Bremond Independent School District

Bremond Elementary School

2018-2019 Campus Improvement Plan

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Comprehensive Needs Assessment

Revised/Approved: August 13, 2018

Demographics

Demographics Summary

When looking at Demographics, we look at the total student population, economically disadvantaged population, ethnicity, at-risk student population, gifted and talented, special education population, and student to teacher ratios.

Student Population

Looking at the total student population for the past three years, there has been an average enrollment of 221 students. As we plan for 2018-2019, our enrollment numbers are up to 242. This can be attributed to more move-ins and transfer students. A key area of student success is our smaller class sizes. Bremond Elementary will have to be very selective if we add any more transfer students on top of what we have currently. Currently, we have 36 Kindergarten students whichis not an ideal class size for this age group at this crucial stage of their learning. The remainder of our classes are currently at numbers that are pushing our Teacher to student ratios into less than ideal areas.

Economically Disadvantaged

For the last three years, our economically disadvantaged population has remained fairly constant both on the Elementary campus and district-wide. For the 2015-16 school year, we had the highest percentage at 51.35% with the two previous years being at just 50% of our population qualifying for free or reduced lunches. In 2016-17 our economically disadvantaged students increased to 132 students or 57.14% of our student population. For the 2017-18 school year, we had another increase in economically disadvantaged numbers with 161 students or 63% qualifying. Research shows that these students struggle academically due to their environmental factors at home and their limitation of being exposed to real-world experiences.

Ethnicity

Even though our overall student numbers have increased, the percentage of students represented in each student group has remained fairly constant except in

the African American represented category. For the 2017-18 school year, the African American students have increased to 55 students from the 31 students represented in the 2016-17 population. This increase to 55 students represents 22% of our total student population.

At-risk

The number of students who qualify as At-Risk has dropped significantly over the last few years. In 15-16, 55 students or 25% of our student body qualified for At-Risk. In 16-17, this number jumped to 99 students which represented 42.86% of our population. Currently, 102 students are qualified as At-Risk which represents 40% of our student population.

Gifted and Talented

The number of gifted and talented students fluctuates from year to year. In 15-16 Bremond Elementary only had 8 GT students. The 16-17 data shows 4 GT students on campus. During 17-18 school year, some were tested to determine eligibility and two did qualify to bring our total number for the year to 6 students. We will continue to develop our GT Plan and build a strong program to meet the needs of our gifted students.

Special Education

There has been a slight increase in the number of SPED students over the past few years and this number is likely to increase with the state restrictions being lifted with pressure from the federal government. In 15-16, we had 17 students or 7.6% of the student body, identified as SPED. In 16-17 we have 20 students who are identified as SPED, which make up 8.66% of our student population. In 17-18, Bremond Elementary now has 30 SPED students which represent 12% of our student population.

Student to Teacher Ratios

With the jump in student population over the past two years, our student to teacher ratios has grown to levels where we will have to watch the number of transfer students we take each year in order to not overload one particular grade. Ratios have grown from 16.5 students per teacher in 16-17 to now be 18.2 students per teacher. This number is not excessive but will be of growing concern when class strength and weaknesses are determined and strategies are being devised to address those weaknesses.

Demographics Strengths

Our student to teacher ratio is really the key to meeting the needs of our diverse population and our students who need extra help to achieve success. We have identified more students who qualify as SPED in order to help meet their needs.

Student Achievement

Student Achievement Summary

For the past three years, Bremond Elementary School has received "Met Standard" on the Texas Education Agency Accountability Summary Report, meaning that it scored above the mandated target score in all of the performance indexes being the measure for each year respectively.

House Bill 22 has delayed the A-F ratings for each Domain described below but using the calculations used for the 15-16 STAAR Assessment, Bremond Elementary scored a "C" in Domain I and a "C" in Domain II. The Domain II: Student Progress rating is a significant improvement and earned Bremond Elementary a Distinction Designation for Top 25%: Student Progress. Bremond Elementary also received a Distinction Designation for our Academic Achievement in English Language Arts/Reading.

In 2016-17, student achievement improved in two important ways. First, in 15-16, we had three classes/subjects that scored below the state average and the gaps between the scores were 7% or more. In 2016-17 we still had three classes/subjects that scored below the state average but the gaps were 5% or less. Second, in 15-16, we had three classes/subjects that scored above the state average and none of the gaps were double digits. In 16-17, we had four classes/subjects that scored above the state average and two of those had double-digit margins.

Index 1 (Domain I)- Student Achievement

For the spring of 2016 STAAR assessment, on Index 1 (Student Achievement) we were well above the target score of 60 with a score of 76. The two prior years we scored 91 and 89 in both 2014 and 2015 school years (Target Scores of 55 and 60 respectively). Our margins between our Index 1 score and the target score is trending down which is a concern. With different target scores each year it is really hard to tell how we really performed because the state keeps changing how we are measured.

Preliminary A-F ratings show us to have a "C" in Domain I- Student Achievement for the 2015-16 STAAR test, which corresponds to Index 1 from the old accountability system. A 76 evidently gets you a "C" in this Domain.

Index 2 (Domain II)- Student Progress

Index 2 (Student Progress) measures the expectation that a student grows academically from one year to the next. We met standard on index 2 by scoring a 36 with a target score of 32. The target score for the past three years has been 33, 30, and 32 respectively and with the campus scoring 54, 36, and 36 each of the last three years, we are trending down in this area.

Preliminary A-F ratings had us earning an "F" in Domain II- Student Progress. We met the standard in September 2016 under the old accountability system but in January 2017 we are failing under the new accountability system. In 2014, we earned a distinction for being in the top 25% in the state and now the state says we are failing in Domain II.

Index 3 (Domain III)- Performance Gaps

Index 3 measures the closure of performance gaps between our economically disadvantage students and our non-economically disadvantaged students. In 2014 and 2015 the target scores for index 3 was 28 and we scored 48 and 45 respectively. In 2016, the target score remained the same at 28 but we only scored a 34.

Preliminary A-F ratings graded Bremond Elementary at a "D" in Domain III- Performance Gaps. We met the standard in September 2016 under the old accountability system but in January 2017 we are earning a "D" under the new accountability system. In 2014, we earned a distinction for being in the top 25% in the state and now the state says we are falling way short in Domain III.

Index 4 (Domain IV)- Post-Secondary Readiness

Index 4 measures Post-Secondary Readiness and for the past three years the target score has been 12 and we scored 40, 35, and 31 respectively. At the Elementary level, Post-Secondary Readiness is measured by chronic absenteeism. Preliminary A-F Ratings for Bremond Elementary is a "C". On the old accountability system, our scores were trending down each year over the last three years which is an area of concern. We are currently just below our goal of 97% attendance at 96.56%.

Student Achievement Strengths

Academically, Bremond Elementary has several areas where we are strong. Comparing Bremond Elementary 2016-7 passing rates to the state passing rates, we bested the state significantly in grades 5 in Reading/ELA by scoring 94% and the state passing at a 82% rate. Fifth-grade math was also an area of strength at 97% passing the STAAR Math test compared to the state passing rate of 87%. Third-grade reading and math also bested the state average by small margins but it was their first time taking the STAAR test.

School Culture and Climate

School Culture and Climate Summary

Student Attendance

A good measure of School Culture and Climate is the attendance rate and the last several years our attendance rate has hovered just under 96%. For the 2016-17 school year, we had an average daily attendance rate of 96.06%. Our Attendance goal is 97% and the attendance rate for the 2017-18 school year 95.63%. The attendance rate is affected by many different things but most importantly is student health. The increase in Flu and other viruses make a huge impact on student attendance and this year these diseases have been very active and impacted our attendance rate significantly.

Discipline

During the 2016-17 school year, we had 24 ISS placements and there where 86 lunch detentions assigned by the Principal. For the 17-18 school year, there have only been five ISS placements but 161 lunch detentions were assigned. The severity of the offenses and the need for ISS placements dropped significantly but the number of lunch detentions served increased due to one class not following directions and the use of a new Discipline program on the Elementary Campus that made it easier to enter and track discipline records.

School Context and Organization

The campus operates on an eight-period schedule, which is adapted to the secondary schedules. In doing so, teachers who are shared by all campuses can schedule elementary classes into their schedule. Classes are mostly team taught with PK and Kindergarten being self-contained. In 18-19 first-grade will also have self-contained classrooms. Special Education classes are Self-Contained for our life-skills students and our Resource students go to regular classes except for those subjects where they need extra support.

The biggest need in the School Context and Organization Focus Area is in assistance to students who are performing poorly. The campus has access to a half-day pullout teacher but arrangements are being made to provide more support for our dyslexia students and others who may struggle.

School Culture and Climate Strengths

Our students, for the most part, are very well behaved and are very accepting of their differences.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

All professional staff meets Bremond ISD's definition of a Highly Effective Teacher under ESSA as required by the Texas Teacher Equity Plan.

Staff Development activities are based upon results of annual staff surveys. Other considerations in the development of staff development schedules include DMAC data from STAAR tests, T-TESS Evaluations, and other state and federal requirements.

Staff Quality, Recruitment, and Retention Strengths

Bremond Elementary is a great place to work and although our rural location limits the number of candidates for new positions, the quality of candidates are impeccable and meet our requirements for wanting to be great.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Currently, we are using 100% TEKS Conforming textbooks in all subjects. The district uses DMAC to disaggregate Unit Assessments, Benchmarks, and state assessments when possible and Mr. Burnett gives this data to the teachers so they can assess how they are doing. In DMAC, we use the Lead4ward heat mapping component to pinpoint our strengths and weaknesses. Teachers also use online programs such as IStation, Waterford, STAR Literacy, Study Island, and Compass for formative assessments.

Curriculum, Instruction, and Assessment Strengths

The district has made it a priority for students to have technology in their hands to use at school in their instructional settings. Each classroom on the Elementary campus has a classroom set of Google Chromebooks or Ipads for K and PK and as we implement newly adopted curriculum, online materials will be a priority for our students and parents to have access to the curriculum at home as well as at school.

Parent and Community Engagement

Parent and Community Engagement Summary

There are many ways for Parents to be involved in their student's education. Evidence of this includes the usage of Parent Portal, emails from parents, parent conferences, participation in UIL, graduations ceremonies, volunteering for field trips and class parties, field day, Thanksgiving lunch attendance, and of course, parent attendance at our open house and student progress conferences.

Parent and Community Engagement Strengths

The number of opportunities for our parents to be involved is considered a strength. Opportunities to get involved are communicated through our All Call system, DOJO application, invitations sent home by our teachers, on our website, or via our facebook page.

School Context and Organization

School Context and Organization Summary

The campus class schedule is modified within the district bell schedule which is driven by the secondary schools. The classroom setting is mostly team taught with grades PK-K being self-contained allowing for flexibility in scheduling. A variety of curriculum resources and technology are available to all staff. Physical Education, Keyboarding, and Music are provided by secondary staff making those classes less flexible in terms of scheduling. Tutorials are offered before and after the school day. Lunches are served before the Middle School and High School lunch periods. Special Education classes are Self-Contained and Resource. The campus has access to a half day pullout teacher but this support will be increased during the 18-19 school year with our new RTI/Dyslexia teacher coming on board. The campus is a Title I Schoolwide Campus.

School Context and Organization Strengths

Teachers know that the Principal has an open door to come and voice concerns and will be supported in any initiatives that they want to try to better our school.

Technology

Technology Summary

Technology is an area were Bremond Elementary School is not lacking. We have so much technology district-wide that when it does falter, it is difficult to keep up with the repairs. The majority of our technology usage is for a visual display for our visual learners and for research projects. With the emphasis of learning turning toward the 21st Century Learner it is imperative that we embed more technology usage by our students into our lesson planning so they will not only learn the concepts but also learn how to use the technology and the information to solve the problems of the day. The district has purchased a classroom set of Chromebooks for each class as well as Ipads for PK and Kindergarten classes to help increase the usage of technology by our students.

Technology Strengths

The quality of the technology we have available to teachers and students is second to none. Our school technology infrastructure and the staff to keep it up and running are also second to none. Having a classroom set of Chromebooks for every classroom and having an abundance of programs and online curriculum to justify their usage gives our kids an advantage when they are able to use them.

Priority Problem Statements

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
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- Accountability Distinction Designations

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Observation Survey results

Student Data: Student Groups

- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- School safety data

Employee Data

- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- TTESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Support Systems and Other Data

- Study of best practices

Campus Improvement Plan

Goal 1: All Bremond Elementary School students will reach high standards, attaining proficiency or better in all areas of the state-mandated academic assessments they take.

Performance Objective 1: 80% all student sub-groups participating in Reading, Math, Writing, and Science STAAR assessments will approach, meet, or master grade level expectations.

Evaluation Data Source(s) 1: STAAR Results will be reviewed to measure if performance objective is achieved.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Benchmark each year, around January, using STAAR Release Tests to monitor student progress on TEKS expectations.	2.4, 2.5, 2.6	Principal and Core Subject Academic Teachers	All subjects STAAR Benchmarks tested will have an 70% passing rate or better at the Benchmark date (around January).		75%	75%	
2) Identify students at risk of failing the Math, Reading, Writing, and Science STAAR Assessments.	2.4, 2.5, 2.6	Principal Content Area Teachers	Student profile data that indicates the level of intervention needed for each subject area. This profile data will be supported by interventions implemented by the classroom teacher or special program teachers.	50%	90%	90%	
3) DMAC will be used to dis-aggregate benchmark data by subgroups to determine success in meeting the needs of all groups	2.4, 2.5, 2.6	Principal BES Teachers	STAAR scores of all subgroups improve by closing the achievement gap. STAAR Progress measure indicates the level of student growth.		90%	90%	
4) STAAR Tutorial classes for our Economically Disadvantaged students or STAAR Failures	2.4, 2.5, 2.6	Principal Classroom Teacher	STAAR scores for Math and Reading for our low-socioeconomic and STAAR failures match those of their peers. Student Progress measure for these students are comparable to their Non-Low SES students.	50%	50%	85%	
5) Use hands-on activities to instruct and explain concepts that appeal to various student learning styles and needs.	2.5	Math and Science teachers	STAAR Math and Science scores for all students meet the passing standards.	35%	50%	50%	
6) Continue Curriculum Alignment with development and alignment with TEKS and STAAR. Emphasis will be in longitudinal curriculum alignment.	2.5	Principal Teachers ESC VI Staff	Teacher Sign-In Sheets for Staff Training Monthly Progress Checks Lesson Plans Student Profile Sheets	35%	50%	75%	

7) Pull out program will be continued for all K-5 students performing below expectations on STAR Early Literacy and STAAR (including homeless students)	2.4, 2.5, 2.6	Principal Teachers	Pullout Schedule, Lesson Plans, Tutorials STAR Early Literacy results Student grades STAAR results	35%	50%	75%	
8) Alignment of STAR Early Literacy, Istation and Waterford Curriculum to meet needs of beginning readers.	2.4, 2.5, 2.6	Principal Teachers	Lesson Plans STAAR results PBMAS	50%	75%	80%	
9) Bremond Elementary will provide a Library Aide that provides the books and resource materials for all of our students to be successful and develop a lifelong love of reading.	2.4, 2.5, 2.6	Superintendent Principal Library Aide	Improved student performance through reading. AR test taken	100%	100%	100%	
Funding Sources: Title I Part A Funds - 45067.00							
10) Online programs such as Compass, Study Island, Waterford, Star Early Literacy and Istation will be used to support student learning and provide data.	2.4, 2.5, 2.6	Principal Technology Coordinator Teachers	Student profiles from Compass, Study Island, Waterford, and Istation. STARLiteracy results STAAR results Student Grades Walk through	100%	100%	100%	
11) Steps will be taken to insure maximization of Early Intervention programs including extensive PK training. (3 and 4 year old programs)	2.4, 2.5, 2.6	Principal Registrar	Pre-K Surveys Announcement in local paper and school website Letters to parents Pre-K enrollment STAR STAAR	35%	50%	75%	
12) Full day PK programs for all four year olds will be implemented.	2.4, 2.5, 2.6	Principal PK Teachers	PK Enrollment Class schedule PK Student assessments	100%	100%	100%	
13) Bremond Elementary will reduce the required student to teacher ratio for fifth grade.	2.4, 2.5, 2.6	Superintendent Principal Business Manager	A well rounded education for the students in the classes effected and improved performance on state assessments.	100%	100%	100%	
Funding Sources: Title I Part A Funds - 47972.00, Title II, Part A - 15659.00							

100% = Accomplished   → = Continue/Modify   0% = No Progress   ✕ = Discontinue

Goal 1: All Bremond Elementary School students will reach high standards, attaining proficiency or better in all areas of the state-mandated academic assessments they take.

Performance Objective 2: 70% of the students identified as at-risk, special education, gifted/talented, dyslexic, ESL and those receiving accelerated instruction will pass the state-mandated assessment they take.

    Evaluation Data Source(s) 2: STAAR Results for identified students meeting the passing standards.

    Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Incorporate instructional strategies such as differentiated instruction using programs such as Istation	2.4, 2.5, 2.6	Principal Teachers Casey Owens Ryan Olson	Student Pass/Fail Reports, STAAR Test results Istation Data	35%	45%	45%	
2) Special programs and regular education personnel shall meet with parents to review data regarding ability, behavior, and student progress.	2.4, 2.5, 2.6	Principal Diagnostician A. Groholski Teachers Ryan Olson Casey Owens Becky Lee	Pass/Fail Reports Discipline Reports STAAR Test results	35%	50%	75%	
3) Utilize a content mastery lab to support instruction of students.	2.4, 2.5, 2.6	Content teachers Principal Ryan Olson	STAAR scores for targeted students. Student Grades	35%	50%	75%	
4) Students with behavioral, emotional, or social problems receive counseling	2.5	Principal A. Groholski Diagnostician STAR Counselor	STAAR test results Discipline reports showing a decline in incidents.	35%	50%	75%	
5) Parents will be able to access current online grade records on their children.		Piems Coordinator Principal	Parent Portal report showing parent use and improvement in grades and STAAR performance.	100%	100%	100%	
6) STAAR Tutorial classes for our Economically Disadvantaged students or STAAR Failures	2.4, 2.5, 2.6	Principal Casey Owens Ryan Olson Teachers	STAAR scores for targeted students.	35%	50%	75%	
7) Benchmark annually, around January, using STAAR Release Tests to monitor progress on TEKS Expectations.		Principal BES Teachers Casey Owens Ryan Olson	STAAR scores for targeted students.	100%	100%	100%	

8) Teachers will utilize instructional & assessment strategies to reach students with various learning styles and disorders including hands-on learning, rubrics, manipulatives	2.4, 2.5, 2.6	BES Teachers Principal	STAAR scores for targeted students.	35%	45%	45%
9) Bremond Elementary will partner with the Region 6 Educational Service Center for Title I support to help insure all students will succeed.	2.4, 2.5, 2.6	Superintendent Business Manager Principal	Increased success by our SPED, ELL, 504, and GT students on state assessments	100%	100%	100%
Funding Sources: Title I Part A Funds - 5358.00						
10) Pre-referral (S.A.T.) committee will meet to plan interventions for students exhibiting academic/behavioral difficulties.	2.4, 2.5, 2.6	BES Teachers A. Groholski Principal	STAAR scores for targeted students.	35%	50%	75%
11) Procedural Guidelines for identification and educational programming will be provided. LEP students will be reviewed annually.	2.4, 2.5, 2.6	Principal LPAC Committee Teachers ESL Teachers	Language Survey Results LEP Testing results LPAC Plans STAAR Scores (English) STAAR Scores (Spanish); TELPAS LPAC minutes Student Profiles	35%	50%	75%
12) Advanced Academic Program pullout will continue for students identified as GT.	2.5	Principals Teachers GT teacher	Teacher, parent and community nominations, GT testing results, GT schedule STAAR Scores Student Profiles	100%	100%	100%
13) Appropriate interventions for students identified as dyslexic will be implemented.	2.4, 2.5, 2.6	Principal Dyslexia Teacher Counselor	Student schedules Lesson plans Literacy Screener Results STAAR results Grades	75%	80%	85%

100% = Accomplished	→ = Continue/Modify	0% = No Progress	✕ = Discontinue

Goal 2: Bremond Elementary School will be a safe, positive, and inviting environment for students and adult stakeholders.

Performance Objective 1: BES will see a 50% decrease in the number of incidents involving fighting, physical contact, harassment, horseplay, or bullying.

Evaluation Data Source(s) 1: Comparing last years numbers to this years numbers the mentioned incidents to measure the decline/increase in numbers.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Examine reports of fighting to determine where and why these are occurring.		Principal PEIMS Coordinator	50% decrease in the number of incidents of violence or bullying.	35%	50%	75%	
2) Administrator will track discipline referrals using Educatorshandbook.com	2.6	Principal	Reduction in number of office referrals.	35%	50%	75%	
3) Faculty and staff will monitor hallways and common areas before school and during passing periods.		Principal BMS Faculty and Staff	50% reduction in number of office referrals from incidents in these designated areas.	35%	50%	75%	
4) Students will participate in Red Ribbon Week.		Principals Teachers High School Student Council	Red Ribbon Week Drug Awareness Activities Documentation Discipline Reports	100%	100%	100%	
5) Staff will receive Anti-Bullying Professional Development		Principals Teachers	Sign-In sheet Agenda Certificate of Completion of training	100%	100%	100%	

100% = Accomplished	→ = Continue/Modify	0% = No Progress	✕ = Discontinue	

Goal 2: Bremond Elementary School will be a safe, positive, and inviting environment for students and adult stakeholders.

Performance Objective 2: BMS will see a 10% decrease in the number of Code of Conduct violations.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Conduct research on discipline reports including situations, times of occurrences, etc.	2.6	Principal	Decrease in the number of discipline referrals/day and year.	70%	85%	85%	
2) Conduct student survey related to school environment.		Principal Teachers	Completed Survey with data being used to improve student discipline.				
3) Open house held at the beginning of the school year.		Principal Teachers	Teacher sign in list with email and phone numbers of parents for communication purposes.	100%	100%	100%	
4) Transition meeting will be held at the end of the school year for current 5th graders (incoming 6th graders) and their parents.		Principal Counselor	Parent meeting sign in sheet. Decrease in progress reports at three weeks and failing grades at the end of each six weeks.				
5) Faculty will monitor hallways, common areas before school, in-between periods.		Teachers and Principal	Decrease in hallway referrals.	35%	50%	75%	
6) Discipline referrals will be documented using Educatorshandbook.com	2.6	Teachers Principal Administrative Assistants	Measuring if there is a decrease in the numbers will be possible with discipline records.	35%	50%	75%	
7) Student Code of Conduct will be reviewed and revised		Principal Campus Advisory Team	Discipline Reports School Website	100%	100%	100%	
	100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue			

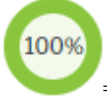**Goal 2:** Bremond Elementary School will be a safe, positive, and inviting environment for students and adult stakeholders.

Performance Objective 3: Campus Attendance rate will remain at 97% or higher and all Bremond Elementary students will graduate.

Evaluation Data Source(s) 3: Average Daily Attendance Report showing average daily rate of attendance.

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Parents will be notified when a student misses a day or part of a day using our automated call out system.		Principal PEIMS Coordinator Josh Hymer	Call out rosters and decreased absenteeism.				
2) Utilize various incentives to be given to students for prompt and regular attendance including such things as homework passes, gift cards, field trips, etc.		Principal Teachers PEIMS Coordinator	Grade records, List of Donors, and Field Trip student list.	35%	50%	35%	
3) Students with perfect attendance will be recognized for each 6 week period		Principal PEIMS Coordinator	Newspaper Articles recognizing students.	35%	50%	75%	
4) Students will be encouraged to use good precautionary practices in order to avoid illnesses and the spread of sickness.		Teachers School Nurse Principal Janitorial Staff	Increased Attendance during known seasons when illness is more likely to strike our campus.	35%	100%	100%	
5) A SAT committee will meet as needed to address excessive absentees and tardies.		Principal Teachers PEIMS Coordinator	Yearly Attendance Reports End of year attendance percentages Individual Attendance records of students with excessive absences.	35%	50%	75%	
6) Bremond Elementary will provide a well-rounded education where students can express themselves through Art, Music, Technology, and Physical Education.	2.5, 2.6	Principal Classroom Teachers Technology Teacher Music Teacher Coaches	An increase in student attendance is expected due to students enjoying coming to school.	35%	50%	75%	

100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue

Goal 2: Bremond Elementary School will be a safe, positive, and inviting environment for students and adult stakeholders.

Performance Objective 4: The parents of students enrolled at BES will be given at least 6 opportunities for involvement in school activities and/or conferences with faculty and staff during the course of the school year.

    Evaluation Data Source(s) 4: List of opportunities for Parental Involvement.

    Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Orientations and Open Houses will be held at the beginning of the school year for Elementary students and their parents.	3.2	Principal A. Groholski Teachers	Parent and Student Sign in sheets showing participation in these events.	100%	100%	100%	
2) Transition will be held at the end of the school year for current 5th graders (incoming 6th graders) and their parents.	3.2	Principal A. Groholski Teachers	Parent and Student Participation Sign-in sheets.				
3) Efforts will be made to publicize teacher email addresses to parents so that two-way email communication occurs.		Teachers Bev Swick	Email List displayed on Teacher's Website. Copies of email correspondence between teachers and parents.	100%	100%	100%	
4) Conduct a survey with parents to determine their interests in various avenues of parental involvement.		Principal Bev Swick	Parent Participation as evidenced by survey data report.				
5) Teachers will use online curriculum that post examples of concepts teachers are working in class so parents can help their student with homework.		Teachers Technology Dept. Principal	Student completion of online assignments as evidenced by grades.	35%	35%	35%	
6) Commercially and locally developed general information and parent involvement literature will be made available to parents		District Staff Teachers Principals	Participation in events or programs.	35%	50%	75%	
7) Parents will be asked to sign Parent/Teacher/Student Compact		Principal Teachers	Compacts on file	100%	100%	100%	
8) Contact parents with concerns in student achievement and conduct, SAT either via phone or through the DOJO app.		Principal Counselor Teachers Registrar	Contacts with parents STAAR results Grades	35%	50%	75%	

9) Continue providing a variety of opportunities for parents and community to be welcomed visitors to campus functions like: Open House Class parties Field Trips Class presentations Field Day Awards program Family Math Night Parent involvement activities Annual TI and Planning Meetings	3.1, 3.2	Principal Staff Parents	Visitor sign-in sheets Conference schedules Family Nights sign-in sheets, Agendas and Minutes	35%	50%	75%	
10) A copy of the Bremond Elementary Campus Improvement Plan will be made available in the school's office and available to our Spanish speaking Parents upon request.	3.1	Principal	Spanish Speaking Parental involvement in the Campus Improvement process.	100%	100%	100%	

100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue

Goal 3:
100% of Core Academic and Elective classes are taught by faculty that are highly effective in their respective content areas.

Performance Objective 1: All core academic subject area teachers will meet requirements for being a highly effective teacher in their respective content areas

  Evaluation Data Source(s) 1: 100% of BES teachers will meet the Texas Equity Plan requirements for a highly effective Teacher

  Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Post staff vacancies on district website and/or tasa.net to attract highly effective Teachers who want to teach at Bremond Elementary		Principal and the HR Department	Highly effective Teacher applications for the openings posted.				
2) Mentors are assigned to first-year teachers to support their acclimation to the teaching profession and campus.		Principal and Mentor	Student Academic Success and Highly Effective Teacher Retention	35%	50%	75%	
3) Develop plans to ensure certifications for teachers that do not meet the Texas Equity Plan Standards.		Principal Teacher not meeting the Texas Equity plan standards	Certification for Content Area that is required to meet Highly Effective Teacher Standards of the Texas Equity plan.	100%	100%	100%	
4) Teachers are encouraged to engage in professional development that is based on data that shows a need.		Principal and Core Teachers	Improved student performance in the area of need.	35%	50%	75%	
5) Teachers are encouraged to join and participate in content-area professional organizations with related training.		Teachers Principal	Certificates of Membership for respective teacher.	35%	50%	75%	
100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue							

Goal 3:
100% of Core Academic and Elective classes are taught by faculty that are highly effective in their respective content areas.

Performance Objective 2: High-quality training's and ongoing professional development will be provided for teachers, administrators, and parents.

Evaluation Data Source(s) 2: 100% of teacher's will be highly qualified and well versed in the most up to date instructional strategies impacting student performance.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			**Summative**
				Nov	**Jan**	**Mar**	**June**
1) All faculty and staff are supplied with catalog listings of training available through ESC 6 and ESC 12 as well as the ESC website.		Principal	Teachers attend training as evidenced by Certificates of Completion	100%	100%	100%	
2) Highly effective training and professional development opportunities are provided in in-service meetings before school		Principal and Superintendent	Sign in sheets demonstrating participation.	35%	50%	75%	
3) Cover registration cost & travel expenses to attend professional development that is identified as needed by faculty members and administrators.		Principal and Business Office	Records of Purchase Orders to cover the cost of travel, meals, and registration.	35%	50%	75%	
4) Mentors are assigned to first-year teachers to support their acclimation to the teaching profession and campus.		Principal and Mentor Teachers	Mentor and Mentee feedback and PDAS Evaluation of new teacher.	35%	50%	75%	
5) Teachers are encouraged to engage in professional development that will keep them current and knowledgeable of best practices within their teaching field (time off, paid registration fees, etc.)		Principal and Teachers.	Certificates of Completion for training attended.	35%	50%	75%	
6) Teachers will use Data to determine the best staff development to improve their instruction and increase student achievement.		Principal and Teachers	STAAR Test student performance on targeted TEKS.	35%	50%	75%	
7) Staff will cultivate personal learning networks related to effective teaching practices, school culture.		Principal	T-TESS Evidence	35%	50%	75%	
8) Teachers are encouraged to join and participate in content-area professional organizations with related training.		Principal and Teachers	Certificates of Membership and Completion of training	100%	100%	100%	
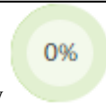
100% = Accomplished   → = Continue/Modify   0% = No Progress   ✗ = Discontinue

Campus Funding Summary

Title I Part A Funds

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	9	Funding for Salary for Library Specialist		$45,067.00
1	1	13	Funding for Salaries		$47,972.00
1	2	9	Funding for the Service Center fee.		$5,358.00
				Sub-Total	$98,397.00

Title II, Part A

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	13			$15,659.00
				Sub-Total	$15,659.00
				Grand Total	$114,056.00