1</p> <p>1) Teachers will use TEKS Resource vocabulary in their lessons and on classroom Word Walls to assist students.</p>	2.4, 2.5, 2.6	Teachers Principal	Improved Progress Reports Improved Report Cards Improved Test Scores				
<p>Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1</p> <p>2) Use district adopted math curriculum (Sharon Wells) with fidelity, as the basis of math instruction with other materials to supplement the curriculum. (Motivational Math, Envisions)</p>	2.4, 2.5, 2.6	Lesson Plans Walk Throughs	Improved Math Scores				
<p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 4 CSF 5 CSF 6</p> <p>3) Family Math Night</p>	2.4, 2.5, 2.6	Teachers Principal	Improved Grades Improved Math Scores				

<p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2</p> <p>4) 4) Teachers will continue to use dual coded Math questions on Math CBA's to promote STAAR readiness.</p>	2.4, 2.6	Teachers Principal	Progress reprts Report cards District assessments State assessments				
<p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2</p> <p>5) 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.</p>	2.4	Teachers Principal	Data disaggregation CBA's				

 = Accomplished
  = Continue/Modify
  = No Progress
  = Discontinue





Goal 1: Student Growth and Success: Each student will be provided engaging, relevant, and meaningful learning experiences which foster the acquisition of the Texas Essential Knowledge and Skills.

Performance Objective 2: At least 80% mastery of all students and student groups and 30% masters on the STAAR in Reading.

Evaluation Data Source(s) 2: STAAR Reading Results

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2</p> <p>1) Brazos Elementary will continue to target reading level expectations for the end of grades K-2 for both English and Spanish.</p>	2.4, 2.6	Teachers Principal	Progress reports Report cards STAAR Reading				
<p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2</p> <p>2) Continue varied reading strategies and techniques using fiction and nonfiction texts in all K-5 classrooms.</p>		Teachers Principal Lesson plans Walk Throughs TEKS Resource Team Planning	Progress reports Report cards District assessments State assessments				
<p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2</p> <p>3) 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. (PAW, RTI)</p>	2.4, 2.6	Teachers Principal Lesson plans Walk through TEKS Resource Team Planning	Progress reports Report cards District assessments State assessments				
<p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 4</p> <p>4) Continue Dyslexia program. Continue implementation of dyslexia services.</p>	2.4, 2.5, 2.6	Dyslexia teacher Classroom teacher Principal	Program completion				

<p>Comprehensive Support Strategy Critical Success Factors CSF 1</p> <p>5) Implement accommodations, co-teaching, inclusion support and interventions to accelerate special education students not demonstrating mastery of grade level TEKS</p>	2.4, 2.6	Teachers Principal Schedules Feedback Grade Level Meetings ARD Documents RTI Forms	Progress reports Report cards District assessments State assessments				
<p>Comprehensive Support Strategy Critical Success Factors CSF 1</p> <p>6) Provide opportunities for at-risk and ELL students to enhance ELAR skills through summer school.</p>	2.4, 2.6	Teachers Principal Lesson plans TEKS Resource Team Planning	Summer school assessments				
<p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 4</p> <p>7) Students will receive differentiated instruction in the classroom through small group instruction for GT, ESL, and SPED.</p>	2.4, 2.5	Teacher Principal Lesson plans Walk through Assignments Gradebooks	Progress reports Report cards District assessments State assessments				
<p>Comprehensive Support Strategy Critical Success Factors CSF 1</p> <p>8) Teachers will develop content based assessments/summative assessments to attain information on acquired TEKS knowledge for the students to gain a better understanding of what TEKS need to be spiraled in review.</p>	2.4, 2.6	Teachers Principal CBA's DMAC	Data disaggregation				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							


Goal 1: Student Growth and Success: Each student will be provided engaging, relevant, and meaningful learning experiences which foster the acquisition of the Texas Essential Knowledge and Skills.

Performance Objective 3: At least 85% of all students and student groups will met standard on the Science STAAR and at least 30% will scored at the masters level.

Evaluation Data Source(s) 3: Science STAAR results

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide training on integrating literacy into science content with emphasis on scientific vocabulary, technical reading, and critical thinking.		Lesson plans Walk throughs TEKS Resource Team planning	Progress reports Report cards District assessments State assessments				
2) Continue staff development that provides strategies and tools to ensure hands-on, inquiry based, high-level learning for the science program which meets requirements for lab/field investigations.		Lesson plans Walk throughs	Progress reports Report cards District assessments State assessments				
3) Facilitate the use of interactive notebooks and metacognitive strategies.		Lesson plans Walk throughs	Notebooks Progress reports Report cards				
4) Maintain appropriate accommodations, co-teaching, inclusion support, and remediation activities to accelerate special need students not demonstrating mastery. The campus will utilize sped teacher and aides to assist with resource and inclusion support.		Schedules Feedback Grade level meetings ARD documents	Progress reports Report cards District assessments State assessments				
5) Continue to implement a comprehensive science program for 5th grade that emphasizes critical thinking and problem solving to provide individualized support and additional time for students during PAW time.		Lesson plans Walk throughs TEKS Resource	Progress reports Report cards District assessments State assessments				
6) Continue to integrate the required English Language Proficiency Standards (ELPS) as an integral part of science curriculum.		Lesson plans Walk throughs TEKS Resource	Progress reports Report cards District assessments State assessments				
7) Continue to integrate Stemsscopes Lab Kits to better facilitate instruction.		Lesson plans Stemsscopes	Progress reports Report cards District assessments State assessments				

8) Continue to work with our ESL students in developing content rich vocabulary, reading strategies to increase comprehension, and inference skills.		Lesson plans Education galaxy	Progress reports Report cards District assessments State assessments				
							


Goal 1: Student Growth and Success: Each student will be provided engaging, relevant, and meaningful learning experiences which foster the acquisition of the Texas Essential Knowledge and Skills.

Performance Objective 4: At least 80% of all students and student groups master the TEKS.


Evaluation Data Source(s) 4: Social Studies Weekly

Summative Evaluation 4:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Vertically align K-5 social studies course of study based on the strands of history, geography, government, government, economics, citizenship, culture, science, technology, society, and social studies skills to provide continuity and reduce learning gaps.		Lesson plans Walk throughs TEKS Resource Team planning					
2) Incorporate First Responders' Day, Constitution Day, and Freedom Week activities into the curriculum (HB 708)		Lesson plans Team planning	Announcements Activities				
3) Continue to work with our ESL students in developing content rich vocabulary, reading strategies to increase comprehension, and inference skills.		Lesson plans	Progress reports Report cards District assessments State assessments				
4) Adopt a comprehensive curriculum aligned to the new SS TEKS.		Lesson plans Walk throughs	Progress reports Report cards District assessments				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue


Goal 2: Recruit, develop and retain a highly qualified staff reflective of, and responsive to, the needs of the district's diverse student body.

Performance Objective 1: 100% of all professional and paraprofessional personnel will meet the definition of "highly qualified" according to the No Child Left Behind Act.


Evaluation Data Source(s) 1: Record of certifications

Summative Evaluation 1:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 7 1) Attend and conduct job fairs and post open positions on the school and TASB website to recruit highly qualified teachers as needed.		Principal Sign In Sheets Interviews Schedule Website	Highly qualified staff in each classroom.				
Critical Success Factors CSF 7 2) Conduct annual reviews of certifications and continue to encourage staff to increase certifications.		Principal HQ qualification	HQ staff in each classroom				




= Accomplished



= Continue/Modify



= No Progress





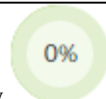

= Discontinue

Goal 2: Recruit, develop and retain a highly qualified staff reflective of, and responsive to, the needs of the district's diverse student body.

Performance Objective 2: Provide professional development that enables teachers to implement differentiated instruction in the classroom and increase higher order thinking in their instruction.

Evaluation Data Source(s) 2: 100% of staff will attend a minimum of 3 trainings based on campus, district, or classroom need.

Summative Evaluation 2:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>1) Attend math content training that meets individual student needs, builds capacity among teacher leaders, and uses data to make instructional decisions.</p>	2.4, 2.6	Teachers Principal Sign In sheets Lesson plans Walk Throughs TEKS Resource DMAC Team Planning	Progress reports Report cards District assessment State assessment				
<p>Critical Success Factors CSF 7</p> <p>2) Continue to support teachers to gain certifications and learn effective teaching strategies for English Language Learners.</p>		Special programs Principal Training records Test registration	Testing results				
<p>Critical Success Factors CSF 7</p> <p>3) Provide training for teachers in discipline management, suicide prevention, conflict resolution, dating violence (HB 121) violence prevention, sexual abuse of children</p>	2.5	Principal Training records	Discipline Records				
<p>Critical Success Factors CSF 7</p> <p>4) Hire degreed instructional assistants.</p>	2.4, 2.6	Principal Transcripts	HQ report				
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							

Goal 3: Maintain a safe and disciplined environment conducive to student learning and employee effectiveness

Performance Objective 1: All internal and external threat of safety of staff, students, and patrons will be trained or provided training so that no one is seriously harmed.

Evaluation Data Source(s) 1: Records of training Meetings

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Ensure the campus is compliant with required safety trainings, crisis plan, and safety protocol.		Principal Sign in sheets Committee notes Record of meeting	Drill records				
2) Ensure building maintains a secure environment by locking non-essential external doors and enter through off so we have record of visitor registry.		Principal Office staff Alarm system reports Campus walk throughs	Plans Audit schedule				
<p>Critical Success Factors CSF 5 CSF 6</p> 3) Consider how the current telephone system can be use to augment the public address system in aiding students and teachers and staff in sounding the alarm within the building should there be a need for an emergency lockdown.		Principal Meetings Office notice	Safety Committee				
<p>Critical Success Factors CSF 5 CSF 6</p> 4) Continue to use school Facebook, remind, roar monthly newsletter, and local newspaper, to communicate with parents and guardians about school related news.	3.2	Principal Safety reports.	Texts Phone calls made				
							

Goal 3: Maintain a safe and disciplined environment conducive to student learning and employee effectiveness

Performance Objective 2: Assure that all students and employees feel safe and that students develop the ability to resist engaging in unsafe behaviors.

Evaluation Data Source(s) 2: Survey

Summative Evaluation 2:

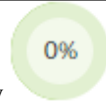
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 5</p> <p>1) Provide educational materials for parents and students' information provided will assist parents and students in learning about student health-related issues.</p>	3.2	Teachers Principal Staff meetings Parent Meetings Program Materials	Sign in sheets Discipline reports				
<p>Critical Success Factors CSF 6</p> <p>2) Provide crisis management team training for counselors - training designed for specific counselors.</p>		Registration	Sign In Sheets Professional Development				
<p>Critical Success Factors CSF 3</p> <p>3) Provide training through Eduhero.</p>		Principal Special Programs Registration	Sign in Certificates of completion				
<p>Critical Success Factors CSF 1 CSF 3 CSF 5 CSF 6 CSF 7</p> <p>4) Continue bullying prevention programs which target both physical and cyberbullying</p>		Teacher Principal Counselor Registration	Sign in Professional development				
<p>Critical Success Factors CSF 6</p> <p>5) Continue drug and alcohol awareness programs at campus level through guidance and counseling departments in coordination with health classes.</p>		Teachers Principal Counselor Registration	Sign in Professional Development				
<p>Critical Success Factors CSF 6</p> <p>6) The rules and guidelines in the student handbook and student code of conduct will be followed by all students.</p>		Teachers Principal Counselor Student handbook Student Code of Conduct	Discipline referrals Attendance data				



= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Goal 4: All BES students will attend school on a regular basis, resulting with the campus attendance rate of 97%, at the end of the 2018-2019 school year.

Performance Objective 1: Improve student attendance to 97%

Evaluation Data Source(s) 1: Attendance data

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 4 CSF 6 1) Continue to monitor attendance procedures to ensure adequate time is allotted for researching excessive absences	2.4, 2.5, 2.6	Teachers Principal Office Staff Attendance reports	PEIMS report Report cards				
Critical Success Factors CSF 1 2) Ensure adequate time is provided for the attendance clerk to follow up on excessive absences		Principal Office Staff Attendance reports Phone logs	PEIMS reports Report cards				
Critical Success Factors CSF 1 CSF 4 CSF 5 CSF 6 3) Adhere to the measure and promote attendance through meetings with parents and creating plans as a team.	2.6, 3.2	Teachers Principal Meetings	Report cards				
Critical Success Factors CSF 1 CSF 2 CSF 6 4) Provide support for instruction for students struggling with behavior that interferes with academic progress.	2.4, 2.5, 2.6	Teachers Principal Schedule change Behavior plans	Report cards STAAR results				
Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 5 5) Inform students and parents of academic and support programs available to students including online grade book and lesson plans page.	2.4, 2.6, 3.2	Teachers Principal Conference schedules	PEIMS report				

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Teachers will use TEKS Resource vocabulary in their lessons and on classroom Word Walls to assist students.
1	1	2	Use district adopted math curriculum (Sharon Wells) with fidelity, as the basis of math instruction with other materials to supplement the curriculum. (Motivational Math, Envisions)
1	1	3	Family Math Night
1	1	4	4) Teachers will continue to use dual coded Math questions on Math CBA's to promote STAAR readiness.
1	1	5	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.
1	2	1	Brazos Elementary will continue to target reading level expectations for the end of grades K-2 for both English and Spanish.
1	2	2	Continue varied reading strategies and techniques using fiction and nonfiction texts in all K-5 classrooms.
1	2	3	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. (PAW, RTI)
1	2	4	Continue Dyslexia program. Continue implementation of dyslexia services.
1	2	5	Implement accommodations, co-teaching, inclusion support and interventions to accelerate special education students not demonstrating mastery of grade level TEKS
1	2	6	Provide opportunities for at-risk and ELL students to enhance ELAR skills through summer school.
1	2	7	Students will receive differentiated instruction in the classroom through small group instruction for GT, ESL, and SPED.
1	2	8	Teachers will develop content based assessments/summative assessments to attain information on acquired TEKS knowledge for the students to gain a better understanding of what TEKS need to be spiraled in review.

Campus Improvement Committee

Committee Role	Name	Position
Administrator	Shelly Grubert-Dotson	Principal
Administrator	Trudy Alexander-Love	Counselor
Classroom Teacher	Heather Kalina	Kindergarten Teacher
Classroom Teacher	Michelle Chupik	1st Grade Teacher
Classroom Teacher	Morgan Schwartz	2nd Grade Teacher
Classroom Teacher	Nichole Bertrand	3rd Grade Teacher
Classroom Teacher	Julie Foytik	4th Grade Teacher
Classroom Teacher	Susan Martin	5th Grade Teacher
Classroom Teacher	Kathleen Oldag	Special Education Teacher
Business Representative	Kathleen Kosik	Community Member
Community Representative	Jean Dotson	Community Member
Parent	Ms. Schultiz	Parent