



Brazos Elementary

Campus Improvement Plan

2015-16

Giselle Castorena, Principal

Lauren Almanza, Asst. Principal

9814 Kibler Road

Orchard, Texas 77464

979-478-6610

Fax: 979-478-2146



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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 extra-curricular 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 BISD 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 ISD Site Base

Name	Position
Giselle Castorena	Principal
Lauren Almanza	Asst. Principal
Anthony Hlavinka	Counselor
Dora Ramos	Parent Member
Doug King	Community Member
Charlet Janow	Kinder Teacher
Nicole Bertrand	1 st Grade Teacher
Teresa Holub	2 nd Grade Teacher
Nancy Polak	3 rd Grade Teacher
Dan Taylor	4 th Grade Teacher
Jill Hutchins	5 th Grade 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, on-going, 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
- 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.

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

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 1.1	<p>MATH ACADEMIC PERFORMANCE - At least 80% mastery of all students and student subgroups (African American, Hispanic, White, Economically Disadvantaged, Special Education, English Language Learners and At Risk) and 30% advanced on the STAAR and EOC 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 2016, 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>						
Summative Evaluation	<p>Use data from: (1) Brazos ISD STAAR/EOC Results 2011-2013 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>						
Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timelines	Title I Schoolwide Components
<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 Administrators</p>	<p>Title I-I.5 FTE State Comp Ed .75 FTE BES</p>	<p>June 2016</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 2016</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 Title I Instructional Assistants Tutors Counselors</p>	<p>Title I-IXL Math TEKS Resource System Envision Math Motivation Math</p>	<p>June 2016</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 2016	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 2016	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 2015	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 2016	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 2016	DMAC Tests & keys	Progress reports Report Cards District Assessments State Assessments	Formative Reviews November, January, March, and June	
Computer programs Study Island (Gr. K-2) and IXL Grade 3-5 will be used during PAW Time for intervention and in morning tutorials labs.	Teachers Administrators	Title I IMA	June 2016	Student log in	Program reports Report Cards Progress reports STAR Math	Formative Reviews November, January, March, and June	
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.	Teachers Administrators	Title I Title II	June 2016	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

<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 and EOC 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 2016, 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 2016</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 2016</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 time and through accelerated reader.</p> <p>Provide Study Island Reading Gr. K-5 and Reading Eggs computer program Gr. K-5.</p>	<p>Teachers Administrators Counselors</p>	<p>Title I State Comp Ed Local</p>	<p>June 2016</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.</p>	<p>Teachers Administrators</p>	<p>Local</p>	<p>June 2016</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 2016	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 2016	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 2016	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	
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. Reading teacher will be stationed in the lab.	Teachers Administrators	Local	June 2016	Walk through	Progress Reports Report Cards		
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 2016	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 2016	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
With use of Class Size Reduction have additional teacher for 5 th grade class to assist in smaller class sizes.	Administrators	Class Size Reduction Grant	June 2016	Hiring	Progress reports Report cards District Assessments State Assessments	Formative Reviews End of summer school Summative reviews	
Students will receive differentiation in the classroom through small group instruction for GT, ESL, and SPED.	Administration Teachers	Local SPED	June 2016	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 I Title II	June 2016	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
Reading Interventionist will be used in 4 th grade classroom to bolster small group instruction in order to raise STAAR Writing and Reading scores.	Administration Teachers	Title I Local	June 2016	Walkthroughs Schedules	Walkthroughs Benchmarks Data reviews (CBA)	Formative Reviews November, January, March, and June	TIA #2,3,4,5,9, 10

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 subgroups (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 2016, 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 2011-2013; (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 2015</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-vertical teaming Title II-professional development</p>	<p>June 2015</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 2015</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 additional 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 2015</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 2015</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 2015</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 2015</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 2015	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
Prepare teachers for STAAR exams.	Teachers Administrators Region VI	Local	June 2015	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 2015	Lesson Plans Trainings Accelerated Learning Stem Scopes	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 2015	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
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 I Title II	June 2016	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 subgroups (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 2011-2013; (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 2016</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</p>	<p>August 2016</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 2016	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 2016	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 2016	Professional development certificates Sign in sheets	TeXes scores Certificates	August 1, 2016	TIA #4 & #5
Incorporate Freedom Week activities into the curriculum. HB 708	Teachers Instructional assistants Administrators	Local	November2016	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 2016	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	June 2016	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 2016	Lesson plans Walkthroughs	Progress reports Report Cards District Assessments State Assessments	Each six weeks progress reports, report cards, and benchmarking	

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 2016	Sign in sheets Training documents	Lesson plans Book reviews Walkthroughs	Formative Reviews November, January, March, and June	TIA # 3
Attend job fairs to recruit highly qualified teachers as needed.	Administrators	Local	August 2016	Sign in sheets Interview schedules	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	August 2016	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.						
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 2016	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	August 2016	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	August 2016	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 grades K-1, 60% in grades 2-3 and 50% in grades 4-5.	Region VI Consultants Teachers Administrators	Local	August 2016	Training records Sign In Sheets	Progress reports Report cards District Assessments State Assessments	Formative Reviews November, January, March, and June	TIA #4

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 Stemscoptes.	Region VI Consultants Teachers Administrators	Title II	August 2016	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 2016	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 2016	Training records Sign In Sheets	PEIMS Report Discipline Referrals	Formative Reviews November, January, March, and June	
Hire degreed instructional assistants.	Administrators	Local	August 2016	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 2011-2013 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 2016	Sign In Sheets	Crisis Management Plans Drill records	Formative Reviews November, January, March, and June	TIA #10
Annually track incidences 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 2016	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 2016	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 2016	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 2016	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 2016	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 HB2176 addressing parenting skills, relationship skills, and family violence prevention.</p>	<p>Teachers Administrators Athletic Director Community</p>	<p>Local</p>	<p>June 2015</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 2016</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.						
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 2016	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 2016	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 2016	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 2016	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 cyber bullying for all grade levels.	Counselor Teachers Administrators Region VI	Local	June 2016	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 2016	Registration	Sign in sheets from professional development presented to faculty and staff	Formative Reviews November, January, March, and June	TIA #6 & #10

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 2016	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 2016	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 2016	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 2016	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 2016	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 2015	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 2015	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. Involvement to be measured by annual evaluation of parent involvement opportunities by parents; by active participation in parent trainings; and parent involvement activities offered throughout the year.						
Summative Evaluation	Review of sign in sheets and data collection of participation.						
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 to explain school compacts, Title I, and school expectations.	BES Faculty and Staff	Local	June 2016	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.	BES Faculty and Staff	Local	June 2016	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	BES Faculty and Staff	Local	June 2016	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 2016	# 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.	Office staff Administrators	Local	June 2016	Registration	Student registration information	Formative Reviews November, January, March, and June	TIA #6
Publically recognize staff by highlighting individual achievements and accomplishments.	Administrators	Local	June 2016	Awards records	Media file	Formative Reviews November, January, March, and June	

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 5.2	Allow for parental and community input to decision makers by developing and sustaining strong systems that promote parent involvement.						
Summative Evaluation	Review of sign in sheets and data collection of participation.						
Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timelines	Title I Schoolwide Components
Increase participation of parents and community members in the site-based decision making process.	Webmaster Administrators Teachers	Local	June 2016	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 2016	Sign in sheets	Increased participation in district activities	Formative Reviews November, January, March, and June	TIA #6

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 5.3	Continue to promote 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	Website usage report as well as student, parent, and community input						
Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timelines	Title I Schoolwide Components
Maintain a user friendly district/campus/teacher website which includes a comprehensive District calendar including use of School Messenger.	Webmaster Administrators Teachers	Local	June 2016	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.	Webmaster Administrators Teachers	Local	June 2016	Sign in sheets Meeting notes Agendas	Increased participation in district activities	Formative Reviews November, January, March, and June	TIA #6

Technology

Goal 6	Use technology to enhance learning, communication and organization						
Performance Objective 6.1	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 2016	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 2016	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 2016	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 2016	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 2016	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 2016	Sign in sheets Meeting notes Agendas	Increased participation in district activities	Formative Reviews November, January, March, and June	TIA #6
Purchase supplemental online curriculums to enhance lesson planning: Study Island, Think Through Math, I-Station, Lexia, etc.	Classroom teacher Campus Administrator Superintendent	Local	June 2016	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	

Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timelines	Title I Schoolwide Components
Purchase laptops for campuses to implement online curriculum. 8A, 8BI	Administrator Superintendent Technology Dept.	Rural Grant	June 2016	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 2016	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 2016	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 2016	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 2016	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 Project SHARE.						
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 2016	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 2016	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 2016	Training records Sign In Sheets	Progress reports Report cards District Assessments State Assessments	Formative Reviews November, January, March, and June	TIA #4