

Brazosport Independent School District

Gladys Polk Elementary

2016-2017 Campus Improvement Plan

Accountability Rating: Met Standard



Mission Statement

The mission of Polk Elementary is to provide educational opportunities and ensure that all students are future ready.

Vision

Ensuring students learn at high levels in a culture of collaboration with a focus on results.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Gladys Polk Elementary is a neighborhood school in the City of Richwood in Brazosport ISD. The school opened in 1980 and was named after Dr. Gladys Field Polk, who served many years in the Brazosport I.S.D. as the Director of Elementary Education, as a school principal and as a classroom teacher. Dr. Polk had a great love for school children and respected all her teachers who taught in the elementary field, knowing most of them by name. Dr. Polk served public education in many positive ways. One very vital contribution was the fact that she was instrumental in establishing the Kindergarten Program in the state of Texas. Since the opening of Polk, there have been four Principals appointed. Our school mascot is the Polk Panda and our school colors are grey and blue. Many students who currently attend Polk had parents who also attended when they were children.

Current enrollment is 442 students PK-4. Each grade level K-3 has five sections, 4th grade has four sections. Each grade PK-3 contains one bilingual section. In addition, we have PPCD, PreK, and Life Skills. Our population is culturally and economically diverse. We are a Title I campus due to our 58% economically disadvantaged population. Many students live in the surrounding area and walk to school. We get many low socioeconomic students from the Hackberry Street apartments in Clute. These students, along with the students who live in houses, are bussed to campus. We have a large number of students who walk and ride their bikes to and from school, as well as car riders. We have students from Audubon Woods, Sherwood Forest, Oakwood Shores, Edgewater, and from other neighborhoods in Richwood and Clute. Next year, we expect additional apartment children zoned for Polk Elementary due to new apartments (at least 500 units) off of 288B. Dual language one way is in place in grades PK-2 now. Next year, 2016-2017 3rd grade will be added to the dual language one way program.

This year, we have averaged enrollment of 450 students. Looking over the data for the past year, enrollment has increased due to other campus overflows. Our Hispanic population increased from the previous year to 55.66% from 55.3%. Economically Disadvantaged is currently at 58% and has increased slightly over the past year from 57.8%; Migrant students remained the same as last year and is currently at 0. Our special populations averages are currently - Bilingual/ESL 23.4%; Special Education 9.9%; Gifted and Talented is 10.6% Our At-Risk percentage has decreased from last year and is currently 48.9%. We have had zero students withdraw to attend private school or home-school. Our mobility has increased due to campus overflow enrollment. Our retention rate is very low. Special populations, including SpEd, ELL, and At-Risk, are supported through RtI and instructional support delivered by campus intervention and special area staff, along with the general education teachers. We use district screeners and other factors to identify At-Risk students, and

then monitor them through RtI documentation.

Our attendance rate is currently at 95.6%. Our goal this year was to have 96% average attendance rate. Attendance data is shared with staff through our weekly newsletter, and each month, we offer incentives for perfect attendance. Attendance issues are communicated to the office and addressed through parent contact and monitoring of documentation. Perfect and excellent attendance are recognized at our semester awards ceremonies. Attendance information is explained to parents at the beginning of the year, so they understand the policies and the importance of regular attendance. Transportation issues for students who cross 2004 and 288B who are not bus eligible have contributed to attendance problems in the past.

Our average class class size is 16:1 this year, however, we project next year to have closer to 22:1 due to the new apartment complex built in our attendance zone. We have 57 staff members at Polk. There are 28 classroom teachers PK-4, 3 SpEd teachers, 2 interventionists, 6 paraprofessionals, 1 librarian, 1 counselor, 1 speech therapist, 2 secretaries, 1 school nurse, 1 Assistant Principal, and 1 Principal. We share a GT teacher, Instructional Coach, diagnostician and SEMS clerk with other elementary campuses. We have 3 custodians and 4 child nutrition staff members. Our staff is culturally diverse, and we have several bilingual staff members who assist with translating needs for parents.

After leaving Polk, our students feed into Clute Intermediate. After Clute, they attend Brazoswood High School. This year, we began having “Future Ready Day” every Thursday to promote our feeder pattern schools, as well as colleges and universities. On Friday, our students wear their Polk shirts to promote school spirit. Our campus administrators have joined with Clute Intermediate administrators to have parent information meetings for our current 4th graders who will attend Clute in 5th.

Demographics Strengths

- No Migrant Students
- Teachers and AP address attendance issues in a timely manner
- Monthly tracking attendance calendar with awards for winning classes
- Family Involvement activities offered throughout the year
- Communication to parents through email, phone, website, and social media
- Enrollment has increased from previous years
- Small class sizes (none at 22:1 this year)
- Four additional classrooms, a gym, and an expanded driveway will be added in the 2016-2017 school year
- Partnership with Clute Intermediate

Demographics Needs

- Lower the number of At-Risk students
- Provide 9 weeks incentives for perfect attendance for students
- Contact parents after second absence
- Continue to utilize attendance committee as needed
- Conduct more home visits if necessary
- Repercussions for excessive tardiness
- Provide professional development to teachers dealing with poverty and at-risk students
- Continue to provide Family Involvement opportunities
- Adjust schedules to reflect the new building additions
- Provide multiple forms of communication to parents for attendance policies early in the year

Student Achievement

Student Achievement Summary

In our PLC's, we have set the standard for high expectations for ourselves and our students. Our belief is that at Polk Elementary, we ensure students are learning at high cognitive levels in a culture of collaboration with a focus on results. Our expectation is for all students to be grade level ready at the end of the year. Our Grade Level PLC's meet weekly to analyze data and student performance, and to collaborate with each other on instructional strategies. Our Vertical PLC's meet monthly to do the same

Our school has an increased mobility rate and each year our children come to school having gaps in their learning of previous skills. Therefore, we need more time to spend on focused skills to be able to achieve mastery for long term learning. We have worked to close the gaps through the use of small group instruction, daily RtI, after school tutorials, PLC's, Guided Reading, and Guided Math. Our dedicated staff needs materials to teach and enhance the vocabulary and real life experiences of our students, especially in our Economically Disadvantaged/Hispanic populations. Tabor Math rotations and Guided Reading have helped to increase engagement and small group instruction. Data is shared on a weekly basis through PLC's and the staff newsletter.

Our school was placed in Improvement Required for the 2014-2015 school year and met that year's standards and state requirements. Our campus has a Reconstitution Plan, which contains the implementation of PLC's and Tabor Math Rotations. We were considered a Formerly IR campus this year, and met quarterly with our PSP and CDAT to analyze our Targeted Improvement Plan and make adjustments as needed to meet our goals. Our goals are focused on tutoring and RtI, along with guided math rotations, guided reading, and consistent writing instruction. 2014-2015 STAAR percentages of met standard for the 2014-2015 tests were: Math=78%, Reading=77%, Writing=62%.

When looking at data, we use the STAR Universal Screener for math and reading at the beginning, middle, and end of year. From this information, along with classroom data, we determine what area the student has gaps in, and use this to guide our Tier 1 instruction. If a student is not being successful in a grading period with Tier 1 instruction, we use performance data to place them in Tier 2 intervention. Each grade level has a 30 minute intervention block once during the school day. Some students will receive intervention in class, while others will receive it with our intervention staff. Students who need more intense intervention are placed into Tier 3. RtI committees meet to analyze growth after progress monitoring periods. To track student performance, we use Data Spreadsheets for each grade level. Teachers record screener, benchmark, DRA, and STAAR data in the chart, along with Essential Outcomes. As students master skills, they are coded green on the spreadsheet. Those who are slightly below grade level are coded yellow, and those who are below grade level are coded red. We also have a Data Wall to provide a visual of the number of students at/above, slightly below, and below grade level.

Looking at our STAAR results from last year, we determined that Writing was a critical area for our students. To address this need, we implemented focused, small group instruction on writing skills, along with Camp Write Along and Boot Camp Wednesdays for our 4th graders. At the beginning of the year, we developed a school-wide Writing Portfolio, which contains writing samples from PK-4. We developed our Essential Outcomes in Writing in our Vertical PLC's. We also implemented Morning Message and Writing Portfolios K-4. We have met Index 1, 3, and 4 on STAAR performance, however, we have not met Index 2 consistently. We are addressing this need through a focus on growth in reading and math from 3rd to 4th grade. We have teamed our 2nd-4th grade teachers. Third and fourth grade teams were strategically planned in order to place students in groups to focus on growth and differentiation in the instruction.

Our 504, SpEd, and ELL students have individualized learning plans that include accommodations, if necessary, to help them be successful in the general education setting. Our special populations staff closely monitor those plans and make adjustments as needed as they collect performance data. Next year, we will have an additional 30 minutes built into our schedule. This will be an additional RtI block. We are also planning to provide more inclusion time for our ELL and SpEd populations. Our GT students are served both in the classroom and through a once a week pull out program. Students in K-4 attend at least one educational field trip per year, as well as many in school assemblies and presentations. Our PreK program is currently half-day for those students who qualify based on income, language, or military. We see a need for more students to attend PreK, due to the increased standards. We offer music and PE daily to all students.

We will continue PLC's and a focus on student performance. Our efforts this year have shown growth in all academic areas with our student populations, and we anticipate to see those same results on our state assessments.

Student Achievement Strengths

- Dedicated and flexible staff.
- Teachers are collecting data on a regular basis and using the information to drive instruction.
- Materials and technology to address the needs for enhanced vocabulary and exposure to real life experiences
- Professional Development to address higher level thinking/rigor and questioning skills
- Teachers meet monthly for instructional meetings or committees
- PLCS - Vertical and Grade Level
- 3rd- 4th Boot Camp
- RTI included in the daily schedule for each grade level
- Tutoring during the day and after school
- Extended RtI time during Boot Camp - Spring Semester
- Data Meeting

- TTM
- Fastt Math
- ST Math
- AR comprehension program
- readtheory.com
- Camp write Along for 4th grade
- Istation 3rd-4th
- Staff/ student mentor program
- IXL
- Kamico/Kamico Games
- Starfall.com
- Writers portfolios
- Morning message
- Author visits
- Low student discipline referrals
- Steady student attendance rates
- Ready Rosie for PK Families

Student Achievement Needs

- Time to spend on more focused skills to achieve mastery
- Differentiated teaching strategies to improve subgroup scores
- Interventions for students
- STAAR Practice Materials and new Math materials to address Math TEKS
- Materials for Tabor math rotations
- STAAR Practice Materials for Reading and Writing
- Materials for reading TEKS
- Materials for writing TEKS
- Materials for more hands on science lessons/activities
- Staff Development for writing at all levels for vertical alignment
- Materials aligned to support new math TEKS (K-4)
- Help service our At Risk students by providing more intervention staff*
- More guided reading books for all grade levels in English and Spanish
- Bilingual aides to service interventions*
- Guided Reading Leveling Assessments (example: DRA)
- Substitutes to help when testing for DRA, TELPAS, TEJAS LEE.
- Spanish Diagnostic resources for teachers and interventionists

- Brain Pop Jr. Subscriptions for English and Spanish
- Brain Pop Subscriptions for English and Spanish
- Comprehension stories in both English and Spanish
- Chart Paper for anchor charts
- Subscription for Adventure to Fitness
- Subscription for lap trackers
- Motivational Math and Reading
- Learning Wheels
- Discovery Education
- Learning Wheels- Be a STAAR books-games, strategies, aligned to TEKS
- IXL for 2nd-4th
- Reading A-Z & Raz Kidz
- Tumble Books
- Ranger Rick Subscription
- Science Weekly
- National Geographic for Kids
- Life Cycle resources for science
- Additional Special Ed staff for in class support
- Chromebooks and Ipads 1to1
- STAAR Ready books
- Educational board games that align with TEKS for classrooms
- Incentives for teachers to participate in after school clubs
- Professional Development for Guided Reading, TEKS, STAAR, Guided Math
- Leveled Literacy Library for staff
- LLI intervention kits
- Continuation of current phonics program
- Materials for RtI and tutoring
- Materials for Writing Binders and Morning Message
- Camp Write Along resources for 4th grade
- Boot Camp for Reading and Math intervention 3rd and 4th
- Field Trips for K-4
- Educational assemblies and presentations
- GT instructional materials
- All day PreK Program
- Instructional resources for music classroom, including grade level music performances
- Instructional resources for PE, including supplies for Jump Rope for Heart, Elementary Track Meet, and Field Day

School Culture and Climate

School Culture and Climate Summary

Polk Elementary provides a safe and positive learning environment. Our staff are student centered and focused on safety and security for our students. Past district surveys indicate that students feel safe and secure at school. Our Safety Audit survey for this year was the best to date and provided positive feedback from staff and students on our school culture, climate, and safety. 100% of students and staff expressed in the survey that they feel safe at school and that they feel valued and supported at school

Students are involved in bully prevention programs as well as character building curriculums through weekly counseling lessons. Polk continues to implement PBIS, a positive behavior reward system. Every morning, students recite the Polk Mission Statement and Pledge, along with the Polk Expectations “Be responsible, be respectful, be safe, be a Panda!” Students are recognized through PAWS ticket prizes on Fridays, positive posts on social media, PAWS Parties every 9 weeks, and semester awards ceremonies. Student work is displayed in the hallways, along with our campus recognitions and awards throughout the years. Our campus ambassadors have a “Brag Board” displayed in the main hallway that includes staff, parent, and student affirmations about Polk. Our office staff is trained in customer service and work to create a welcoming environment for parents and visitors.

Student discipline numbers have decreased significantly this year by over 50% from the previous school year. This is due to engagement in the classroom, consistent monitoring, school-wide PBIS, and a consistent disciplinary plan. Our PBIS audit showed almost 100% of staff and students could articulate the PBIS plan at Polk. We have a very low number of students in ISS, OSS, or DAEP placements for discipline. We have had only one bullying report that proved to be bullying this year. Campus administrators and monitors are visible at transition times throughout the day, and our school-wide expectations are posted throughout the campus.

There is low staff turnover at Polk from year to year. Our Hospitality Committee provides positive incentives and events for our staff, including holiday celebrations and end of year activities. Administration provides monthly MVP and Perfect Attendance awards to our staff as well. High expectations are set for employees, both by themselves and by administrators. Employees take pride in their work and are dedicated to student success. Vertical and Grade Level PLC’s add to the culture of collaboration among staff members. Staff members recognize each other through Heart Works awards and our WOW notebook.

Parents are offered many volunteer opportunities such as Watch DOGS, reading to students, Parent Support Nights, and PTO. Community organizations

offer safety programs such as kindergarten visiting with local police officers, firefighters, and emergency medical personnel. We have partnered with the Richwood Police Department and Unity Missionary Baptist Church to provide support to our staff and students. District surveys are made available to parents and community members for feedback. Contact information for Administration and Staff is made available to parents to maintain open communication between school and home. Our school uses multiple forms of communication to reach parents with positive information and to keep them involved in their child's education. Family Events, both through the school and through PTO, are made available on a monthly basis.

Our campus is well maintained and clean. Work orders are placed quickly to address any maintenance issues that arise. With the addition of four classrooms, a track, additional parking, and a gym, this will increase the appeal of our campus. We have monthly crisis drills to practice our Crisis Plan. Our campus entrance and exits are kept secure during the school day and after hours. Our arrival and dismissal schedules provide for a safe, well-monitored environment.

School Culture and Climate Strengths

- Parental involvement is evident on our campus.
- Parent Support Nights
- Our campus is safe and secured and not restricted by physical limitations
- Polk continues campus discipline plan and conduct folder system.
- Discipline data indicates there is decrease in office referrals.
- Parent Involvement Conference
- Polk follows appropriate safety state regulations.
- Low number of bully incidences this year
- Provide student strategies for preventing bullying
- Character programs and assemblies
- CHICKEN Club for 4th graders
- Student jobs - library helpers, lunch/breakfast helpers, greeters, kinder readers, safety patrol
- PTO support for teachers and student activities
- Teacher Appreciation activities
- Hospitality committee
- Staff weekly newsletter
- Student and Parent monthly newsletter
- School wide procedures for all transition times
- Teacher of the year
- Support staff of the year
- Week winners of PAWS tickets
- Lunch Golden spoon winner
- Monthly MVP staff member

- After School clubs: Robotics, running, math, gardening, chicken, and recycling.
- Weekly Podcast
- Monthly birthday celebrations for teachers
- WOW notebook for recognitions
- Heart Works for recognitions

School Culture and Climate Needs

- Provide educational informational programs for parents (at a more convenient location)
- Parent Involvement Conference
- Continue to provide student anti-bullying strategies/program
- Provide parental involvement activities (Math/Reading/Science Night, Game Night, Art Night, Latino Night, movie night, Love our Families)
- Campus information about volunteer opportunities by use of website, PTO Facebook page
- Welcome to Kindergarten Program
- Recognize volunteers for their support
- Counselor will have monthly lessons to teach bully prevention K-4 and other topics
- Latino family project
- Increase community involvement
- Increase our WATCH Dog involvement
- Teacher Appreciation Activities
- Furniture to support learning style needs of active students
- School wide procedures for all transition times

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

All staff at Gladys Polk Elementary, including administrators, teachers and paraprofessionals, are highly qualified. We have a low staff turnover rate from year to year. Professional development opportunities are available throughout the year through campus and district offerings and state offerings. There are also offerings for professional development through the region service center. Teachers share their learning opportunities with others at their grade level via PLC meetings and staff meetings. Instructional Meetings are offered once a quarter for teacher leaders and district staff to offer support to staff.

Teachers are evaluated through PDAS, and walkthrough observations. All teachers receive walkthroughs that last from 5 to 15 minutes as well as PDAS evaluations which require 45 minutes of observation. Administrators conduct approximately 200 walkthroughs a year, averaging about one per month for each teacher. Feedback is given in a timely manner on walkthroughs and observations. Professional Growth Plans and activities are developed for teachers in need of assistance. Professional development and observation opportunities are included in these growth plans. Next year, staff will go through Weekly Staff Newsletters include a section for articles or website with professional development opportunities. Performance results on district and classroom assessments are shared at PLC's.

The BISD job fair will be utilized to recruit highly qualified teachers as well as looking at the possibility of lateral transfers. New teachers attend TIP in the summer and are assigned a mentor on the campus. Staff have their grade level and their vertical team with which to collaborate. August Campus Professional Development focuses on district and campus policies, goals, and initiatives. Administrators meet with new teachers quarterly to check in and offer additional support. Administrators offer beginning of year goal setting meetings with each teacher, pre and post observation conferences, and summative evaluation conferences for all staff members. Administrators maintain an open door policy and are visible throughout the campus for student and staff support.

Staff Quality, Recruitment, and Retention Strengths

- Highly qualified staff (meet state criteria)
- Highly qualified paraprofessionals (meet district criteria)
- Immediate feedback on teacher performances/walkthroughs
- Mentors for new teachers
- Staff collaboration time through PLC's and instructional meetings
- Mentor program for new teacher and teachers in need of assistance
- Goal setting meeting with teachers at the beginning of the year

- STAAR4Ward Webinars and Resources for Administration and Leadership Team

Staff Quality, Recruitment, and Retention Needs

- Ongoing support for implementing and utilizing TEKS RS
- Assistance/support for all new staff
- Staff development opportunities for PLC's, campus initiatives, instructional strategies, and technology implementation
- More professional development for bilingual teachers/ESL
- Continue professional development for GT, Grade levels, Guided Math, Guided Reading, Writing, Balanced Literacy
- Guided Math training/DRA support
- Incentives for improved staff attendance
- Additional support staff due to increase in special populations and PreK
- Increased staff collaboration time
- Increased intervention staff
- Guided Reading & Phonics Support
- STAAR4Ward webinar series and resources for Leadership Teams
- Support staff to provide enrichment and intervention during PLC time for teachers
- Dedicated PLC room for collaboration and data display
- Dedicated PLC time each week for grade level collaboration
- Collaboration time for SpEd, Intervention, and ESL staff with the general education teachers
- Leveled Literacy Library materials
- Common planning time for grade levels
- Decreased time out of class for ESL, Bilingual, and SpEd teachers for clerical work and required meetings

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

We are student centered and student performance driven. We have set the standard with our staff and students to maintain high level of academic standards to promote student success in all academic areas. Our goal is to ensure students are learning at high cognitive levels in a culture of collaboration with a focus on results.

Teacher lesson plans reflect TEKS, ELPS, Technology Integration, and CITW strategies. Lesson plans are shared with grade level teams and teachers plan together weekly. Teachers attend workgroups in their subject areas to collaborate with district coordinators and teachers. Weekly PLC's meet to review plans and objectives. Vertical PLC's meet monthly to review TEKS and Units, and curriculum coordinators are invited to attend these PLC's. Teachers use the TEKS Resource System for curriculum guides and follow the district curriculum calendars. Lesson plans are put into a Google template and the link is shared in Eduphoria Forethought. The expectation is that all classroom have visible, posted learning objectives daily. Guided reading is being implemented. Students are grouped and instruction is driven based on DRA.

Walkthroughs are conducted by Administrators to give feedback on instructional strategies and curriculum alignment. All staff are given feedback on their performance in a timely manner after the walkthroughs are conducted. Walkthroughs also focus on monitoring and assessment. Lesson plans are checked by administrators weekly to ensure consistency. The Polk Testing schedule is shared with teachers at the beginning of the year, and reminders are sent throughout the year for upcoming assessment information.

RtI is available to all students on a daily basis. Student interventions include: I-station, Think Through Math, ST Math, small group support, Learning Lab for Tier 3 students (reading and math), tutorials (before and after school and during the day), Star Universal screening 3 times a year, DRA screening at the Beginning and End of Year, regular progress monitoring, and professional development. We use a tracking system for student performance data.

Interventions are provided in class by teachers and by our intervention staff. Unit tests, formative assessments, benchmarks, and other classroom assessments provide feedback to teachers and students to guide their instruction. Teachers use research-based materials in their instruction. Guided reading is being implemented. Students are grouped and instruction is driven based on DRA. Teachers share performance data with parents and students on a weekly basis through home folders, tracking systems, and Parent Portal. Grades are inputted weekly and progress reports are shared at 4 weeks during the grading period. Report cards go home every nine weeks and are to be signed and returned by the parent. Grade levels send home weekly newsletters to inform the parents of the skills that will be focused on that week.

Teachers have access to documents that show the TEKS objectives, broken down in readiness and supporting standards for instructional planning. This year, we used STAAR4Ward documents, as well as TEKS RS to break down these standards. Eduphoria Forethought and Aware have resources where teachers

can find the TEKS objectives and build assessments. Instructional and linguistic accommodations are used regularly in instruction by all teachers. Students are given the opportunity to redo failing assignments for a grade up to a 70. We offer ZAP (Zeros Aren't Permitted) after school for students who need to complete missing assignments.

Curriculum, Instruction, and Assessment Strengths

- Multitude of measurement tools, with valuable data (star universal screener, which includes early literacy, star reading and star math, TPRI, Tejas Lee, unit tests, benchmark tests, TELPAS, CBAs (1-4th grade)stanford 10 test for bilingual)
- AR is effective due to students being involved in goal-setting and continuing positive student performance.
- Highly qualified staff.
- ESL Certified Staff
- School-wide problem solving process to help solve rigorous math problems (RAPS, Think Through Math, Fasst Math, IXL, 4 square plan for writing, Do you have a total plan for math)
- Exposure to prewriting strategies (CUPS, ARMS, RunRap2)
- Essential Outcomes for each grade level
- Implementation of one way Dual Language program PK-2
- Check in-check out of select students, to improve motivation and address social/emotional needs to meet set goals
- Monitoring/evaluating students' progress/needs throughout the week/month/year (RTI, Data Wall, Data Spreadsheets, In class support)
- Effective communication/planning between teachers and RtI interventionists.
- Learning lab and staff that keep it running smoothly
- Data of unit tests is reviewed monthly and sometimes weekly by the grade level and principal
- Teachers use data to guide their instruction
- Set objectives in the the classroom by making them visible in the classroom for students
- Boot Camp (K-4th)
- Camp Write Along (4th)
- Morning Messag
- Vertical alignment in writing, reading and math
- PLCs
- Tutoring After School
- Catch Curriculum (physical education and wellness)
- DRA Kits for all grade levels-Trained by Leah Whitten
- Smarts Schools Training-Daily Writing prompts across grade levels

Curriculum, Instruction, and Assessment Needs

- “Words of the Week” to improve rigorous academic vocabulary
- Technology training for mimio, iPads, chromebooks, document cameras, interactive tables- move to upper grades, interactive whiteboards, student stations in classrooms.
- AR is needed to keep students motivated set/keep academic goals and increase student performance.
- Continue learning lab; maintain staff responsible
- Dual Language resources, reading and math (PK-4th)
- Materials to teach and enhance vocabulary and real life experiences (especially in our economically disadvantaged population and ELS/LEP population)
- Continue Think Through Math (3rd, 4th)
- Continue FASST Math
- Continue ST Math
- Continue collaboration time, on campus, with grade level; sped, bilingual/ESL, GT dyslexia
- Test Taking Champions (pretest, posttest)
- Tutorials (before, during, after school)
- More iPads and Chromebooks
- A designated area(library, Cafeteria, music room, SEARCH room when not in use) for Chromebooks to better facilitate language arts, math and writing TEKS
- Build ebook collection to be used with updated technology, school-wide
- Super Catch balls and pad to motivate and teach TEKS, teacher Ipad for fitnessgram
- Supplies for SpEd to implement IEP and support needs of SpEd students
- increase infrastructure for all digital devices both digitally and electrically
- Motivational Math and Reading
- Kamico Reading and Math
- Panda Mile motivational prizes(t-shirts, tokens, awards), CATCH game supplies to motivate and implement CATCH curriculum school wide, Nutritional foods/supplies, and teacher Ipad for fitnessgram
- Additional Library Books/eBooks
- Supplies for After School Clubs (Math, Gardening, CHICKEN, Robotics, Recycling, Running)
- All day PreK program

Family and Community Involvement

Family and Community Involvement Summary

We value our family and community involvement, because it increases student success. We value parent/teacher collaboration as well, and have seen positive results from our increased parent communication. We provide many opportunities for family and community members to get involved at Polk. We continue to have parent involvement throughout the campus.

We have a monthly Parent Newsletter “The Panda Press”, that includes important dates, updates, and information for our family members. Our Parent Involvement Committee meets quarterly to plan events. We have a Title I parent and staff representative who are involved on this committee. Our counselor coordinates our Family Involvement events, which are offered to parents on a monthly basis. We also have Grandparent’s Day events, Donuts with Dad, and Muffins with Mom. Parents are invited to the campus during Texas Public Schools Week, as well as many other times during the year. Our PTO is active and meets monthly to plan events, fundraisers, and additional supports for our school.

Community involvement is emphasized on our campus through community volunteers such as Eta Omega Chapter of DKG, Panda Express, Brazospointe Fellowship, PALS, White Tiger Taekwondo, Galveston Beach Patrol, Community representatives for career day, Dia de los Ninos volunteers, Unity Missionary Baptist, Richwood Police Department, HEB, and Dream Center. Our counselor and administration maintain contact with our community partnerships to alert them of volunteer opportunities. We have volunteers that help during our after-school clubs, volunteers who work in our teacher work room, library volunteers, and volunteers who read with children during the school day. We have had donations from the BISD Education Foundation and local businesses for our after school clubs.

Volunteer opportunities are communicated through our Monthly Newsletter, social media, and our school website. Our CEIC has a community and a parent representative who serve to give feedback in our decision-making and planning. This year, we piloted the Latino Family Literacy Project to increase parental participation with our ELL population. Our BISD School Board members are invited to attend events at Polk, and our BISD Police officers make frequent visits during arrival and dismissal times.

Family and Community Involvement Strengths

- Volunteer opportunities through Eta Omega Chapter of Delta Kappa Gamma and Brazospointe Fellowship

- White Tiger Taekwondo volunteers and donations
- Unity Missionary Baptist of Richwood volunteers and donations
- Wesley 1st United Methodist Church donations
- First Baptist of Lake Jackson donations
- First Baptist of Clute donations
- Christ Lutheran Church- Lake Jackson donations
- Galveston Beach Patrol Water Safety Programs
- Community representatives for career day
- Dia de los Ninos volunteers
- Dream Center donations and Back Pack Buddies program
- HEB donations
- Retired teachers that help throughout the year
- Communication between home and school by principals and teachers in English and Spanish (School Messenger)
- Teacher and school webpages
- School represented in newspaper articles
- Pictures of school activities available online for parents and community members
- Partnership with Dream Center
- Support of local charities
- Servolution through local church
- PALS from high school
- Panda Express donations and Family Nights
- Remind 101 messages
- DOW grant Phillips ST math grant
- Active PTO
- Partnership with Richwood PD
- Monthly Family Involvement Events
- Parent Involvement Conference attendance
- Family Latino Literacy Project
- Information available to parents on our website, social media, and in the front office
- Meet the Teacher event
- Parent Orientation Nights
- Title I Parent Meetings
- School Messenger
- Peach Jar Flyers
- Marquee messages

Family and Community Involvement Needs

- Recruit for Watch DOG Program
- Investigate local/regional/state/national grant opportunities
- Parent information night annually/open house
- Recruit more classroom involvement volunteers
- Recruit more PALS
- Possible Career Day with community presentations in assemblies
- Possible school fundraisers (Lock-in Fundraisers, Parent night out)
- Reading/Math nights for entire school
- Fun Run
- Community Resource/Health Fair
- Partnership with Dream Center
- Professional development for parents and staff in the areas of parent involvement
- Volunteers to read with children
- Materials for our Family Involvement events
- An electronic marquee to display messages to parents at arrival and dismissal

School Context and Organization

School Context and Organization Summary

The campus goals align with the district goal in the District Improvement Plan. Polk uses the Campus Improvement Plan, Reconstitution Plan, and the TAIS plan to develop objectives and strategies. All three plans are reviewed quarterly for progress on goals. Progress on these plans are shared through PLC's and weekly staff newsletters. CEIC meets during the Spring semester to conduct the Comprehensive Needs Assessment. After this is complete, CEIC develops the Campus Improvement Plan goals, objectives, and strategies. Then the Campus Budget is developed and finalized before being submitted to the district in June.

Our TAIS plan is developed in the Summer with the CDAT, Administrators, and PSP. These goals are based on the targeted improvement area for student performance on the state assessment. This plan is aligned with the Campus Improvement Plan. This plan is reviewed quarterly and submitted to our PSP for submission to TEA. This plan includes performance data, root cause statements, and problem statements. There is a sense of urgency and commitment among our staff. This has developed from the increased focus on student success.

In order to protect instructional time, administration and teachers develop schedules to optimize instructional opportunities in the core curriculum areas and minimize transitions and distractions. Consideration is given to special population students in the master scheduling. Administration provides a master schedule to staff which includes their allocated times for Reading/Language Arts, Math, Science and Social Studies. Students are provided RTI components provided to maximize the instructional day. CEIC aids in the decision making process for major schedule changes.

The school has a full time counselor to meet the needs of the more challenging students. Administration communicates in a variety of ways in order for staff to know what is happening on a weekly basis. Information is shared in PLC's, committee meetings, and instructional meetings. School policies and expectations are communicated at the beginning of the year with staff and are made available throughout the year.

Teachers have a 55 minute daily planning time. Once a week, grade levels meet for about 40 minutes during planning time for PLC's. Next year, the goal is to have our PLC's during a separate block of time in order to increase our planning time. PLC's have a structured agenda, norms, and form they follow in order to address the four critical questions of a PLC: What are students learning? How do we know they've learned it? What do we do when they don't get it? What do we do when they already know it?

Grade levels are placed in common areas in the building, to increase collaboration time and decrease transitions between classes. Next year, with the addition of four classrooms, 2nd grade will be able to be in the same hallway, and SpEd will be in the building. This will decrease transition times for students and teachers.

The Learning Lab is open every morning at 7:15 for students to work on instructional programs for intervention and enrichment. Teachers and paraprofessionals offer after school tutoring to meet the needs of struggling learners. After school clubs offer enrichment opportunities for students. Connections after school program offers homework help to participating students.

CEIC meets at least once a quarter to check on our goals and objectives, make decisions on budgetary items and schedules, and give input. Grade Level PLC's are attended by Administrators weekly, therefore offering another opportunity for grade levels to voice their concerns and thoughts with Administrators. District level content coordinators attend Vertical PLC's monthly, giving Grade Level subject area representatives an opportunity to collaborate with them.

School Context and Organization Strengths

- Master schedule planned early to maximize use and minimize difficulties
- Duty Roster
- Connections after school program
- Panda Expectations Posters for PBIS
- Curriculum alignment
- Weekly Newsletter
- After School Clubs
- Weekly Grade Level PLC's
- Monthly Vertical PLC's
- Remind 101
- Communication between Administration and Staff
- Communication between school and home
- Agendas are shared for upcoming meetings
- Schedules are shared for upcoming events
- Morning announcements and reciting of Polk pledges and Polk expectations
- Minimal classroom interruptions
- Engaged and on-task students in class
- Minimal transition times
- Dismissal is organized and focused on student safety

School Context and Organization Needs

- Increased participation in volunteers
- PBIS/RTI for behavior
- 1:1 Digital Initiative
- Additional RtI time during the school day
- Additional support staff for RtI
- Additional support staff for SpEd
- Collaboration time for staff
- A gym in order to have flexible scheduling options
- A dedicated time for Chromebooks for RtI programs
- Increase of inclusion time for SpEd and ESL students

Technology

Technology Summary

Digital technology at Polk Elementary is utilized to seamlessly and continuously integrate digital software and hardware in order to facilitate student engagement and mastery of TEKS learning objective in all subject areas, and allow students to participate through and in 21st century digital skills.

Technology is used on a daily basis in classrooms and technology support is offered through our campus technology representatives. We utilize various reading/math, academic software such as (Fastt Math, Think Through Math, ST Math, RenLearn, starfall.com(PK-K), more.starfall.com (PK-2nd), Learning.com (K-4th), iStation, Tumblebooks, Discovery Learning, Mackinvia database, Edmoto, and various iPad apps, and Chromebook programs. We also have funded additional iPad apps. Our school website contains online programs that parents can use from home, including ST Math and Think Through Math on B*Connect.

Teachers use technology resources to communicate and collaborate with their team and their parents through email, deliver instruction using iPads, Chromebooks, laptops, document cameras, projectors, Mimios, ActivTables, online programs, and by using the printers and copiers to prepare materials. We have experienced difficulties this year with our workroom Xerox machine. Our district is aware of the issues and is in the process of addressing this need to better serve our teachers and students. We use technology in the office, such as laptops, monitors, copier, scanner, fax machine, Chromecast, and TV monitors for projection. We also use technology to communicate with parents and community, through social media, our webpage, and our display monitor in the front entrance. Administrators use Google templates, forms, and documents to collaborate and share important information with staff and to minimize the number of required face-to-face meetings.

Technology support is shared at Instructional Meetings and in PLC's. Several staff members attended technology professional development this year, and information was shared with grade levels during PLC's. Our technology representatives are available to staff to support with programs and devices. Still planning for the future, the school will plan to improve the number of working computers and printers to meet the ever evolving technological and instructional needs. The increase in digital learning has led to the need for more devices for students. While Chromebooks and iPads are available to grade levels, more devices will help to meet the goals for student success.

Technology Strengths

- Portable teacher laptops

- iPads (student and teacher profiled)
- Chromebooks
- Learning Lab desktop computers
- Document cameras
- Mounted projectors
- Active Tables
- Mimio
- Mimio pads
- Networked printers
- District & campus technology training
- District & campus technology staff
- Tech Reps
- District Computer technician
- Access to color printers
- Paraprofessionals have desktop stations
- Additional iPad apps
- 3D printer
- Robotics Kit
- Google Apps

Technology Needs

- Continuation of subscriptions for grade level specific software--i.e. and more.starfall.com etc
- BookFlix subscription
- Funding for projector bulbs
- Physical space for a computer Lab or One to One device
- Increase the number of digital devices per student-One to one devices
- District & campus technology training
- Additional ebooks
- Headphones for use with Chromebooks
- Continuing Campus subscription to IXL
- Campus BrainPop Jr. and BrainPop subscription
- Continue and expand subscription to Razkids for dual language ELA
- Continue Student Lap Tracker subscription (PE)
- One to one Teacher/Counselor iPads
- Technology professional development

- Subscriptions for online learning programs in reading, math, and writing i.e. PebbleGo Animales
- Update Raptor equipment, software, replenish Raptor supplies and office technology resources
- Increased number of two way radios for safety and security
- Storage space and supplies for 3D printer
- Funding for Poster Printer
- Funding for color toner cartridges
- Reading A-Z & Raz Kidz
- Resources for Robotics Club
- Consistent functioning from our Xerox copy machine in the workroom
- STAAR4Ward online resources
- iStation online for K-4

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data
- Community and student engagement rating data
- Annual Measurable Achievement Objectives (AMAO) data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Progress of prior year STAAR failures
- STAAR Released Test Questions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results

- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject

Employee Data

- Professional Learning Communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- PDAS and/or T-TESS

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement Rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data


Goals

Goal 1: Brazosport ISD will provide a rigorous and relevant learning experience to ensure that every student will B*Future Ready.

Performance Objective 1: In 2016-2017 100% of Polk Elementary K-4 grade students will demonstrate a year's growth on the STAR reading and math universal screeners.

Evaluation Data Source(s) 1: All students demonstrate one year growth in reading and math.

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
State System Safeguard Strategy Critical Success Factors CSF 1 1) Administer STAR universal screeners to all K-4 students to identify students in need of intervention.	1, 2, 3, 8, 9	Interventionists Classroom teachers	STAR reports				
Funding Sources: 211 - Title I, Part A							
State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1 2) All teachers will assess math and reading gaps for current students to determine and provide tiered instructional needs through small group, in class support, or tutorials.	1, 2, 3, 8, 9, 10	Classroom teachers Interventionists	STAR screener performance data RtI data Classroom data				
Funding Sources: 211 - Title I, Part A - \$400.00							
State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1 3) All teachers will implement consistent Guided Reading instruction using leveled readers and DRA, with an emphasis on phonics K-2.	1, 2, 3, 7	Administrators Classroom teachers	Walkthroughs Classroom data DRA Data BOY, EOY				
Funding Sources: 211 - Title I, Part A - \$6700.00							
							

Goal 1: Brazosport ISD will provide a rigorous and relevant learning experience to ensure that every student will B*Future Ready.

Performance Objective 2: In 2016-2017, Polk Elementary teachers will collaborate to make data-driven decisions to increase students' performance.

Evaluation Data Source(s) 2: Weekly PLC documentation forms.

Summative Evaluation 2:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>State System Safeguard Strategy Critical Success Factors CSF 1 CSF 2</p> <p>1) Grade level PLC's will collaborate to analyze achievement data and identify the instructional strategies that will be used to address gaps among subgroups.</p>	1, 4, 8, 9	Classroom teachers, Interventionists, Administrators	Assessment data, PLC documentation				
Funding Sources: 199 - General Fund - \$0.00							
<p>State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 2</p> <p>2) Special Education, ESL, GT, and RtI support staff will collaborate during PLC's with classroom teachers to provide instructional support.</p>	1, 4, 8, 9	Classroom teachers, Support Staff, Administrators	PLC documentation form				
Funding Sources: 199 - General Fund - \$0.00							
<p>3) Updates will be provided to teachers on state assessments and requirements.</p>	4	CTC	Sign in sheets from trainings				
<p>State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 2 CSF 6</p> <p>4) Use master schedule to maximize student learning and minimize distractions and difficulties.</p>	1	CEIC, Administrators	Instructional time				
Funding Sources: 199 - General Fund - \$0.00							

State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 5) Vertical PLC's will collaborate monthly to establish consistency in problem solving strategies and implementation of school-wide systems, as well as, analyze data.	1, 4	Classroom teachers, Administrator	PLC documentation form, walkthroughs				
	Funding Sources: 199 - General Fund - \$0.00						


Goal 1: Brazosport ISD will provide a rigorous and relevant learning experience to ensure that every student will B*Future Ready.

Performance Objective 3: In 2016-2017, the RtI model will be used to plan tiered interventions for 100% of Polk students requiring Tier 2 and 3 interventions for both academics and behavior.

Evaluation Data Source(s) 3: All students requiring intervention receive support as evidenced by RtI documentation.

Summative Evaluation 3:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 1) Conduct RtI meetings on 100% of students not making progress with Tier 2 interventions for both academics and behaviors.	6	RtI team	RtI documentation				
Funding Sources: 199 - General Fund - \$0.00							
State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 2) RtI teams will determine appropriate academic or behavioral intervention and time for tiered students from those available, including but not limited to: IStation, Think Through Math, ST Math, IXL, STAAR resources, Guided Reading intervention kits, Guided Math intervention, small groups, tutoring, etc.	1, 2, 8, 9, 10	RtI team	RtI documentation, progress monitoring data				
Funding Sources: 211 - Title I, Part A - \$5000.00, Local 24 - State Comp - \$4400.00							
State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1 3) Utilize funds for intervention staff to service our At Risk students addressing both academics and behaviors.	1, 2, 3, 8, 9, 10	Administrators	STAAR results, unit tests results, STAR Universal Screener, benchmarks, discipline data				
Funding Sources: 211 - Title I, Part A - \$1500.00							

State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1 4) Utilize a designated grade level intervention time to target individual student needs (academic and behavioral) with in-class support provided by intervention staff for Tier 3 students and classroom teachers for Tier 2 students.	1, 2, 3, 8, 9, 10	Teachers, Interventionists	Unit tests, benchmarks, STAR screener, discipline data				
	Funding Sources: 211 - Title I, Part A - \$80000.00						
5) Increase support staff due to increase in special populations (bilingual aide, in class support)	1, 2, 5	Principal	Classroom data				
	Funding Sources: Local 11 - Basic Educational Service - \$20000.00						
							

Goal 1: Brazosport ISD will provide a rigorous and relevant learning experience to ensure that every student will B*Future Ready.






Performance Objective 4: In 2016-2017, Polk Elementary will increase student performance on state assessments by 10% in identified student groups in math, reading, and writing.

Evaluation Data Source(s) 4: 10% growth in all population groups on all STAAR assessments.

Summative Evaluation 4:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1</p> <p>1) All teachers will implement school-wide systems for mastering math facts, sight words, and academic vocabulary.</p>	1, 2, 3, 8, 9, 10	Classroom teachers, Administrators	Walkthroughs				
Funding Sources: 211 - Title I, Part A - \$1900.00							
<p>State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1</p> <p>2) K-1 teachers will expose children to prewriting strategies to communicate ideas through teacher modeling and early writing products (writing portfolios and Morning Message).</p>	1, 2	K-1 Teachers	Scored compositions from writing portfolio prompts				
Funding Sources: Local 11 - Basic Educational Service - \$1000.00							
<p>State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1</p> <p>3) Teachers in grades 2-4 will utilize a consistent writing process and feedback to support improvement and provide examples of writing (writing portfolios, Morning Message, Writer's Workshops and Camp Write-Along).</p>	1, 2, 3, 4, 8, 9, 10	2-4 teachers	Scored compositions from prompts				
Funding Sources: 211 - Title I, Part A - \$600.00							
<p>State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1</p> <p>4) Identify tutoring groups for focused intervention and provide in school/after school tutoring as needed.</p>	1, 2, 8	Teachers	Tutoring logs				
Funding Sources: Local 24 - State Comp - \$400.00, 199 - General Fund - \$1000.00							

State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 7 5) Teachers will receive Professional Development on high yield strategies, including Guided Reading, Guided Math, CITW, and writing process.	3, 4	Administrators	Certificates				
	Funding Sources: 199 - General Fund - \$1000.00						
State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 5 6) Teachers will review student performance scores from CBA's with the student and parents.	6	Teachers	Conference logs, Notification home				
	Funding Sources: 199 - General Fund - \$0.00						
State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1 7) Dual Language teachers will utilize reading and math dual language resources to increase student performance.	1, 2	Dual Language Teachers	TELPAS, STAR Universal Screener, Tejas Lee				
	Funding Sources: 199 - General Fund - \$800.00						
8) Utilize funds for Physical Education Motivational Tools, safety, Jump Rope for Heart and equipment.	1	Physical Education Teacher	Checklists				
Funding Sources: Local 11 - Basic Educational Service - \$1300.00							
State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1 9) Utilize funds for SpEd instructional resources to increase SpEd student subgroup performance.	1, 2	SpEd staff, administrators	Observations; Student Data				
	Funding Sources: Local 11 - Basic Educational Service - \$200.00						
State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 7 10) All teachers will implement Guided Math/Tabor Rotations during math instruction.	1, 2, 3, 4	Administrators	Sign in sheets, walkthroughs				
	Funding Sources: 199 - General Fund - \$1000.00, 211 - Title I, Part A - \$1900.00						


<p style="text-align: center;">State System Safeguard Strategy Federal System Safeguard Strategy</p> <p style="text-align: center;">Critical Success Factors CSF 1</p> <p>11) Utilize instructional subscriptions and materials to increase student achievement, including National Geographic, Science Weekly, Ranger Rick, IXL, STAAR Materials, Learning A-Z, Raz-Kids and Spanish diagnostic materials).</p>	1, 2	Administrators	Student Performance				
<p>Funding Sources: 211 - Title I, Part A - \$7000.00</p>							
<p style="text-align: center;">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 1: Brazosport ISD will provide a rigorous and relevant learning experience to ensure that every student will B*Future Ready.

Performance Objective 5: In 2016-2017, 75% of Polk Elementary 3rd and 4th grade students will demonstrate one year growth in reading and math on state assessments.

Evaluation Data Source(s) 5: STAAR student progress results and TELPAS results demonstrate 75% of students demonstrated growth in both subjects.

Summative Evaluation 5:


Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1 1) Utilize STAAR (reading, writing, and math) materials and materials that support grade level Math TEKS (K-4) to increase student achievement.	1, 2	Teachers	STAAR results, unit tests results, STAR Universal Screener				
	Funding Sources: 211 - Title I, Part A - \$7000.00						
2) Assessment talks will be conducted by the counselor with identified 3rd and 4th grade students. Sessions will consist of study skills, test taking strategies, and organizational skill activities.	1	Counselor	Guidance lessons, Focus groups				
Funding Sources: 199 - General Fund - \$0.00							
							

Goal 2: Brazosport ISD learning environments will be safe and conducive to learning.

Performance Objective 1: By May 2016, campus bullying numbers will be reduced by 50%.

Evaluation Data Source(s) 1: Discipline referrals and bully reports indicate a 50% or more reduction.

Summative Evaluation 1:


Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 6 1) Counseling classes will focus on 6 pillars of character found in Character Counts.	2	Counselor and supported by teachers	Bullying reports, counselor lesson plans, calendar				
	Funding Sources: 199 - General Fund - \$1371.00						
State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 6 2) Counselor will have bi-monthly lessons grade appropriate to teach various character objectives - including bullying, making friends, adjusting to new situations, etc.	2	Counselor and teachers	Schedules, lesson plans				
	Funding Sources: Local 11 - Basic Educational Service - \$503.00						
State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 6 3) Provide assemblies to encourage, motivate, and build character for all students (Rock Solid Character, STAAR Pep Rally, Omega Man Anti-Bullying, etc.)	1, 2	Counselor, Teachers, Staff, Principals	Character Counts implemented and supported throughout the campus as a way of educating students in every aspect of their day about having good character and what that means, looks like, acts like.				
	Funding Sources: 199 - General Fund - \$1371.00						
4) Provide opportunity for students to get positively connected to school through After School Clubs.		Club sponsors	Numbers of students enrolled in After School Clubs				
	Funding Sources: 199 - General Fund - \$1000.00						
							

Goal 2: Brazosport ISD learning environments will be safe and conducive to learning.

Performance Objective 2: By May 2017, campus discipline referrals will be reduced by 10% from 2015-2016.

Evaluation Data Source(s) 2: Discipline referral data provides evidence of a 10% or greater reduction.

Summative Evaluation 2:


Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 6 1) Train 100% of Polk students on campus procedures by September 2016.	1, 2	Teachers, administrators	Observation and discipline data				
	Funding Sources: 199 - General Fund - \$0.00						
State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 6 2) Provide training to 100% of staff on Positive Behavior Support for both academics and behavior.	1, 2	PBIS Team	Staff development attendance				
	Funding Sources: 199 - General Fund - \$0.00						
State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 6 3) Staff duty roster planned to minimize student misbehaviors.	1, 2	Staff, Administrators	Reduction in discipline referrals during duty times				
	Funding Sources: 199 - General Fund - \$0.00						
State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 6 4) Utilize funds for PBIS resources for student incentives, Red Ribbon Week and Character Ed Contracted Services.	1	PBIS team	Reduction in office referrals for discipline and bullying				
	Funding Sources: 199 - General Fund - \$800.00, 199 - General Fund - \$600.00, 199 - General Fund - \$600.00						
							

Goal 2: Brazosport ISD learning environments will be safe and conducive to learning.

Performance Objective 3: In 2016-2017, Polk Elementary will maintain a 96.7% student attendance rate each nine weeks.

Evaluation Data Source(s) 3: 96.7% annual attendance rate.

Summative Evaluation 3:


Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide attendance awards to students and classes for excellent and perfect attendance.	1, 2	Assistant Principal, Classroom teachers	Student Attendance Rates				
Funding Sources: 199 - General Fund - \$100.00							
State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 5	6	Classroom teachers, Assistant Principal	Student Attendance Rates				
2) Contact parents after 2nd consecutive absence and notate it on teacher call log.	Funding Sources: 199 - General Fund - \$0.00						
3) Utilize Attendance Committee as needed.	1, 2, 6	Assistant Principal, Attendance Committee	Student Attendance Rates				
Funding Sources: 199 - General Fund - \$0.00							
							

Goal 3: Brazosport ISD will recruit, develop, and retain highly effective staff.

Performance Objective 1: Polk Elementary will maintain a 100% Highly Qualified status for the 2016-2017 school year.

Evaluation Data Source(s) 1: Annual Highly Qualified report provides evidence of 100% HQ.

Summative Evaluation 1:

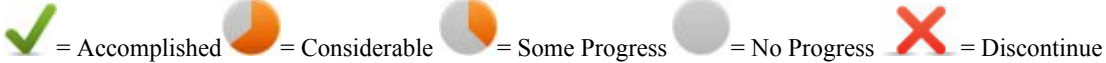
Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 7 1) Select staff will receive training on Dual Language/ESL, Guided Reading, Gifted and Talented, Dyslexia, Tabor Rotations, PLC's, PBIS, 5E, CITW, TEKS RS, Math TEKS, RtI, Parent Involvement.	1, 3, 4	Principal	Training documentation, class observation				
Funding Sources: 211 - Title I, Part A - \$5000.00							
State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 7 2) Utilize staff development that is grade level specific and determine based on instructional needs.	1, 4	Principal	Training documentation, class observation				
Funding Sources: 199 - General Fund - \$1000.00							
State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 7 3) All new teachers and teachers in need of assistance will have a mentor along with support for new staff not needing mentors. (Buddy Program)	4, 5	Principal	Mentoring logs				
Funding Sources: 199 - General Fund - \$0.00							
							

Goal 3: Brazosport ISD will recruit, develop, and retain highly effective staff.

Performance Objective 2: In 2016-2017, Polk Elementary will increase staff attendance from 94.08% to 96.5%.

Evaluation Data Source(s) 2: 96.5% staff annual attendance rate.

Summative Evaluation 2:


Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 6 1) Utilize campus staff for covering short periods of time.	1	Principal, Secretary	Substitute Report				
	Funding Sources: 199 - General Fund - \$0.00						
State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 6 2) Provide incentives to Polk staff each semester for perfect attendance.	1	Principal/Assistant Principal	Substitute Report				
	Funding Sources: 199 - General Fund - \$100.00						
							

Goal 4: Brazosport ISD will exercise fiscal responsibility to ensure financial strength and provide the resources to equip and maintain quality facilities and educational programming.

Performance Objective 1: In 2016-2017, Polk Elementary staff will identify and pursue opportunities for alternative resources in a way that increases campus funds.

Evaluation Data Source(s) 1: X opportunities will be identified and pursued.

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative		Summative	
				Nov	Jan	Mar	June
State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 5 1) Utilize campus website/social media to promote ways parents can financially support our school and benefit Polk students.	1, 6	Principal, Webmaster	Funds generated, material donations				
	Funding Sources: 199 - General Fund - \$0.00						
2) Identify and apply for local, regional, state, and national grants.	1	CEIC	Applications, funds generated				
	Funding Sources: Local 11 - Basic Educational Service - \$5000.00						
State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1 3) Utilize local funds for campus materials necessary for instruction, including chart paper, classroom supplies, etc.	1, 2	Administrator, Grade Level Chair, Secretary	Use of instructional materials by teachers for the classroom is sufficient				
	Funding Sources: 199 - General Fund - \$10000.00						
4) Evaluate CEIC policies, procedures, and staff development activities related to the campus decision making to ensure that they are effectively structured to positively impact student achievement.		Administrator, CEIC	Data from evaluation				
	Funding Sources: 199 - General Fund - \$0.00						
5) Apply for local grant to supply Fiction Leveled Readers to the Leveled Library.		Administrator	Grant application turned in, grant rewarded, leveled readers received				
	Funding Sources: Local 11 - Basic Educational Service - \$5000.00						
6) Apply for local grants for funds to put towards an inclusive playground for special needs students.		Administrator	Grant application turned in, grant/funds reward, playground installed				
	Funding Sources: 199 - General Fund - \$10000.00						
							






Goal 4: Brazosport ISD will exercise fiscal responsibility to ensure financial strength and provide the resources to equip and maintain quality facilities and educational programming.

Performance Objective 2: By May 2017, Polk Elementary will increase the Wayfind score to Advanced.

Evaluation Data Source(s) 2: Advanced score on the Wayfind assessment.

Summative Evaluation 2:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Teachers will plan lessons using technology on a weekly basis.	1	Classroom teacher	Lesson plans, observation				
Funding Sources: 199 - General Fund - \$0.00							
State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 7	1, 4	Principal/ Instructional Coach/ Technology Coach	Attendance at staff development				
2) Staff development will be provided to teachers on Co-Teaching and integrating technology into classroom instruction.	Funding Sources: 199 - General Fund - \$2000.00						
State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 7	4	Principal	Agendas				
3) Provide opportunities at instructional meetings to share technology with peers.	Funding Sources: 199 - General Fund - \$0.00						
4) Continue to investigate ways to increase funds for technology devices for teacher/staff members for the 2016-2017 school year.	1, 10	All Staff	Inventory				
Funding Sources: 199 - General Fund - \$1000.00							
State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1	1, 2	Classroom Teacher	Lesson plans, observation				
5) Implement and use online subscriptions/lessons (Brain Pop and Brain Pop Jr., IXL, More Starfall, Discovery Education, iStation, Learning A-Z and RazKids, Fastt Math)	Funding Sources: 211 - Title I, Part A - \$5000.00						
6) Implement and use Student lap tracker and Adventure to Fitness subscription in PE.	1	PE teacher	Lesson plans, Panda Mileage, observation				
Funding Sources: 199 - General Fund - \$1371.00							

 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue






Goal 4: Brazosport ISD will exercise fiscal responsibility to ensure financial strength and provide the resources to equip and maintain quality facilities and educational programming.

Performance Objective 3: 100% of Polk Elementary students in grades K-4 will utilize technology in learning for the technology, mathematics and reading TEKS by May 2017.

Evaluation Data Source(s) 3: Fastt Math report, Think Through Math, AR report, STAR report, lesson plans, assessment data indicate that 100% of students utilized one or more technology learning tools.

Summative Evaluation 3:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Utilize Chromebooks/iPads, desktops, to enhance instruction.	2	Teachers	Campus Data				
Funding Sources: 199 - General Fund - \$2000.00							
State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1 2) Utilize Fastt Math (1-4) and/or Think Through Math (3-4) weekly to improve math facts and ST Math (3-4 times/week).	2	Classroom teacher	Grades and math scores on EOY and STAR				
Funding Sources: 199 - General Fund - \$0.00							
State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1 3) Utilize the Accelerated Reader program to test reading comprehension in grades K-4.	1, 2	Librarian	AR logs, test scores				
Funding Sources: 199 - General Fund - \$1800.00							
State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1 4) Technology will be updated to include curriculum (including ebooks), and maintenance of current digital devices, wiring and infrastructure, printers, poster printer, Mimio Student Response system, Mimio Pads, iPad apps, digital subscriptions (more.starfall.com, IXL, BrainPop and BrainPop jr., RazKids), headphones, whiteboards, green screen, sound system and infrastructure.	1, 2	librarian, teachers	Summative evaluations, lesson plans				
Funding Sources: 199 - General Fund - \$2400.00, 199 - General Fund - \$2000.00, 199 - General Fund - \$200.00							


5) Digital devices will function and charge to be available for student and staff to use during the school day.	1	Technology staff	Charging locations and speed of devices				
	Funding Sources: 199 - General Fund - \$200.00						
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 5: Brazosport ISD will promote, communicate and market the accomplishments, achievements, and successes of students and staff.

Performance Objective 1: In 2016-2017, Polk Elementary will increase the number of male mentors/volunteers by continuing the Watch DOGS program.

Evaluation Data Source(s) 1: Sign up Sheets, Volunteer Hours Log provide evidence that X more male mentors/volunteers participated in Watch Dogs.

Summative Evaluation 1:






Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative		Summative	
				Nov	Jan	Mar	June
State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 5 1) Recruit and train a 2016-2017 Watch DOGS team.	1, 6	Principal and assistant principal	Increased number of fathers involved.				
Funding Sources: 211 - Title I, Part A - \$120.00							
State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 5 2) Develop and implement Watch DOG of the month to positively recognize participation.	6	Principal and assistant principal	Picture of Watch DOG outside of office.				
Funding Sources: 199 - General Fund - \$0.00							
							

Goal 5: Brazosport ISD will promote, communicate and market the accomplishments, achievements, and successes of students and staff.

Performance Objective 2: By May 2017, Polk Elementary will increase parents and community volunteers by 5%.

Evaluation Data Source(s) 2: Sign up Sheets, Volunteer Hours Log, Tutor Log provide evidence of a 5% increase.

Summative Evaluation 2:

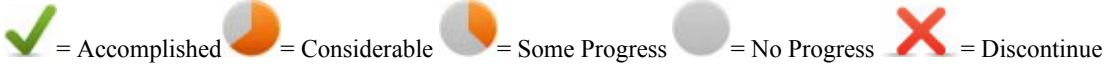
Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 5 1) Provide possible opportunities for Career Day with assembly presentations.	1, 2, 6	Counselor, Teachers	Sign in Sheets				
Funding Sources: Local 11 - Basic Educational Service - \$0.00							
State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 5 2) Provide educational/informational programs for parents to attend parent support nights, Latino Family Literacy Project, Math Night, Reading Night, Game Night, etc.)	6	Principal, Counselor, Teachers	Sign in Sheets/Number of participants				
Funding Sources: 199 - General Fund - \$200.00							
State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 5 3) Provide campus information about volunteer opportunities through the Polk Website, Teacher Websites, Newsletter & Polk Facebook Page.	6	Principal, Teachers	Volunteer Log Hours, Website and Channel 19 information, PTO report.				
Funding Sources: Local 11 - Basic Educational Service - \$200.00							
State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 5 4) Plan and implement recognition activity for all volunteers to show appreciation for time and energy spent.	6	Principal, Counselor, Hospitality Committee	Sign in sheets				
Funding Sources: 199 - General Fund - \$200.00							
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 5: Brazosport ISD will promote, communicate and market the accomplishments, achievements, and successes of students and staff.

Performance Objective 3: By September 2016, opportunities will be made available for 100% of Polk parents to learn about campus and district policies and resources.

Evaluation Data Source(s) 3: Sign up Sheets from teacher meetings with parents about policies and resources and screen shots from the campus website regarding the same provide evidence of 100% parents receiving information.

Summative Evaluation 3:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 5 1) Schedule classroom meetings to be held to discuss district policies and school/classroom procedures.	1, 6	Classroom teachers	Sign in sheets				
Funding Sources: Local 11 - Basic Educational Service - \$250.00							
State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 5 2) Provide parents with the BISD website information to access district policy information.	6	Principal	Newsletter, Polk Website, PTO Facebook Page				
Funding Sources: Local 11 - Basic Educational Service - \$100.00							
							

State System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	Administer STAR universal screeners to all K-4 students to identify students in need of intervention.
1	1	2	All teachers will assess math and reading gaps for current students to determine and provide tiered instructional needs through small group, in class support, or tutorials.
1	1	3	All teachers will implement consistent Guided Reading instruction using leveled readers and DRA, with an emphasis on phonics K-2.
1	2	1	Grade level PLC's will collaborate to analyze achievement data and identify the instructional strategies that will be used to address gaps among subgroups.
1	2	2	Special Education, ESL, GT, and RtI support staff will collaborate during PLC's with classroom teachers to provide instructional support.
1	2	4	Use master schedule to maximize student learning and minimize distractions and difficulties.
1	2	5	Vertical PLC's will collaborate monthly to establish consistency in problem solving strategies and implementation of school-wide systems, as well as, analyze data.
1	3	1	Conduct RtI meetings on 100% of students not making progress with Tier 2 interventions for both academics and behaviors.
1	3	2	RtI teams will determine appropriate academic or behavioral intervention and time for tiered students from those available, including but not limited to: IStation, Think Through Math, ST Math, IXL, STAAR resources, Guided Reading intervention kits, Guided Math intervention, small groups, tutoring, etc.
1	3	3	Utilize funds for intervention staff to service our At Risk students addressing both academics and behaviors.
1	3	4	Utilize a designated grade level intervention time to target individual student needs (academic and behavioral) with in-class support provided by intervention staff for Tier 3 students and classroom teachers for Tier 2 students.
1	4	1	All teachers will implement school-wide systems for mastering math facts, sight words, and academic vocabulary.
1	4	2	K-1 teachers will expose children to prewriting strategies to communicate ideas through teacher modeling and early writing products (writing portfolios and Morning Message).
1	4	3	Teachers in grades 2-4 will utilize a consistent writing process and feedback to support improvement and provide examples of writing (writing portfolios, Morning Message, Writer's Workshops and Camp Write-Along).
1	4	4	Identify tutoring groups for focused intervention and provide in school/after school tutoring as needed.
1	4	5	Teachers will receive Professional Development on high yield strategies, including Guided Reading, Guided Math, CITW, and writing process.
1	4	6	Teachers will review student performance scores from CBA's with the student and parents.

Goal	Objective	Strategy	Description
1	4	7	Dual Language teachers will utilize reading and math dual language resources to increase student performance.
1	4	9	Utilize funds for SpEd instructional resources to increase SpEd student subgroup performance.
1	4	10	All teachers will implement Guided Math/Tabor Rotations during math instruction.
1	4	11	Utilize instructional subscriptions and materials to increase student achievement, including National Geographic, Science Weekly, Ranger Rick, IXL, STAAR Materials, Learning A-Z, Raz-Kids and Spanish diagnostic materials).
1	5	1	Utilize STAAR (reading, writing, and math) materials and materials that support grade level Math TEKS (K-4) to increase student achievement.
2	1	1	Counseling classes will focus on 6 pillars of character found in Character Counts.
2	1	2	Counselor will have bi-monthly lessons grade appropriate to teach various character objectives - including bullying, making friends, adjusting to new situations, etc.
2	1	3	Provide assemblies to encourage, motivate, and build character for all students (Rock Solid Character, STAAR Pep Rally, Omega Man Anti-Bullying, etc.)
2	2	1	Train 100% of Polk students on campus procedures by September 2016.
2	2	2	Provide training to 100% of staff on Positive Behavior Support for both academics and behavior.
2	2	3	Staff duty roster planned to minimize student misbehaviors.
2	2	4	Utilize funds for PBIS resources for student incentives, Red Ribbon Week and Character Ed Contracted Services.
2	3	2	Contact parents after 2nd consecutive absence and notate it on teacher call log.
3	1	1	Select staff will receive training on Dual Language/ESL, Guided Reading, Gifted and Talented, Dyslexia, Tabor Rotations, PLC's, PBIS, 5E, CITW, TEKS RS, Math TEKS, RtI, Parent Involvement.
3	1	2	Utilize staff development that is grade level specific and determine based on instructional needs.
3	1	3	All new teachers and teachers in need of assistance will have a mentor along with support for new staff not needing mentors. (Buddy Program)
3	2	1	Utilize campus staff for covering short periods of time.
3	2	2	Provide incentives to Polk staff each semester for perfect attendance.
4	1	1	Utilize campus website/social media to promote ways parents can financially support our school and benefit Polk students.
4	1	3	Utilize local funds for campus materials necessary for instruction, including chart paper, classroom supplies, etc.
4	2	2	Staff development will be provided to teachers on Co-Teaching and integrating technology into classroom instruction.
4	2	3	Provide opportunities at instructional meetings to share technology with peers.

Goal	Objective	Strategy	Description
4	2	5	Implement and use online subscriptions/lessons (Brain Pop and Brain Pop Jr., IXL, More Starfall, Discovery Education, iStation, Learning A-Z and RazKids, Fastt Math)
4	3	2	Utilize Fastt Math (1-4) and/or Think Through Math (3-4) weekly to improve math facts and ST Math (3-4 times/week).
4	3	3	Utilize the Accelerated Reader program to test reading comprehension in grades K-4.
4	3	4	Technology will be updated to include curriculum (including ebooks), and maintenance of current digital devices, wiring and infrastructure, printers, poster printer, Mimio Student Response system, Mimio Pads, iPad apps, digital subscriptions (more.starfall.com, IXL, BrainPop and BrainPop jr.,RazKids), headphones, whiteboards, green screen, sound system and infrastructure.
5	1	1	Recruit and train a 2016-2017 Watch DOGS team.
5	1	2	Develop and implement Watch DOG of the month to positively recognize participation.
5	2	1	Provide possible opportunities for Career Day with assembly presentations.
5	2	2	Provide educational/informational programs for parents to attend parent support nights, Latino Family Literacy Project, Math Night, Reading Night, Game Night, etc.)
5	2	3	Provide campus information about volunteer opportunities through the Polk Website, Teacher Websites, Newsletter & Polk Facebook Page.
5	2	4	Plan and implement recognition activity for all volunteers to show appreciation for time and energy spent.
5	3	1	Schedule classroom meetings to be held to discuss district policies and school/classroom procedures.
5	3	2	Provide parents with the BISD website information to access district policy information.

Federal System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	2	All teachers will assess math and reading gaps for current students to determine and provide tiered instructional needs through small group, in class support, or tutorials.
1	1	3	All teachers will implement consistent Guided Reading instruction using leveled readers and DRA, with an emphasis on phonics K-2.
1	2	2	Special Education, ESL, GT, and RtI support staff will collaborate during PLC's with classroom teachers to provide instructional support.
1	2	4	Use master schedule to maximize student learning and minimize distractions and difficulties.
1	2	5	Vertical PLC's will collaborate monthly to establish consistency in problem solving strategies and implementation of school-wide systems, as well as, analyze data.
1	3	1	Conduct RtI meetings on 100% of students not making progress with Tier 2 interventions for both academics and behaviors.
1	3	2	RtI teams will determine appropriate academic or behavioral intervention and time for tiered students from those available, including but not limited to: IStation, Think Through Math, ST Math, IXL, STAAR resources, Guided Reading intervention kits, Guided Math intervention, small groups, tutoring, etc.
1	3	3	Utilize funds for intervention staff to service our At Risk students addressing both academics and behaviors.
1	3	4	Utilize a designated grade level intervention time to target individual student needs (academic and behavioral) with in-class support provided by intervention staff for Tier 3 students and classroom teachers for Tier 2 students.
1	4	1	All teachers will implement school-wide systems for mastering math facts, sight words, and academic vocabulary.
1	4	2	K-1 teachers will expose children to prewriting strategies to communicate ideas through teacher modeling and early writing products (writing portfolios and Morning Message).
1	4	3	Teachers in grades 2-4 will utilize a consistent writing process and feedback to support improvement and provide examples of writing (writing portfolios, Morning Message, Writer's Workshops and Camp Write-Along).
1	4	4	Identify tutoring groups for focused intervention and provide in school/after school tutoring as needed.
1	4	5	Teachers will receive Professional Development on high yield strategies, including Guided Reading, Guided Math, CITW, and writing process.
1	4	6	Teachers will review student performance scores from CBA's with the student and parents.
1	4	7	Dual Language teachers will utilize reading and math dual language resources to increase student performance.
1	4	9	Utilize funds for SpEd instructional resources to increase SpEd student subgroup performance.
1	4	10	All teachers will implement Guided Math/Tabor Rotations during math instruction.

Goal	Objective	Strategy	Description
1	4	11	Utilize instructional subscriptions and materials to increase student achievement, including National Geographic, Science Weekly, Ranger Rick, IXL, STAAR Materials, Learning A-Z, Raz-Kids and Spanish diagnostic materials).
1	5	1	Utilize STAAR (reading, writing, and math) materials and materials that support grade level Math TEKS (K-4) to increase student achievement.
2	1	1	Counseling classes will focus on 6 pillars of character found in Character Counts.
2	1	2	Counselor will have bi-monthly lessons grade appropriate to teach various character objectives - including bullying, making friends, adjusting to new situations, etc.
2	1	3	Provide assemblies to encourage, motivate, and build character for all students (Rock Solid Character, STAAR Pep Rally, Omega Man Anti-Bullying, etc.)
2	2	1	Train 100% of Polk students on campus procedures by September 2016.
2	2	2	Provide training to 100% of staff on Positive Behavior Support for both academics and behavior.
2	2	3	Staff duty roster planned to minimize student misbehaviors.
2	2	4	Utilize funds for PBIS resources for student incentives, Red Ribbon Week and Character Ed Contracted Services.
2	3	2	Contact parents after 2nd consecutive absence and notate it on teacher call log.
3	1	1	Select staff will receive training on Dual Language/ESL, Guided Reading, Gifted and Talented, Dyslexia, Tabor Rotations, PLC's, PBIS, 5E, CITW, TEKS RS, Math TEKS, RtI, Parent Involvement.
3	1	2	Utilize staff development that is grade level specific and determine based on instructional needs.
3	1	3	All new teachers and teachers in need of assistance will have a mentor along with support for new staff not needing mentors. (Buddy Program)
3	2	1	Utilize campus staff for covering short periods of time.
3	2	2	Provide incentives to Polk staff each semester for perfect attendance.
4	1	1	Utilize campus website/social media to promote ways parents can financially support our school and benefit Polk students.
4	1	3	Utilize local funds for campus materials necessary for instruction, including chart paper, classroom supplies, etc.
4	2	2	Staff development will be provided to teachers on Co-Teaching and integrating technology into classroom instruction.
4	2	3	Provide opportunities at instructional meetings to share technology with peers.
4	2	5	Implement and use online subscriptions/lessons (Brain Pop and Brain Pop Jr., IXL, More Starfall, Discovery Education, iStation, Learning A-Z and RazKids, Fast Math)
4	3	2	Utilize Fastt Math (1-4) and/or Think Through Math (3-4) weekly to improve math facts and ST Math (3-4 times/week).
4	3	3	Utilize the Accelerated Reader program to test reading comprehension in grades K-4.

Goal	Objective	Strategy	Description
4	3	4	Technology will be updated to include curriculum (including ebooks), and maintenance of current digital devices, wiring and infrastructure, printers, poster printer, Mimio Student Response system, Mimio Pads, iPad apps, digital subscriptions (more.starfall.com, IXL, BrainPop and BrainPop jr.,RazKids), headphones, whiteboards, green screen, sound system and infrastructure.
5	1	1	Recruit and train a 2016-2017 Watch DOGS team.
5	1	2	Develop and implement Watch DOG of the month to positively recognize participation.
5	2	1	Provide possible opportunities for Career Day with assembly presentations.
5	2	2	Provide educational/informational programs for parents to attend parent support nights, Latino Family Literacy Project, Math Night, Reading Night, Game Night, etc.)
5	2	3	Provide campus information about volunteer opportunities through the Polk Website, Teacher Websites, Newsletter & Polk Facebook Page.
5	2	4	Plan and implement recognition activity for all volunteers to show appreciation for time and energy spent.
5	3	1	Schedule classroom meetings to be held to discuss district policies and school/classroom procedures.
5	3	2	Provide parents with the BISD website information to access district policy information.

State Compensatory

Personnel for Gladys Polk Elementary:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Kathy Reed	Interventionist	RtI	.25

Title I

Schoolwide Program Plan

Title I, Part A supplemental funding allocated to Plok Elementary School is used to supplement instruction by funding interventionists and activities designed to help at-risk and struggling students.

Ten Schoolwide Components

1: Comprehensive Needs Assessment

Goal	Performance Objective	Strategy	Description
1	1	1	Administer STAR universal screeners to all K-4 students to identify students in need of intervention.
1	1	2	All teachers will assess math and reading gaps for current students to determine and provide tiered instructional needs through small group, in class support, or tutorials.
1	1	3	All teachers will implement consistent Guided Reading instruction using leveled readers and DRA, with an emphasis on phonics K-2.
1	2	1	Grade level PLC's will collaborate to analyze achievement data and identify the instructional strategies that will be used to address gaps among subgroups.
1	2	2	Special Education, ESL, GT, and RtI support staff will collaborate during PLC's with classroom teachers to provide instructional support.
1	2	4	Use master schedule to maximize student learning and minimize distractions and difficulties.
1	2	5	Vertical PLC's will collaborate monthly to establish consistency in problem solving strategies and implementation of school-wide systems, as well as, analyze data.
1	3	2	RtI teams will determine appropriate academic or behavioral intervention and time for tiered students from those available, including but not limited to: IStation, Think Through Math, ST Math, IXL, STAAR resources, Guided Reading intervention kits, Guided Math intervention, small groups, tutoring, etc.
1	3	3	Utilize funds for intervention staff to service our At Risk students addressing both academics and behaviors.
1	3	4	Utilize a designated grade level intervention time to target individual student needs (academic and behavioral) with in-class support provided by intervention staff for Tier 3 students and classroom teachers for Tier 2 students.

Goal	Performance Objective	Strategy	Description
1	3	5	Increase support staff due to increase in special populations (bilingual aide, in class support)
1	4	1	All teachers will implement school-wide systems for mastering math facts, sight words, and academic vocabulary.
1	4	2	K-1 teachers will expose children to prewriting strategies to communicate ideas through teacher modeling and early writing products (writing portfolios and Morning Message).
1	4	3	Teachers in grades 2-4 will utilize a consistent writing process and feedback to support improvement and provide examples of writing (writing portfolios, Morning Message, Writer's Workshops and Camp Write-Along).
1	4	4	Identify tutoring groups for focused intervention and provide in school/after school tutoring as needed.
1	4	7	Dual Language teachers will utilize reading and math dual language resources to increase student performance.
1	4	8	Utilize funds for Physical Education Motivational Tools, safety, Jump Rope for Heart and equipment.
1	4	9	Utilize funds for SpEd instructional resources to increase SpEd student subgroup performance.
1	4	10	All teachers will implement Guided Math/Tabor Rotations during math instruction.
1	4	11	Utilize instructional subscriptions and materials to increase student achievement, including National Geographic, Science Weekly, Ranger Rick, IXL, STAAR Materials, Learning A-Z, Raz-Kids and Spanish diagnostic materials).
1	5	1	Utilize STAAR (reading, writing, and math) materials and materials that support grade level Math TEKS (K-4) to increase student achievement.
1	5	2	Assessment talks will be conducted by the counselor with identified 3rd and 4th grade students. Sessions will consist of study skills, test taking strategies, and organizational skill activities.
2	1	3	Provide assemblies to encourage, motivate, and build character for all students (Rock Solid Character, STAAR Pep Rally, Omega Man Anti-Bullying, etc.)
2	2	1	Train 100% of Polk students on campus procedures by September 2016.
2	2	2	Provide training to 100% of staff on Positive Behavior Support for both academics and behavior.
2	2	3	Staff duty roster planned to minimize student misbehaviors.
2	2	4	Utilize funds for PBIS resources for student incentives, Red Ribbon Week and Character Ed Contracted Services.
2	3	1	Provide attendance awards to students and classes for excellent and perfect attendance.
2	3	3	Utilize Attendance Committee as needed.

Goal	Performance Objective	Strategy	Description
3	1	1	Select staff will receive training on Dual Language/ESL, Guided Reading, Gifted and Talented, Dyslexia, Tabor Rotations, PLC's, PBIS, 5E, CITW, TEKS RS, Math TEKS, RtI, Parent Involvement.
3	1	2	Utilize staff development that is grade level specific and determine based on instructional needs.
3	2	1	Utilize campus staff for covering short periods of time.
3	2	2	Provide incentives to Polk staff each semester for perfect attendance.
4	1	1	Utilize campus website/social media to promote ways parents can financially support our school and benefit Polk students.
4	1	2	Identify and apply for local, regional, state, and national grants.
4	1	3	Utilize local funds for campus materials necessary for instruction, including chart paper, classroom supplies, etc.
4	2	1	Teachers will plan lessons using technology on a weekly basis.
4	2	2	Staff development will be provided to teachers on Co-Teaching and integrating technology into classroom instruction.
4	2	4	Continue to investigate ways to increase funds for technology devices for teacher/staff members for the 2016-2017 school year.
4	2	5	Implement and use online subscriptions/lessons (Brain Pop and Brain Pop Jr., IXL, More Starfall, Discovery Education, iStation, Learning A-Z and RazKids, Fastt Math)
4	2	6	Implement and use Student lap tracker and Adventure to Fitness subscription in PE.
4	3	3	Utilize the Accelerated Reader program to test reading comprehension in grades K-4.
4	3	4	Technology will be updated to include curriculum (including ebooks), and maintenance of current digital devices, wiring and infrastructure, printers, poster printer, Mimio Student Response system, Mimio Pads, iPad apps, digital subscriptions (more.starfall.com, IXL, BrainPop and BrainPop jr.,RazKids), headphones, whiteboards, green screen, sound system and infrastructure.
4	3	5	Digital devices will function and charge to be available for student and staff to use during the school day.
5	1	1	Recruit and train a 2016-2017 Watch DOGS team.
5	2	1	Provide possible opportunities for Career Day with assembly presentations.
5	3	1	Schedule classroom meetings to be held to discuss district policies and school/classroom procedures.

2: Schoolwide Reform Strategies

Goal	Performance Objective	Strategy	Description
1	1	1	Administer STAR universal screeners to all K-4 students to identify students in need of intervention.
1	1	2	All teachers will assess math and reading gaps for current students to determine and provide tiered instructional needs through small group, in class support, or tutorials.
1	1	3	All teachers will implement consistent Guided Reading instruction using leveled readers and DRA, with an emphasis on phonics K-2.
1	3	2	RtI teams will determine appropriate academic or behavioral intervention and time for tiered students from those available, including but not limited to: IStation, Think Through Math, ST Math, IXL, STAAR resources, Guided Reading intervention kits, Guided Math intervention, small groups, tutoring, etc.
1	3	3	Utilize funds for intervention staff to service our At Risk students addressing both academics and behaviors.
1	3	4	Utilize a designated grade level intervention time to target individual student needs (academic and behavioral) with in-class support provided by intervention staff for Tier 3 students and classroom teachers for Tier 2 students.
1	3	5	Increase support staff due to increase in special populations (bilingual aide, in class support)
1	4	1	All teachers will implement school-wide systems for mastering math facts, sight words, and academic vocabulary.
1	4	2	K-1 teachers will expose children to prewriting strategies to communicate ideas through teacher modeling and early writing products (writing portfolios and Morning Message).
1	4	3	Teachers in grades 2-4 will utilize a consistent writing process and feedback to support improvement and provide examples of writing (writing portfolios, Morning Message, Writer's Workshops and Camp Write-Along).
1	4	4	Identify tutoring groups for focused intervention and provide in school/after school tutoring as needed.
1	4	7	Dual Language teachers will utilize reading and math dual language resources to increase student performance.
1	4	9	Utilize funds for SpEd instructional resources to increase SpEd student subgroup performance.
1	4	10	All teachers will implement Guided Math/Tabor Rotations during math instruction.
1	4	11	Utilize instructional subscriptions and materials to increase student achievement, including National Geographic, Science Weekly, Ranger Rick, IXL, STAAR Materials, Learning A-Z, Raz-Kids and Spanish diagnostic materials).
1	5	1	Utilize STAAR (reading, writing, and math) materials and materials that support grade level Math TEKS (K-4) to increase student achievement.

Goal	Performance Objective	Strategy	Description
2	1	1	Counseling classes will focus on 6 pillars of character found in Character Counts.
2	1	2	Counselor will have bi-monthly lessons grade appropriate to teach various character objectives - including bullying, making friends, adjusting to new situations, etc.
2	1	3	Provide assemblies to encourage, motivate, and build character for all students (Rock Solid Character, STAAR Pep Rally, Omega Man Anti-Bullying, etc.)
2	2	1	Train 100% of Polk students on campus procedures by September 2016.
2	2	2	Provide training to 100% of staff on Positive Behavior Support for both academics and behavior.
2	2	3	Staff duty roster planned to minimize student misbehaviors.
2	3	1	Provide attendance awards to students and classes for excellent and perfect attendance.
2	3	3	Utilize Attendance Committee as needed.
4	1	3	Utilize local funds for campus materials necessary for instruction, including chart paper, classroom supplies, etc.
4	2	5	Implement and use online subscriptions/lessons (Brain Pop and Brain Pop Jr., IXL, More Starfall, Discovery Education, iStation, Learning A-Z and RazKids, Fastt Math)
4	3	1	Utilize Chromebooks/iPads, desktops, to enhance instruction.
4	3	2	Utilize Fastt Math (1-4) and/or Think Through Math (3-4) weekly to improve math facts and ST Math (3-4 times/week).
4	3	3	Utilize the Accelerated Reader program to test reading comprehension in grades K-4.
4	3	4	Technology will be updated to include curriculum (including ebooks), and maintenance of current digital devices, wiring and infrastructure, printers, poster printer, Mimio Student Response system, Mimio Pads, iPad apps, digital subscriptions (more.starfall.com, IXL, BrainPop and BrainPop jr.,RazKids), headphones, whiteboards, green screen, sound system and infrastructure.
5	2	1	Provide possible opportunities for Career Day with assembly presentations.

3: Instruction by highly qualified professional teachers

Goal	Performance Objective	Strategy	Description
1	1	1	Administer STAR universal screeners to all K-4 students to identify students in need of intervention.

Goal	Performance Objective	Strategy	Description
1	1	2	All teachers will assess math and reading gaps for current students to determine and provide tiered instructional needs through small group, in class support, or tutorials.
1	1	3	All teachers will implement consistent Guided Reading instruction using leveled readers and DRA, with an emphasis on phonics K-2.
1	3	3	Utilize funds for intervention staff to service our At Risk students addressing both academics and behaviors.
1	3	4	Utilize a designated grade level intervention time to target individual student needs (academic and behavioral) with in-class support provided by intervention staff for Tier 3 students and classroom teachers for Tier 2 students.
1	4	1	All teachers will implement school-wide systems for mastering math facts, sight words, and academic vocabulary.
1	4	3	Teachers in grades 2-4 will utilize a consistent writing process and feedback to support improvement and provide examples of writing (writing portfolios, Morning Message, Writer's Workshops and Camp Write-Along).
1	4	5	Teachers will receive Professional Development on high yield strategies, including Guided Reading, Guided Math, CITW, and writing process.
1	4	10	All teachers will implement Guided Math/Tabor Rotations during math instruction.
3	1	1	Select staff will receive training on Dual Language/ESL, Guided Reading, Gifted and Talented, Dyslexia, Tabor Rotations, PLC's, PBIS, 5E, CITW, TEKS RS, Math TEKS, RtI, Parent Involvement.

4: High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, student services personnel, parents, and other staff

Goal	Performance Objective	Strategy	Description
1	2	1	Grade level PLC's will collaborate to analyze achievement data and identify the instructional strategies that will be used to address gaps among subgroups.
1	2	2	Special Education, ESL, GT, and RtI support staff will collaborate during PLC's with classroom teachers to provide instructional support.
1	2	3	Updates will be provided to teachers on state assessments and requirements.
1	2	5	Vertical PLC's will collaborate monthly to establish consistency in problem solving strategies and implementation of school-wide systems, as well as, analyze data.

Goal	Performance Objective	Strategy	Description
1	4	3	Teachers in grades 2-4 will utilize a consistent writing process and feedback to support improvement and provide examples of writing (writing portfolios, Morning Message, Writer's Workshops and Camp Write-Along).
1	4	5	Teachers will receive Professional Development on high yield strategies, including Guided Reading, Guided Math, CITW, and writing process.
1	4	10	All teachers will implement Guided Math/Tabor Rotations during math instruction.
3	1	1	Select staff will receive training on Dual Language/ESL, Guided Reading, Gifted and Talented, Dyslexia, Tabor Rotations, PLC's, PBIS, 5E, CITW, TEKS RS, Math TEKS, RtI, Parent Involvement.
3	1	2	Utilize staff development that is grade level specific and determine based on instructional needs.
3	1	3	All new teachers and teachers in need of assistance will have a mentor along with support for new staff not needing mentors. (Buddy Program)
4	2	2	Staff development will be provided to teachers on Co-Teaching and integrating technology into classroom instruction.
4	2	3	Provide opportunities at instructional meetings to share technology with peers.

5: Strategies to attract highly qualified teachers

Goal	Performance Objective	Strategy	Description
1	3	5	Increase support staff due to increase in special populations (bilingual aide, in class support)
3	1	3	All new teachers and teachers in need of assistance will have a mentor along with support for new staff not needing mentors. (Buddy Program)

6: Strategies to increase parental involvement

Goal	Performance Objective	Strategy	Description
1	3	1	Conduct RtI meetings on 100% of students not making progress with Tier 2 interventions for both academics and behaviors.
1	4	6	Teachers will review student performance scores from CBA's with the student and parents.
2	3	2	Contact parents after 2nd consecutive absence and notate it on teacher call log.

Goal	Performance Objective	Strategy	Description
2	3	3	Utilize Attendance Committee as needed.
4	1	1	Utilize campus website/social media to promote ways parents can financially support our school and benefit Polk students.
5	1	1	Recruit and train a 2016-2017 Watch DOGS team.
5	1	2	Develop and implement Watch DOG of the month to positively recognize participation.
5	2	1	Provide possible opportunities for Career Day with assembly presentations.
5	2	2	Provide educational/informational programs for parents to attend parent support nights, Latino Family Literacy Project, Math Night, Reading Night, Game Night, etc.)
5	2	3	Provide campus information about volunteer opportunities through the Polk Website, Teacher Websites, Newsletter & Polk Facebook Page.
5	2	4	Plan and implement recognition activity for all volunteers to show appreciation for time and energy spent.
5	3	1	Schedule classroom meetings to be held to discuss district policies and school/classroom procedures.
5	3	2	Provide parents with the BISD website information to access district policy information.

7: Plans for assisting preschool children in the transition from early childhood programs to elementary school programs

Goal	Performance Objective	Strategy	Description
1	1	3	All teachers will implement consistent Guided Reading instruction using leveled readers and DRA, with an emphasis on phonics K-2.

8: Measures to include teachers in the decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program

Goal	Performance Objective	Strategy	Description
1	1	1	Administer STAR universal screeners to all K-4 students to identify students in need of intervention.
1	1	2	All teachers will assess math and reading gaps for current students to determine and provide tiered instructional needs through small group, in class support, or tutorials.
1	2	1	Grade level PLC's will collaborate to analyze achievement data and identify the instructional strategies that will be used to address gaps among subgroups.

Goal	Performance Objective	Strategy	Description
1	2	2	Special Education, ESL, GT, and RtI support staff will collaborate during PLC's with classroom teachers to provide instructional support.
1	3	2	RtI teams will determine appropriate academic or behavioral intervention and time for tiered students from those available, including but not limited to: IStation, Think Through Math, ST Math, IXL, STAAR resources, Guided Reading intervention kits, Guided Math intervention, small groups, tutoring, etc.
1	3	3	Utilize funds for intervention staff to service our At Risk students addressing both academics and behaviors.
1	3	4	Utilize a designated grade level intervention time to target individual student needs (academic and behavioral) with in-class support provided by intervention staff for Tier 3 students and classroom teachers for Tier 2 students.
1	4	1	All teachers will implement school-wide systems for mastering math facts, sight words, and academic vocabulary.
1	4	3	Teachers in grades 2-4 will utilize a consistent writing process and feedback to support improvement and provide examples of writing (writing portfolios, Morning Message, Writer's Workshops and Camp Write-Along).
1	4	4	Identify tutoring groups for focused intervention and provide in school/after school tutoring as needed.

9: Activities to ensure effective timely assistance for students who experience difficulty mastering the proficient or advanced levels of academic achievement standards

Goal	Performance Objective	Strategy	Description
1	1	1	Administer STAR universal screeners to all K-4 students to identify students in need of intervention.
1	1	2	All teachers will assess math and reading gaps for current students to determine and provide tiered instructional needs through small group, in class support, or tutorials.
1	2	1	Grade level PLC's will collaborate to analyze achievement data and identify the instructional strategies that will be used to address gaps among subgroups.
1	2	2	Special Education, ESL, GT, and RtI support staff will collaborate during PLC's with classroom teachers to provide instructional support.
1	3	2	RtI teams will determine appropriate academic or behavioral intervention and time for tiered students from those available, including but not limited to: IStation, Think Through Math, ST Math, IXL, STAAR resources, Guided Reading intervention kits, Guided Math intervention, small groups, tutoring, etc.

Goal	Performance Objective	Strategy	Description
1	3	3	Utilize funds for intervention staff to service our At Risk students addressing both academics and behaviors.
1	3	4	Utilize a designated grade level intervention time to target individual student needs (academic and behavioral) with in-class support provided by intervention staff for Tier 3 students and classroom teachers for Tier 2 students.
1	4	1	All teachers will implement school-wide systems for mastering math facts, sight words, and academic vocabulary.
1	4	3	Teachers in grades 2-4 will utilize a consistent writing process and feedback to support improvement and provide examples of writing (writing portfolios, Morning Message, Writer's Workshops and Camp Write-Along).

10: Coordination and integration of federal, state and local services and programs

Goal	Performance Objective	Strategy	Description
1	1	2	All teachers will assess math and reading gaps for current students to determine and provide tiered instructional needs through small group, in class support, or tutorials.
1	3	2	RtI teams will determine appropriate academic or behavioral intervention and time for tiered students from those available, including but not limited to: IStation, Think Through Math, ST Math, IXL, STAAR resources, Guided Reading intervention kits, Guided Math intervention, small groups, tutoring, etc.
1	3	3	Utilize funds for intervention staff to service our At Risk students addressing both academics and behaviors.
1	3	4	Utilize a designated grade level intervention time to target individual student needs (academic and behavioral) with in-class support provided by intervention staff for Tier 3 students and classroom teachers for Tier 2 students.
1	4	1	All teachers will implement school-wide systems for mastering math facts, sight words, and academic vocabulary.
1	4	3	Teachers in grades 2-4 will utilize a consistent writing process and feedback to support improvement and provide examples of writing (writing portfolios, Morning Message, Writer's Workshops and Camp Write-Along).
4	2	4	Continue to investigate ways to increase funds for technology devices for teacher/staff members for the 2016-2017 school year.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Diane Hatthorn	Interventionist	RtI	1
Jasea Stansel	Intervention Paraprofessional	RtI	1

2016-2017 Campus Education Improvement Committee

Committee Role	Name	Position
Principal	Tara Fulton	Principal
Assistant Principal	Jaremy Sanders	Assistant Principal
Classroom Teacher	Amy Daeschner	Kindergarten Teacher
Classroom Teacher	Sharon Hill	1st Grade Teacher
Classroom Teacher	Sarah Hoskins	2nd Grade Teacher
Classroom Teacher	Irma Huey	Kindergarten Bilingual Teacher
Classroom Teacher	Dana Mayberry	3rd Grade Teacher
Classroom Teacher	Shanna McEwen	4th Grade Teacher
Classroom Teacher	Danyel Robles	3rd Grade Teacher
Classroom Teacher	Haley Yates	1st Grade Teacher
Community Representative	Justin Gatlin	Community Representative
Interventionist	Diane Hatthorn	Interventionist
Interventionist	Kathy Reed	Interventionist
Library Media Specialist	Carol Stanford	Library Media Specialist
Parent	Kim Albert	PTO President
Secretary	Veronica Mendieta	Principal's Secretary

Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1			\$0.00
1	2	2			\$0.00
1	2	4			\$0.00
1	2	5			\$0.00
1	3	1			\$0.00
1	4	4			\$1,000.00
1	4	5			\$1,000.00
1	4	6			\$0.00
1	4	7			\$800.00
1	4	10			\$1,000.00
1	5	2			\$0.00
2	1	1			\$1,371.00
2	1	3			\$1,371.00
2	1	4	Materials for clubs		\$1,000.00
2	2	1			\$0.00
2	2	2			\$0.00
2	2	3			\$0.00
2	2	4		199.11.6399.07.113.11	\$800.00
2	2	4		865.00.2191.01.113.00	\$600.00
2	2	4		199.11.6299.07.113.11	\$600.00
2	3	1			\$100.00
2	3	2			\$0.00
2	3	3			\$0.00
3	1	2			\$1,000.00

3	1	3			\$0.00
3	2	1			\$0.00
3	2	2			\$100.00
4	1	1			\$0.00
4	1	3			\$10,000.00
4	1	4			\$0.00
4	1	6			\$10,000.00
4	2	1			\$0.00
4	2	2			\$2,000.00
4	2	3			\$0.00
4	2	4			\$1,000.00
4	2	6			\$1,371.00
4	3	1			\$2,000.00
4	3	2			\$0.00
4	3	3			\$1,800.00
4	3	4		199.11.6395.82.113.11	\$2,400.00
4	3	4	Ink	199.11.6395.84.113.11	\$2,000.00
4	3	4		199.23.6399.82.113.99	\$200.00
4	3	5			\$200.00
5	1	2			\$0.00
5	2	2			\$200.00
5	2	4			\$200.00
Sub-Total					\$44,113.00

Local 11 - Basic Educational Service

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	5	Additional bilingual staff		\$20,000.00
1	4	2			\$1,000.00
1	4	8			\$1,300.00

1	4	9			\$200.00
2	1	2			\$503.00
4	1	2			\$5,000.00
4	1	5			\$5,000.00
5	2	1			\$0.00
5	2	3			\$200.00
5	3	1			\$250.00
5	3	2			\$100.00
Sub-Total					\$33,553.00
Local 24 - State Comp					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	2			\$4,400.00
1	4	4			\$400.00
Sub-Total					\$4,800.00
211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	2			\$400.00
1	1	3			\$6,700.00
1	3	2			\$5,000.00
1	3	3			\$1,500.00
1	3	4			\$80,000.00
1	4	1	Staff Development		\$1,900.00
1	4	3			\$600.00
1	4	10	Staff Development		\$1,900.00
1	4	11			\$7,000.00
1	5	1			\$7,000.00
3	1	1			\$5,000.00

4	2	5			\$5,000.00
5	1	1			\$120.00
Sub-Total					\$122,120.00
Grand Total					\$204,586.00