



**Brenham**  
INDEPENDENT SCHOOL DISTRICT EST. 1875

## **ALTON ELEMENTARY SCHOOL IMPROVEMENT PLAN 2017-2018**

BRENHAM ISD DOES NOT DISCRIMINATE ON THE BASIS OF RACE, RELIGION, COLOR, NATIONAL ORIGIN, SEX, AGE, OR DISABILITY IN PROVIDING EDUCATION SERVICES, ACTIVITIES, AND PROGRAMS, INCLUDING VOCATIONAL PROGRAMS, IN ACCORDANCE WITH TITLE VI OF THE CIVIL RIGHTS ACT OF 1964, AS AMENDED; TITLE IX OF THE EDUCATIONAL AMENDMENTS OF 1972; AND SECTION 504 OF THE REHABILITATION ACT OF 1973, AS AMENDED.

## Legal References

- *Each school **district** shall have a district improvement plan that is developed, evaluated, and revised annually, in accordance with district policy, by the superintendent with the assistance of the district-level committee. (Section 11.251 of the Texas Education Code)*
- *Each school year, the principal of each school **campus**, with the assistance of the campus-level committee, shall develop, review, and revise the campus improvement plan for the purpose of improving student performance for all student populations, including students in special education programs under Subchapter A, Chapter 29, with respect to the academic excellence indicators adopted under Section 39.051 and any other appropriate performance measures for special needs populations. (Section 11.253 of the Texas Education Code)*

## Mission Statement

### Our Mission

*In collaboration with families and community, Alton Elementary School is committed to providing an exceptional education for all students. Our promises are:*

*To the Students of Alton:*

- We promise to care about you as an individual and value who you are and where you come from.
- We promise to begin each day as a new day no matter what happen yesterday.
- We promise to treat you as an individual, teach you at your level, and challenge you each day.

*To our Parents:*

- We promise to keep you involved and informed.
- We promise to treat your child the way we would want our children to be treated.
- We promise to welcome you, respect you and your child, and listen to your concerns with an open-door policy.

## Planning and Decision Making Committee

Name	Position Parent, Business, Community, Teacher, etc
Michael Ogg	Principal
Rachel Peterson	Assistant Principal
Jodie Koehl	Counselor
Kristi Hinze	Instructional Specialist
Jordan Kapchinski	Teacher
Lynn Prinz	Teacher
Michelle Schlottmann	Teacher
Lori Reyes	Teacher
Colynia Powell	Teachers
Deanna Scheffer	Teacher
Pam Hutchinson	Paraprofessional
Steve Sklar	District Rep
	Parent Rep
	Community Member

# Comprehensive Needs Assessment

**A Comprehensive Needs Assessment was conducted with the Committee on Thursday, September 26, 2017.**

Participants in Attendance	Data Sources Examined
<i>Michael Ogg</i>	STAAR Data Benchmark Data Parent and Teacher Surveys Attendance Rate Discipline Data Eduphoria
<i>Kristi Hinze</i>	
<i>Lori Reyes</i>	
<i>Lynn Prinz</i>	
<i>Jordan Kapchinski</i>	
<i>Shelia Rollins</i>	

**Comprehensive Needs Assessment:  
Summary of Findings**

<b>Prioritized Areas of Concern</b>	
<b>Areas of Concern</b>	<b>Data Source</b>
Reading grade 4	State Accountability (TAPR)
Writing grade 4	State Accountability (TARP)
Low percentage of students scoring at the “Meets” and “Masters” standard on the STAAR	State Accountability (TARP)
Increase opportunities for parent engagement	State Accountability (TARP), Parent Involvement Activities
Improvement in PLC meeting with teachers leaders leading meetings	

## State Compensatory Education

This District has written policies and procedures to identify the following:

- Students who are at risk of dropping out of school under state criteria
- Students who are at risk of dropping out of school under local criteria
- How students are entered into the SCE program
- How students are exited from the SCE program
- The cost of the regular education program in relation to budget allocations per student and/or instructional staff per student ratio.

Total SCE funds allotted to this campus \$81,739.

Total FTEs funded through SCE at this campus \$278,424.

## **State Compensatory Education Program Program Evaluation/Needs Assessment**

**The comprehensive, intensive, accelerated instruction program at this campus consists of:**

- Certified Tutor support to help with Tier 3 interventions in in class support.
- Instructional Specialist to provide ongoing professional development throughout the school year.
- Purchase of LLI intervention kits to help students close the gap in reading.
- Resources, training, and collaboration on the implementation of Guided Reading and Guided Math to help differentiate for students.
- Purchase of additional Chromebooks to help implement Tier and individual instruction to students.
- Training of teachers and purchase of EMpowering Writing materials to help improve the STAAR Writing scores.
- LPAC meetings and training to help increase the growth of identified LEP students on the TELPAS, STAAR, and academic achievement.
- Ongoing PLC meetings to discuss implementation of TEKS into district curriculum, productive and engaging Tier 1 instructions, and share suggestions and ideas when students are not successful.
- RtI committee to meet with classroom teachers to provide ways to help students grow academically and behaviorally.
- Implementation of PBIS program to reduce the number of discipline referrals in and out of the classroom.

# State Compensatory Education

## State of Texas Student Eligibility Criteria

A student under 21 years of age and who:

1. Is in prekindergarten – grade 3 and did not perform satisfactorily on a readiness test/assessment given during the current school year.
2. Is in grades 7-12 and did not maintain a 70 average in two or more subjects in the foundation curriculum during a semester in the preceding or current school year OR is not maintaining a 70 average in two or more foundation subjects in the current semester.
3. Was not advanced from one grade to the next for one or more school years
4. Did not perform satisfactorily on a state assessment instrument, and has not in the previous or current school year performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument
5. Is pregnant or is a parent
6. Has been placed in an AEP during the preceding or current school year
7. Has been expelled during the preceding or current school year
8. Is currently on parole, probation, deferred prosecution, or other conditional release
9. Was previously reported through PEIMS to have dropped out of school
10. Is a student of limited English proficiency
11. Is in the custody or care of DPRS or has, during the current school year, been referred to DPRS
12. Is homeless
13. Resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.



## Federal, State and Local Funding Sources

Federal funding sources that will be integrated and coordinated with State and Local funds to meet the needs of all students.

<b>Program/Funding Source</b>
<b>Federal Programs</b>
<b>Title 1, Part A:</b> \$274,803
<b>State Programs/Funding Source</b>
<b>State Compensatory Education:</b> \$278,424
<b>Gifted/Talented:</b> \$119,460 (3.0 FTE)
<b>Special Education:</b> \$258,537 (6.0 FTE)
<b>Bilingual/ESL Program:</b> \$20,183 (1 FTE)
<b>Local Programs/Funding Source</b>
<b>Priority Grant:</b> \$50,000

***Goal 1: AES will provide a coordinated curriculum that is implemented through effective instructional practices.***

***Objective 1:*** 90% of all students and all students groups will show growth at the grade level standards as measured on the NWEA Map Growth Report when comparing Beginning of the Year test to End of Year testing for grades K-4.

***Summative Evaluation:*** CBAs, Benchmarks, Map Growth Reports, Student Report Cards, TARP, and STAAR summary reports.

Grade Level	Subject	Percentage of Students Scoring in Percentile Range				
		Low %ile <21%	Low Avg %ile 21%-40%	Avg %ile 41%-60%	High Avg %ile 61%-80%	High %ile >80%
Kindergarten Beginning of the Year	Reading	16%	22%	29%	22%	11%
	Math	10%	40%	19%	24%	8%
First Grade Beginning of the Year	Reading	26%	25%	25%	15%	9%
	Math	28%	25%	13%	22%	12%
Second Grade Beginning of the Year	Reading	34%	27%	20%	10%	9%
	Math	41%	24%	19%	9%	7%
Third Grade Beginning of the Year	Reading	27%	17%	17%	12%	27%
	Math	28%	26%	16%	17%	12%
Fourth Grade Beginning of the Year	Reading	22%	18%	23%	11%	26%
	Math	15%	18%	32%	18%	16%

Activity/Strategy	*Title 1 Schoolwide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Neuhaus Phonics will be implemented as the phonics curriculum for K-2	#2, #9 Federal Safeguards	Reading Specialist, Classroom teachers	Daily	Local	Lesson Plans and classroom schedule. Walk through completed by the Reading Specialist
Provide differentiation through the use of Guided Reading and Guided Math to support and enhance the learning of the students	#2, Federal Safeguards	Campus Administration, Instructional Specialist, Classroom teacher	Daily	Local	Lesson plans, master schedule, walk through completed by administration, CBAs, Benchmarks, and Map Growth report data.

<b>Provide interventions during the school day to help students needing extra assistance in reading and math.</b>	#2, #8, #9, Federal Safeguards	Campus Administration, Rtl Committee, Reading Specialist, CARS Director, Classroom teacher	Each month from October 2017 - May 2018	Title - \$40,000 (Tutoring)	Placement of students in Intervention programs. Progress monitor and reports taken at each Rtl meeting. Report Card grades, Maps Growth Report Data.
<b>Provide ongoing progress monitoring of students in reading interventions and provide teachers will research based interventions</b>	#1, #2, #8 Federal Safeguards	Campus Administration, SIO, Classroom teachers	Each Six-Weeks	Title	RtI meeting notes and Eduphoria data. Student progress monitoring in interventions, MAP Growth Report and CBAs
<b>Students beginning in 2nd grade identified needing Dyslexia support will be given interventions to support their learning.</b>	#2, #4	Reading Specialist, Rtl Committee	August 2017-May 2018	State Comp	Reading screening results and scheduling of students with Reading Specialist for interventions
<b>Provide job embedded professional development through instructional coaching.</b>	#4 Federal Safeguards	Campus Administration, Instructional Specialist	August 2017- May 2018	Title	Sign-in sheets and agenda for professional development. Campus walk through
<b>Provide teacher the opportunity to implement scope and sequence for reading and collaborate with each other on reading strategies during curriculum planning</b>	#1, #2, #8 Federal Safeguards	Campus Administration, Instructional Specialist, Content Specialist, Classroom teachers	August 2017-May 2018 Wednesdays -ELAR Thursdays- Math	Title, Local	Teachers are able to use the scope and sequence to help guide lesson planning. Scope and sequence, lesson plans
<b>Teachers will have the time to reflect on reading CBAs given each six weeks. Discussion will focus on item analysis, identifying the two lowest TEKS, and steps to take to continue spiral review of those TEKS</b>	#1 Federal Safeguards	Campus Administration, Instructional Specialist, 2-4 classroom teachers	Each six-weeks	Local	Item Analysis Summary Sheets used to review data from tests. Sign-in sheet and minutes of meeting

<p><b>Provide identified students appropriate accommodations and modifications to support their progress in reading, writing, and mathematics</b></p>	<p>#2, #8 Federal Safeguards</p>	<p>Campus Administration, Sp Ed teachers, Classroom teachers</p>	<p>Daily</p>	<p>Local</p>	<p>IEP and 504 documentations, Sp Ed teachers schedule</p>
<p><b>Students will have the opportunity to work on their reading and math skills through the use on different technology software options</b></p>	<p>#2 Federal Safeguards</p>	<p>Campus Administration, Classroom teachers</p>	<p>Daily</p>	<p>Title and Local</p>	<p>Report and data gathered through Dreambox, Renaissance Learning, and Google Classroom logins</p>

**Objective 1.2:** 87% of all students and all students groups will score at or above the “Approaching Grade Level” Standards on the STAAR reading, math, and writing tests. In addition, overall students will show a 5% increase in the total percentage of students meeting the “Meet Grade Level” and “Master Grade Level” standards on the STAAR.

**Summative Evaluation:** CBAs, Benchmarks, Map Growth Reports, Student Report Cards, TARP, and STAAR summary reports.

Grade and Content	Approaches Grade Level	Meets Grade Level	Masters Grade Level
3rd Grade Reading	68%	40%	28%
3rd Grade Math	80%	44%	24%
4th Grade Reading	41%	20%	11%
4th Grade Math	63%	31%	15%
4th Grade Writing	41%	14%	2%

Activity/Strategy	*Title 1 Schoolwide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Provide extra support for students and teachers through the use of instructional tutors in the classroom	#2, Federal Safeguards	Campus Administration, Rtl Committee	October 2017 - May 2018	Title	Identification of students and teachers needing extra support through Rtl and CBAs' Item Analysis
Students will have the opportunity to work on their reading and math skills through the use on different technology software options	#2 Federal Safeguards	Campus Administration, Classroom teachers	Daily	Title and Local	Report and data gathered through iStation and Dreambox, Renaissance Learning, Google Classroom logins
Provide identified students appropriate accommodations and modifications to support their progress in reading, writing, and mathematics	#2, #8 Federal Safeguards	Campus Administration, Sp Ed teachers, Classroom teachers	Daily	Local	IEP, 504, and LPAC documentation. Sp Ed teachers' schedule. Bilingual aide schedule
Provide differentiation through the use of Guided Reading and Guided Math to support and	#2 Federal Safeguards	Campus Administration, Instructional Specialist,	Daily	Local	Lesson Plans, grade level planning times, campus walk throughs and teacher observations

<b>enhance the learning of the students</b>		Classroom teacher			
<b>Teachers will have the time to reflect on reading, writing, and math CBAs given each six weeks. Discussion will focus on item analysis, identifying the two lowest TEKS, and steps to take to continue spiral review of those TEKS</b>	#1, #2, Federal Safeguards	Campus Administration, Instructional Specialist, 3-4 classroom teachers	Each six-weeks	Local	Item Analysis Summary Sheets used to review data from tests. Data binders. Sign-in sheet and minutes of meeting
<b>Benchmark Assessments will be given in the Fall and Spring semester to determine which TEKS need to be added in the spiral review</b>	#1, #2 Federal Safeguards	Campus Administration, Content Specialist, Instructional Specialist, Classroom teachers	December 2017 - Spring 2018	Local	Item Analysis of benchmark assessments, Data binders for teachers
<b>Provide extra support during interventions in the areas of reading and mathematics</b>	#2 Federal Safeguards	Campus Administration, Rtl committee, Instructional tutors, Classroom teachers	October 2017 - May 2018	Title - \$40,000 (Tutors)	Progress Monitoring Data gathered by classroom teachers. MAP Growth Reports, CBAs scores and progress monitoring
<b>Provide job embedded professional development through instructional coaching.</b>	#4 Federal Safeguards	Campus Administration, Instructional Specialist	August 2017- May 2018	Title	Sign-in sheet and agenda for professional development. Campus walk through
<b>Grade level teachers will meet as a team or with similar content area teachers to plan for upcoming lessons and TEKS</b>	#2 Federal Safeguards	Campus Administrators, Instructional Specialist, Classroom teachers	Weekly Wednesdays-ELAR Thursdays-Math	Local	Item Analysis Summary Sheets used to review data from tests. Sign-in sheet and minutes of meeting

<p><b>Teachers will have the time to reflect on reading CBAs given each six weeks. Discussion will focus on item analysis, identifying the two lowest TEKS, and steps to take to continue spiral review of those TEKS</b></p>	<p>#1, #2 Federal Safeguards</p>	<p>Campus Administration, Instructional Specialist, 2-4 classroom teachers</p>	<p>Each six-weeks</p>	<p>Local</p>	<p>Item Analysis Summary Sheets used to review data from tests. Sign-in sheet and minutes of meeting</p>
<p><b>Provide ongoing progress monitoring of students in reading interventions and provide teachers will research based interventions</b></p>	<p>#2</p>	<p>Campus Administration, Classroom teachers</p>	<p>Each Six-Weeks</p>	<p>Local and Title</p>	<p>Rtl meeting notes and Eduphoria data. Student progress monitoring in interventions, MAPS and CBAs</p>
<p><b>Student will be provided appropriate accommodations and/or Supplemental Aides to help them be successful during testing of CBAs, Benchmarks and on the STAAR tests</b></p>		<p>Campus, Administration, Classroom teachers</p>	<p>Daily</p>	<p>Local</p>	<p>Supplemental Aid documentation, Student progress monitored with the use of Supplemental Aid.</p>

**Objective 1.3:** All special program students will fulfill the requirements of the Individual Education Plan (IEP), 504 Modification, G/T Requirements, or LPAC Accommodations. Overall identified students will show a 5% increase on the STAAR, TELPAS, and MAP Growth Report.

**Summative Evaluation:** CBAs, Benchmarks, Map Growth Reports, Student Report Cards, TARP, TELPAS and STAAR summary reports.

Activity/Strategy	*Title 1 Schoolwide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Teachers will be provided G/T training to provide academic support and enrichment for identified students	#3, #4	Specials Program Director, Campus Administrators, Classroom teachers	Summer 2017 and 2018	GT/Local	Attendance, certificates and lesson plans
ARD Committee meetings will be held to plan, review, and update identified students IEPs.	#9	Campus Administration, Classroom teachers, Sp Ed teachers, Diag, Parents	Aug-May 2017-2018	Special Ed.	ARD Notices sent home, meetings schedules, IEP documentation
The Rtl Team will meet each six-weeks to evaluate student academic and behavioral concerns. Interventions or testing will be implemented	#2, #9	Rtl Committee	Each Six Weeks	Local and State Comp	Referral process for special education and dyslexia, Eduphoria reports, Rtl minutes
Special Education Referrals will be tracked on a specific timeline for referral and reassessment procedures	#2, #9	Campus Administration, Diag	Aug-May 2017-2018	Special Ed.	Documentation of referral process. Scheduling of ARD meetings
Student identified with Dyslexia will be provided support from a trained Reading Specialist	#9	Reading Specialist, Rtl Committee	Weekly	State Comp	Lesson plans and progress monitoring of identified students



<b>Students identified having a learning disability will be provided support with our Resource or Inclusion teacher</b>	#2, #9	Sp Ed teacher, classroom teachers, Campus Administration, Diag,	Daily	Sp Ed.	Lesson Plans, IEPS, grade level planning
<b>LPAC will determine identification, placement of LEP students, and progress of each LEP student.</b>	#4 Federal Safeguards	Campus Administration, Counselor, ELL classroom teachers	Beginning of the Year -Sept 7 Middle of the Year - Feb End of Year - May	Local	Documentation of LPAC agenda and notes
<b>Students who are identified as ELL will be provide in class support from bilingual aides. In addition, ELL students will have opportunities for support through the Learning Lab</b>	#4 Federal Safeguard	Campus Administration, Counselor, ELL classroom teachers, bilingual aide	Daily	Title III	Instructional aide schedule on file. Documentation of identified ELL students
<b>Identified ELL students will be placed in classrooms of ELL certified teachers.</b>		Campus administration, Counselor	July-August 2017	Local	Documentation and certification of ELL teachers
<b>ELL progress will be measured through the state's TELPAS assessment</b>	#4 Federal Safeguards	Counselor, Campus administration	Spring 2018	Local	ELL students will show an increase on their Overall Composition TELPAS score.
<b>ELL students will be monitor not only with their TELPAS, but with district unit assessments, Rtl notes, Report Card grades, and progress monitoring documentation.</b>	#4 Federal Safeguards	Campus Administration, Counselor, ELL teachers	Each Six Weeks	Local	Item analysis of assessments, English in a Flash- Renaissance program, Imagine Language and Literacy and Dreambox support
<b>Provide job embedded professional development for ELL student support through instructional coaching.</b>		Campus Administration, Instructional Specialist	August 2016- May 2017	Title	Sign-in sheet and agenda for professional development. Campus walk through

**Objective 1.4:** Attendance for Alton will meet or exceed the district's goal of 97% for the 2017-2018 school year.

**Summative Evaluation:** Attendance reports from district and state.

School Year	Attendance Rate
2014-2015	95%
2015-2016	96%
2016-2017	96%
20170-2018	Goal is 97%

Activity/Strategy	*Title 1 Schoolwide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Teachers will contact parents when students are absent from school for two or more consecutive days		Classroom teachers	Six Weeks	Local	Parent Contact Google Form Log and monitor of student attendance.
Parents will be invited to Attendance Review Committee if their child has been identified having issues with school attendance		Campus Administration, classroom teacher, parents, Registrar	Six Weeks	Local	Record of Attendance Data/TxEIS, Attendance reports
Communication and incentives for good attendance will be shared with students and parents through the school year.		Campus Administration, classroom teacher, Registrar	Six Weeks	Local	Information share at Curriculum Night, Attendance Challenges, Certificates and attendance ribbons, Social Media
If needed, home visits will be conducted with parents whose children are having attendance concerns.		Campus Administration, Classroom teachers	Six Weeks	Local	Documentation on Home Visits

***Goal 2: AES will attract and retain quality staff. Develop, motivate and support all employees to create a challenging and empowering educational environment.***

***Objective 1: 100% of core academic classes will be taught by highly trained teachers, 100% of paraprofessionals with instructional duties will meet Equity Plan requirements and 100% highly trained staff will be maintained through professional development to increase student achievement.***

***Summative Evaluation: District Equity Plan report***

<b>Data 2016-2017</b>	% Classes taught by highly trained Teachers	% highly trained Teachers	% highly trained Paraprofessionals
	100	100	100

<b>Activity/Strategy</b>	<b>Title 1 Schoolwide Component</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Formative Evaluation</b>
<b>All teachers and staff members hired to work at Alton Elementary will met the High Effective requirements.</b>	#5	Campus Administration, Human Resource Director	Once a semester	Local	Records of teacher degrees and certification on file
<b>Teachers will have opportunities to improve their pedagogy through professional development opportunities</b>	#3, #5	Campus Administration, Content Specialist, Instructional Specialist, Special Program Director	August 2017-May 2018	Local	Documentation of teacher certificates, sign in professional development
<b>New teachers beginning their career in teaching will be provide a mentor teacher to assist with questions and concerns</b>	#3	Campus Administration, Human Resource Director	Each Semester	Local	Sign in sheet of meetings held with Mentor teachers and current new teachers to the career in education

<b>New teachers to Alton Elementary will attend monthly meeting during the school year to discuss concerns or needs</b>	#3	Campus Administration, New classroom teachers	Once a month	Local	Sign-in sheet and agenda of meeting
<b>Teachers of ELL/Bilingual students will attend professional staff development to enhance their teaching skills</b>	#3, #4	Campus Administration, Classroom teacher, Special Program Director	2017-2018 LPAC Meetings Sept, Feb, May LPAC PLC Oct, Jan, March	Local	Attendance certificates from workshop. Sign-in sheet and agenda of meeting
<b>G/T teachers will attend the required 30 hours and 6 hours update for training.</b>	#4, #10	Campus Administration, Classroom teachers	Summer 2017 and 2018	Local	Attendance certificates from workshop
<b>Provide job embedded professional development through instructional coaching.</b>	#4	Campus Administration, Instructional Specialist	August 2017- May 2018	Title	Focus professional development provided by content specialist.
<b>Develop appropriate PLC meetings with teachers leaders to help improve pedagogy and increase student achievement.</b>	#4	Campus Administration, Instructional Specialist	August 2017-May 2018 PLC Institute in Nov 2017	Title	Implementation on PLC framework into grade level meetings. Meetings and agendas run and maintain by teacher leaders.

**Goal 3:** AES will develop responsible, respectful and collaborative citizens while promoting family and community engagement.

**Objective 1:** By May 2018, at least 87% of all students' parents and/or family members will participate in at least one school sponsored academic activity for/with their child(ren).

**Summative Evaluation:** Sign-sheets and documentation of parent presentation in school activities.

<b>Activity/Strategy</b>	<b>Title 1 Schoolwide Component (#1-10)</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Formative Evaluation</b>
Teachers will meet with their children's parents at the beginning of the year to share the progress their child has made the first six-weeks.	#6	Classroom Teachers	October 9 and Annually	Local	Parent sign-in sheet. Parent Involvement documentation.
Parents, students, and teachers will sign a compact that will be used as goals in order to work together and help students grow in and out of school	#6	Campus Administration, Classroom teachers	October 9	Local	Compacts kept on file
Parent/Curriculum Night will be held at the beginning of the school year to share Title I and curriculum information with parents	#6	Campus Administration, Classroom teachers	September 27, 2017	Parent Involvement Title Funds	Parent sign-in sheet.
Parents will be given the opportunity to receive progress monitoring/reports of students needing extra support will be conducted through Rtl, ARD, and LPAC meetings		Campus Administration, Counselor, Diag. Classroom teacher	As needed	Local Funds Special Ed. Funds	ARD notices, ARD committee signatures, LPAC, Report Card and Rtl minutes

<b>Translations of campus information are provided in Spanish.</b>	#6	Campus Administration, Bilingual Aides	As needed	Title	Documentation of parent conferences or meeting where translation in Spanish is needed.
<b>Parent and community members will have the opportunity to be mentors in the CARS Program to Kinder-2nd grade students needing additional reading support.</b>	#6	CARS Director, Classroom teachers	Weekly	State Comp	Mentor Sign-in sheet
<b>New parents to Brenham ISD will have the opportunity to receive information about the daily progress at school before the first day of class.</b>	#6, #7	Campus Administration, Classroom teachers	August 2017	Local	Sign-in sheet
<b>Parent communication will be conducted throughout the year through a variety of methods.</b>	#6	Campus Administration, Classroom teachers	Monthly	Local	Information shared through School Messenger, Social Media, School Website, BISD App, and classroom newsletter
<b>A variety of school events will be held throughout the year to showcase students' talents and communicate the school's success with parents and community members</b>	#6	Campus Administration, Classroom teachers	August 2017-May 2018	Local and Title	Sign-in sheets for Curriculum Night, Literacy Night, Christmas Program, Veterans Day, African American Program, and End of Year Talent show.
<b>Parents and community members will have the opportunity to be members of the PTO</b>		Parents, Campus Administration, Classroom teachers	August 2017-May 2018	Local	Meeting Agenda, Minutes, and Sign-in sheet

**Goal 3: AES will provide a safe and secure environment at all facilities. The campus administration and staff will promote and foster a safe, civil and secure environment.**

**Objective 1: Discipline referrals will decrease 5% by the end of May 2018 by using PBIS and Core Essentials strategies.**

**Summative Evaluation: Using PEIMS reports and Discipline Records there is a reduction in both incidents noted and discipline referrals by the amount stated.**

Data 2016-17	All Students
Discipline/Incidents	

Activity/Strategy	Title 1 Schoolwide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Students will be taught good character values each six weeks through the Core Essentials Program	#10	Campus Administration, Counselor	Each Six Weeks	Local	Morning Huddle announcements and agenda. Class discussion, and incentives
The staff at Alton will receive training and feedback with the use of PBIS.	#10	Campus Administration, Classroom teacher, PBIS committee, Behavioral Specialist	August 2017	Local	Sign-in sheet from training. Agenda and referral data share at PBIS committee meetings
Students needing extra support for emotional or social challenges will have the opportunity to share concerns with school Counselor or district Behavioral Specialist	#10	Classroom teacher, Counselor, Behavioral Specialist, Campus Administration	As needed	Local	Rtl and conference documentation,

<b>Parents will receive information on the policy and procedure students and teachers are required to follow while attending classes at Brenham ISD.</b>	#6, #10	Campus Administration, Director of Student Services, Diag, classroom teachers	August 2017-May 2018	Local	Parents signatures on receiving a copy of the Student Code of Conduct, Conduct folders, Student/Parent/Teacher Compact, and if needed BIP
<b>Ongoing support will be provided for teachers needing support in classroom management or strategies to help students be successful in the classroom</b>	#10	Campus Administration, Behavior Specialist	Monthly and as needed	Local	Schedule of Behavioral Specialist, documentation of teacher conference.
<b>Students will have the opportunity to earn Paw-Bucks for demonstrating good character and work efforts. Students can redeem these bucks for prizes every other Friday</b>	#10	Campus Administration, Classroom teacher, PBIS Committee	Daily	Local	Paw Buck store every other Friday.
<b>Student support will be given in and out of the classroom by campus mentor in order to make sure students stay on track with their behavior</b>	#10	Campus Administrator, ISS Aide, Classroom teacher	Daily	Local	Documentation of student conferences with ISS aide.