



**Brenham**  
INDEPENDENT SCHOOL DISTRICT EST. 1875

# *Krause Elementary*

## Campus Improvement Plan 2017-2018

BREHAM 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)*

## Vision Statement

Krause Elementary is supporting all students to be lifelong learners, global thinkers, supportive leaders, and change agents of the future.

## Mission Statement

The mission of Krause Elementary is to provide a quality education that empowers students to reach their maximum individual potential. We want to help students realize a well-rounded education that reaches the social, academic, emotional, and behavioral components of their lives.

## Campus Educational Improvement Committee Members 2017 -2018

Name	Position Parent, Business, Community, Teacher, etc
Courtney Mason	Principal
Monte Shields	Assistant Principal
Roseann Mueller	Counselor
Pam Plagens	Instructional Specialist
Lisa Bolcerek	Kindergarten Teacher
Kim Kwiatkowski	First Grade Teacher
Shelby Parker	Second Grade Teacher
Jessica Lewis	Third Grade Teacher
Hannah Bosse	Fourth Grade Teacher
Stacy Johnson	SPED Teacher
Lucy Lopez	Parent Representative
Ava Coleman	Parent Representative
Kelvin Raven	Community Representative
Lillian Marshall	Community Representative
Catherine Kenjura	Community Representative
Anabel Martinez	Business Representative
Lori Wamble	District Representative

## Comprehensive Needs Assessment

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

<b>Participants</b>	<b>Data Sources Examined</b>
Courtney Mason	2017 Accountability Summary
Pam Plagens	2017 Reading and Math EOY Benchmark Data
Lisa Bolcerek	2017 TELPAS Data
Kim Kwiatkowski	2017 - 2018 Campus Budget
Shelby Parker	2017 Title 1 Parent Survey Results
Jessica Lewis	2017 - 2018 School-Parent Compact
Hannah Bosse	2017 Discipline Data
Stacy Johnson	2017 Attendance Data
Roseann Mueller	2017-2018 Beginning of Year PTO Agenda and Budget
	2017 - 2018 ESL/GT Certification for KES Staff
	2017 - 2018 Staff List

## Comprehensive Needs Assessment: Summary of Findings

<b>Prioritized Areas of Concern</b>	
<b>Areas of Concern</b>	<b>Data Source</b>
Ensure a year's growth for all students	State Accountability, TELPAS, Benchmark Data
Student achievement in special programs and for sub-populations (AA, H, ED, ELL, SpEd)	State Accountability
Increase Parent Involvement	Title 1 Parent Surveys
Decrease overall discipline incidents with focus on AA	Campus discipline records
Improve campus-wide attendance	Campus attendance records

### **2016 - 2017 Campus Demographics:**

**The following data were reviewed in relation to campus demographics:**

2016 - 2017 Accountability Summary

2015 - 2016 TAPR (16-17 TAPR should be available in November 2017)

Current Campus Enrollment Data from TXEIS

**Upon review of these data, several findings were noted. These findings include:**

During the 2016 - 2017 school year, Krause Elementary served 739 students. For 2017 - 2018, Krause Elementary currently has 682 students enrolled. This drop in enrollment is due to the opening of our new Brenham ISD Early Childhood Learning Center which houses all BISD Pre-Kindergarten students. The student population makeup for the 2016-2017 school year was 37% white, 17.1% African American, 42.8% Hispanic, 2% Two or more races, 9.2% SPED, 61.8% ECD, and 24.8% ELL's. The student population as of September 2017 was 39% White, 20% African American, 40% Hispanic, 4.3% Multi-Racial, and .9% Asian.. Additionally, the campus serves 62% economically disadvantaged students, 12.9% special education students, and 10.4% Limited English Proficient students. Attendance rate for the year is 97.84%.

## **2016 - 2017 Student Achievement**

The following data were reviewed in relation to campus student achievement:

2016 - 2017 Accountability Summary

Assessment Data from Eduphoria

TELPAS Data

Upon review of these data, several findings were noted. These findings include:

School Report Card Accountability Rating: Met Standard

Index	15-16 Score	16-17 Goal	16-17 Score	State Target	Met Standard?
Index 1 - Student Achievement	79	82	75	60	Yes
Index 2 - Student Progress	37	40	42	32	Yes
Index 3 - Closing Performance Gaps	38	41	36	28	Yes
Index 4 - Postsecondary Readiness	28	31	34	12	Yes

## **2016 - 2017 Testing/Assessment Data**

STAAR Results

<b>STAAR- % Approaches Standard (Previously called Phase-In Passing Standard)</b>		
	<b>2016-2017</b>	<b>2015-2016</b>
<b>3rd Reading</b>	<b>69</b>	<b>76</b>
<b>3rd Math</b>	<b>79.4</b>	<b>84</b>
<b>4th Reading</b>	<b>77</b>	<b>86</b>

<b>4th Math</b>	<b>87</b>	<b>84</b>
<b>4th Writing</b>	<b>64</b>	<b>69</b>

**System Safeguards:**

Krause Elementary met state target goals in all participation areas (12/12). Krause Elementary did not meet state system safeguards in 5 out of 17 areas including African American and ELL students in Reading, Hispanic students in Writing, Economically Disadvantaged in Writing, and English Language Learners in Writing. .

**Areas of need include:**

Culturally diverse teaching methods to meet the needs of African American & Hispanic students  
 Every student gaining a year’s progress  
 Teaching strategies to address needs of English Language Learners, students with Special Education services, and Economically Disadvantaged students.

**2016 - 2017 School Culture, Climate, and Organization**

**The following data were reviewed in relation to School Culture, Climate, and Organization:**

Title 1 Parent Survey  
 Campus discipline records  
 Campus attendance records

**2016 - 2017 Title 1 Parent Survey**

- 147 Parent Surveys completed. Down from 202 completed last year.
  - 66 surveys completed agreed/strongly agreed with all indicators.
  - 81 had some suggestion(s) for improvement.

**Upon review of these data, several findings were noted. These findings include:**

Top 5 areas with rating of Agree/Strongly Agree:

Item #	Statement	% Agree, Strongly Agree
1	I feel welcome when I enter the school.	98%
2	The school schedules parent/teacher conferences in a flexible way so I can attend.	96%
6	My calls, e-mails, or notes to school staff are answered promptly.	92%
9	I feel knowledgeable about the school's expectations for my child.	95%
11	I know how to help my child with his/her homework.	91%

Top 6 areas with rating of Disagree/Strongly Disagree:

Item #	Statement	% Disagree, Strongly Disagree
3	I know what the School-Parent Compact is.	24%
16	The school asks our input on family workshops and events.	18%
19	I feel that parents are involved in decision-making at our school.	22%
20	I have been invited to participate in school planning such as the school improvement plan, the Title 1 plan, parent involvement policy, etc.	31%
21	I feel knowledgeable about the Title 1 program.	39%
22	I feel knowledgeable about our school's status as a Title 1 Schoolwide school.	39%

**2016 - 2017 Discipline Data**

Referrals	Peims Reportable	By Grade		Ethnicity		Location	
		1st	21	AA	59	Gym	19
174	67	1st	21	AA	59	Gym	19



		2nd	21	W	70	Hall	28
		3rd	19			Other building Areas	8
		4th	68			Office	2
		K	9			Playground	42
						Classroom	61
						School Grounds	4
						Cafeteria	5
						Library	1

### Attendance

The TEA Distinction Designation Report showed attendance rates for KES at 97.1%. This total represents testing grade levels for students in subset group only. This is an improvement from 2015 - 2016 when the campus attendance was at 96.8%. No specific target percentage was set in 2015 - 2016, but a goal was set to surpass 2015 - 2016 attendance rates.

For overall campus attendance, campus records indicate a: 97.84% attendance rate for all students at KES.

### Areas of need include:

Increase overall campus attendance rate to 98.5%.

Decrease office referrals for all student and specifically for AA students.

Increase parent knowledge of Title 1 program

Increase parent feedback and input

## **Staff Quality, Recruitment, and Retention**

**The following data were reviewed in relation to Staff Quality, Recruitment, and Retention:**

Teacher certification records

Goal Setting meetings

Staff Professional Development requests

Staff Survey

**Upon review of these data, several findings were noted. These findings include:**

During the 2016 - 2017 school year, Krause Elementary instructional staff included 51 teachers, 21 paraprofessionals, 10 support staff, and 2 administrators. The 2017 - 2018 instructional staff at Krause Elementary School includes 47 teachers, 15 paraprofessionals, 16 support staff, and 2 administrators. Our teachers have, on average, 12 years of experience and 10% hold advanced degrees.

Staff retention rate: waiting on 16-17 TAPR Report (available Nov. 2017)

Staff attendance rate: waiting on 16-17 TAPR Report (available Nov. 2017)

Special Certifications: Of classroom teachers at KES 90% are GT certified and 94% are ESL certified.

**Areas of need include:**

Staff development on ELLs, Students serviced through Special Education and GT, and Differentiation

Increase professional library selections

Continue trainings by the Technology Department

Provide new teachers with mentors

Increase staff morale and appreciation through monthly events, along with PTO support

Staff input in the decision-making process

## **Family and Community Involvement**

The following data were reviewed in relation to campus demographics:

Title 1 Parent Surveys

PTO Agenda and Budget

School-Parent Compact

Upon review of these data, several findings were noted. These findings include:

### **2016 - 2017 Title 1 Parent Survey**

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22	I feel knowledgeable about our school's status as a Title 1 Schoolwide school.	39%

**Areas of need include:**

Utilize a variety of formats to inform/instruct parents about Title 1

Solicit parent feedback and input in a variety of ways

Provide simple explanation for School-Parent Compact to make it more easily understood

## 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 Krause Elementary are \$54,728.79. At Krause Elementary, State Compensatory funds are used to support Title I initiatives. The comprehensive, intensive, accelerated instruction program at this district/campus consists of additional staff to support interventions, extra learning time for targeted intervention, and training for staff to provide high quality first instruction. Our campus does not employ anyone whose salaries are fully funded by SCE. We do have one employee funded at 50% and one at 88% by SCE funds. Students are identified as at-risk using state-identified criteria which are listed below.

### **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>Federal Program/Funding Source</b>
<p><b>Title 1, Part A</b> - \$276,619; breakdown is as follows:</p> <ul style="list-style-type: none"> <li>• \$221,911 - Personnel: CARS Facilitator, Instructional Specialist, 2 Instructional Aides</li> <li>• \$1,000 - Professional/Contracted Services</li> <li>• \$48,835 - Supplies/Materials</li> <li>• \$4,873 - Travel for Training</li> </ul>
<b>State Programs/Funding Source</b>
<i>Accelerated Reading Instruction Funds - \$4,263.08 from Title 1 funds</i>
State Compensatory Education (SCE) - \$57,279.18
Gifted/Talented-\$1,936.00
Special Education Teachers- 9 teachers
Bilingual/ESL Program- 4 teachers/\$ 500.00 supplies money

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

**Objective 1:** Utilizing effective and innovative instructional practices, Krause Elementary will increase the percentage of students approaching standard or greater on the state assessment by the amount indicated in the table below by May 2018.

**Summative Evaluation:** All students and student groups will meet campus targets as indicated below on the state assessment, STAAR.

Target for 17-18	All Students	H	W	AA	ED	ELL	Spec. Ed.
Reading	77	74	89	70	65	70	70
Math	84	86	93	70	75	77	70
Writing	70	70	78	70	70	70	70

Strategy	Resource	Person Responsible	Timeline	Evaluation	Title 1 Component
Provide small group instruction in all content areas	Title 1	All teachers, IS	Ongoing	Progress monitoring, lesson plans	2,9
Administer Universal Screener to all students three times a year to ensure growth for every student	Local	Teachers, AP	BOY, MOY, EOY	Universal Screener-NWEA Map	2
Weekly team planning with Instructional and Content Specialist	Title 1	Principal, AP, Content & IS	Weekly	Data reviews, lesson plans	2,3,4,5,8
Teachers will post all lesson objectives in an area visible to students at all times.	Local	K-4 teachers, Principal, AP, IS	Daily	Lesson plans, classroom walkthroughs	2
Continue Tier II interventions such as , LLI, and Dreambox	Local, Title 1 Part A	Principal, AP, All Teachers, IS, Aides	Ongoing	Intervention schedule, progress monitoring, Universal Screener results	9,10

Continue with the Accelerated Reader program to increase reading comprehension and fluency levels.	Local, Title 1 Part A	IS, K-4 teachers, librarian	Ongoing	Accelerated Reader reports, STAAR results	2,10
Continue RTI (Response To Intervention) Teams	Local	Principal, Counselor, AP, RTI committee	Every Six Weeks	Intervention records, progress monitoring, referrals for Special Education and dyslexia	2,9
Continue Krause Academy Time (KAT) to provide more targeted intervention	SCE	Principal, AP, IS, Teachers, Aides	Daily	Master Schedule, Progress monitoring	2,3,9
Utilize strategies to meet the unique instructional needs of all student groups	Local, Title III	Principal, AP, IS, Aides	Ongoing	STAAR, Universal Screener	1,2,10
Use of Fundamental Five strategies in every classroom	Local	Principal, AP, IS, Teachers	Aug - May	Walk throughs, PLC on Fundamental 5	2
Campus representatives will participate in BISD Bilingual Task Force and attend Bilingual Conference	Local	Principal, Teacher	Monthly	Improved performance by ELL students	2,4,9
Campus representatives will participate in BISD STEM Task Force	Local	Principal, Teacher	Monthly	Increased STEM programming, Addition of Makerspace activities	2

1 - Comprehensive Needs Assessment 2 - Schoolwide reform strategies 3 - Instruction by Highly Effective Staff. 4 - Highly effective PD 5 - Parental Involvement 6 - Strategies to attract highly effective teachers 7 - Plans to transition PK to Elementary 8 - Teachers input in academic assessments 9 - Students experiencing difficulty 10 - Coordination of Federal, State, and Local Services and Programs.



**Goal 2:** BISD will develop responsible, respectful and collaborative citizens.

**Objective 1:** Decrease total number of referrals and PEIMS reportable incidents.

**Objective 2:** Proper implementation of PBIS

**Summative Evaluation:** Increased attendance, decreased referrals

Strategy	Resource	Person Responsible	Timeline	Evaluation	Title 1 Component
Contact parents for attendance concerns and positive behavior through phone calls, emails, letters	Local	Teachers, Registrar, Principal, AP	Ongoing	Attendance records, phone logs, PBIS Rewards	1,6
Administration will make home visits as needed	Local	Truancy Officer, Principal, AP, Home Visit Task Force	As needed	Increased attendance rates, documentation kept	2,6
Certificates will be awarded to students who have perfect attendance for the year	Local	AP, Registrar	End of Year	Certificates will be awarded during the End of Year Awards Ceremony	2
Provide 6 weeks incentives to students with perfect attendance	Local	Registrar	6 Weeks	Attendance records	1,2
Provide incentives to grade levels with highest attendance weekly (announcement) and by 6 weeks (special privilege i.e. extra recess)	Local	Principal, Registrar	Weekly/6 weeks	Attendance records	1,2
Hold meetings with families of students in danger of retention due to excessive absences	Local	AP, Registrar	Ongoing	Attendance records	2,6

Provide a Character Education program - Core Essentials.	Local	Counselor, Principal, AP, Teachers	Ongoing	Daily Announcements, Certificates, School website and Parent Newsletter	2,6
Provide guidance lessons to each class 1 time per 6 weeks	Local	Counselor	Every Six Weeks	Documentation of sessions	2
Provide discipline data update to all staff through monthly PBIS and Team Meetings	Local	Principal, AP	Monthly	Referral data, Committee & Team Meeting agendas	1,2
Provide Positive Behavior Interventions	Local	Principal, AP, classroom teachers	Daily	Reduction of referrals	2,9
Collaborate with the District Behavior Specialist as needed for individual students	Local	Principal, AP, Special Ed Director	Ongoing	Decrease in student referrals, improved attendance	2,9
Implement Zero Period from 7:20-7:50 Monday-Friday	Local	Principal, Secretary, Teachers	Daily	Support morning rotation through various duty stations, as well as posting schedule in visible locations.	2,6,9
Staff will work to create an Emergency Operations Plan that is adaptable and workable to any dangerous situation in order to keep staff and students safe	Local	Principal, AP, Teachers	Ongoing	EOP, Monthly Safety Drills	2,5

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**Goal 3: BISD will provide a safe and secure environment at all BISD facilities.**

**Objective 1:** Discipline referrals will decrease by 5% by the end of May 2018

**Objective 2:** Upgrade facilities for safe entry to front of school

**Summative Evaluation:** PEIMS 425 report, discipline records, secure front entrance

Strategy	Resource	Person Responsible	Timeline	Evaluation	Title 1 Component
Continue monthly CORE essentials Character Education program	Local	Principal, Teachers	Daily	Morning announcements, class discussion, assemblies	2
Continue counseling for students experiencing difficulties	Local	Counselor	Ongoing	Documentation of conferences kept on file in counselor's office, progress monitor by counselor	1,9
Campus crisis plan	Local	Principal	Each Semester	Faculty Meeting Sign in	2
Behavior Intervention Plans	SPED Funds	Diagnostician, Behavior Specialists	When needed	student referrals, IRC submission	2
Student code of conduct will be online.	Local	Administrative team	All year	Student/parent signatures	2
Visitor sticker, Raptor system	Local	secretary, registrar	Ongoing	parent sign in	10
Discipline referral update.	Local	PBIS team	Faculty Meetings	sign in sheet	1
Red Ribbon Week	Local	PE Teacher, Administrative Team	Activities for week set	95% participation by faculty and students	2
Brenham ISD Maintenance	Local	Director of Maintenance, Principal, AP	weekly	work orders tracked through school dude	10

Campus grounds walk throughs	Local	Principal, AP	Ongoing	documentation of issues on campus	10
Utilize School Messenger system for mass communication	Local	Principal, Secretary	Ongoing	School Messenger log	1,6
Campus representatives will participate in BISD Home Visit Task Force	Local	Administrative Team, Teachers	Ongoing	Home Visit log, Training agendas	4,6,9
MEP for Krause	QZAB, Local	Assistant Supt., Principal, Remodel Team	Monthly	complete scope of remodel for safe entrance to school	10

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**Goal 4:** Promote family and community involvement.

**Objective 1:** At Krause Elementary, 50% of parents will have participated in school wide activities by the end of May 2018.

**Summative Evaluation:** parent surveys, sign in sheets

Strategy	Resource	Person Responsible	Timeline	Evaluation	Title 1 Component
Increase participation in PTO through clear communication, use of social media and the school website	Local	Principal, PTO Board	Ongoing	Agenda/Sign-in sheet	1,6
Provide an Open House	Local	Principal, AP, Teachers	August	Parent sign-in sheet	6
Provide CARS program as a reading intervention.	Title 1	CARS Coordinator	Weekly	Mentor sign-in sheet	6
Provide student programs such as Black History Month, Veteran's Day, and Holiday programs	Local	P.E./Music Teachers	Ongoing	Parent sign-in sheet	6
Provide New Student Orientation.	Local	Administrative Team	August	Parent sign-in sheet	6,7
Foster community relations through publication of school events on social media, in newspaper and local radio shows.	Local	Teacher, Principal, AP	Ongoing	Newspaper, social media accounts	6
Provide a Math & Literacy Family Night.	Title 1	Principal, AP, Teachers	January	Parent sign-in sheet	6
Conduct a Parent Survey.	Local	Principal, AP, Teachers	Spring	Surveys kept on file	1,6
Provide a STEM Night for all BISD students.	Title 1	Teachers, Principal, AP, CSI department, Outdoor Coordinator	Jan. 2016	Documentation of Attendance, Anecdotal Records	2,6

Send all communication about upcoming events home to students in both English and Spanish	Local	Principal, Secretary	Ongoing	Messages sent home	1,6
Teachers and parents will discuss and sign a Parent Student Teacher compact	Title 1	Principal, all classroom teachers	Oct. 9	Parent Student Compact sheets	1,6
Utilize School Messenger system for mass communication	Local	Principal, Secretary	Ongoing	School Messenger log	1,6
Campus representatives will participate in BISD Home Visit Task Force	Local	Administrative Team, Teachers	Ongoing	Home Visit log, Training agendas	4,6,9
New Students will be provided with a Welcome Packet including information about our school, PTO, volunteer opportunities,	Local	Principal, Registrar	Ongoing	Registration records	2,6

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**Goal 5: BISD will attract and retain quality staff.**

**Objective 1:** All teachers and paraprofessionals will be highly effective.

**Objective 2:** All teachers and staff will attend professional development to help increase student performance. .

**Summative Evaluation:** District Highly Effective compliance report

Strategy	Resource	Person Responsible	Timeline	Evaluation	Title 1 Component
Attend job fairs to recruit appropriately certified staff.	Local	HR Director, Principal	Each semester	Personnel/Application files	5
Provide mentors to new teachers.	Local	Principal	August	Survey	4,5
Technology department will provide technology training to promote student based projects by using different technology.	Title II, Part D	Instructional Technologist	Monthly	Student based projects using technology	2,3,4
Provide Differentiation Course to address need for all GT teachers to receive 6 hour update	Local	Principal, AP	Prior to April 30, 2018	Documentation of attendance	1,2,3,4,5
Provide training to staff on Fish! Philosophy and ideas to implement with students	Local	Administrative Team	Ongoing	Presentations, Google CLassroom, Staff Meeting agendas	2,4,5
Provide Fundamental Five Training to all staff	Local	Principal, AP, IS	Ongoing	Walk Throughs	2,3,4,9
Provide the opportunity for teachers to attend Empowering Writers Workshops	Local	District Staff, IS, 4th grade ELAR teachers	October	Documentation of attendance	1,2,3,4,9
Provide the opportunity for teachers to attend the Lead4ward trainings	Title II, Part D	Principal, AP	September	Documentation of attendance	2,3,4
Increase titles in professional library	Title 1	Principal	July-Oct	Library inventory	1,2,3,4,5,9

Provide effective training to teachers in areas of need as they arise throughout the school year	Local	Administrative Team	Ongoing	Sign in sheets, Google Classroom	1,2,4,9
Implement staff incentives to acknowledge and encourage attendance, innovative teaching, strategies to increase student engagement, participation in staff development, and leadership qualities	Local	Administrative Team	Monthly	AESOP, Staff Monthly Attendance Recognition	1,2,3,5
Provide monthly treats to staff to acknowledge their efforts and dedication	Local	Administrative Team	Monthly	Staff Survey	1,2,3,5
Provide staff development as needs arise to provide strategies and tools for teachers to address student needs	Local	Administrative Team	Ongoing	Eduphoria records	1,2,3,4,5