

Brenham Independent School District
Alton Elementary
2021-2022 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster

Mission Statement

Our Mission:

As a community, we positively inspire ALL of our students to grow every day in order to achieve a lifetime of learning.

Brenham ISD Mission:

In collaboration with our families and community, Brenham Independent School District is committed to providing an exceptional education for all students.

Vision

Our Vision:

Love them today, so we can teach them tomorrow to experience their fullest potential.

Brenham ISD Vision:

Brenham Independent School District...A proud community inspiring and encouraging excellence for ALL.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Alton Elementary School is a Kindergarten through fourth-grade campus. At the beginning of the 2020-2021 school year, Alton has a total of 482 students. Currently, the campus is comprised of 23% African Americans, 31% Hispanics, 41% Whites, 4% Multi-Racial. Also, Alton services 8.3% identified ELL students and 15% Sp Ed students.

The staff at Alton Elementary is comprised of 65 staff members. Thirty staff members are classroom teachers, with two Inclusion teachers, and one full time and one half time Dyslexia teachers.

Demographics Strengths

Due to district policy, Alton Elementary School has become a more diverse campus. Student subgroups have balanced out, and the previous high percentage of Eco Dis students has fallen from 97% to 58%. For the past few years, Alton Elementary School has increased the performance of subgroups on state assessments. While growth can be seen in each area, there is still a focus on increasing the performance of African American and Eco Dis subgroups of the state assessment.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Closing the gap on Reading and Math STAAR in certain subgroups **Root Cause:** Low percentage of African American and Eco Dis subgroups at the "Meets" and "Masters" standard on the STAAR.

Student Learning

Student Learning Summary

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Closing the gap on Reading and Math STAAR in certain subgroups **Root Cause:** Low percentage of African American and Eco Dis subgroups at the "Meets" and "Masters" standard on the STAAR. .

Problem Statement 2 (Prioritized): Students meeting or mastering grade level standards **Root Cause:** Low percentage of students scoring at the "Meets" and "Masters" standard on the STAAR

Priority Problem Statements

Problem Statement 1: Students meeting or mastering grade level standards

Root Cause 1: Low percentage of students scoring at the "Meets" and "Masters" standard on the STAAR

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Closing the gap on Reading and Math STAAR in certain subgroups

Root Cause 2: Low percentage of African American and Eco Dis subgroups at the "Meets" and "Masters" standard on the STAAR. .

Problem Statement 2 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card Data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Economically Disadvantaged / Non-economically disadvantaged 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
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data

- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

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

Goals





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

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

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide differentiation through the use of Guided Reading and Guided Math to support and enhance the learning of the students</p> <p>Strategy's Expected Result/Impact: Increase in MAP scores in math and reading</p> <p>Staff Responsible for Monitoring: Campus Administration, Instructional Specialist, Classroom teacher</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: Materials for Guided Reading and Math - 211 Title I, Part A, Ongoing staff development from Instructional Specialist - 211 Title I, Part A</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide ongoing progress monitoring of students in reading and provide teachers will research based interventions</p> <p>Strategy's Expected Result/Impact: Students will move up reading levels as shown in Imagine Learning, Education Galaxy, and Raz Kids.</p> <p>Staff Responsible for Monitoring: Campus Administrations, Instructional Specialist, Classroom Teachers</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - Comprehensive Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Students beginning in 2nd grade identified needing Dyslexia support will be given interventions to support their learning.</p> <p>Strategy's Expected Result/Impact: Students will not need to be referred for full dyslexia evaluation.</p> <p>Staff Responsible for Monitoring: Dyslexia specialists, CARS teacher</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Provide job embedded professional development through instructional coaching</p> <p>Strategy's Expected Result/Impact: Teachers will improve instructional strategies observed in walkthroughs</p> <p>Staff Responsible for Monitoring: Campus Administration, Instructional Specialist</p> <p>Title I Schoolwide Elements: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - Comprehensive Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Provide teachers the opportunity to meet as a PLC in order to implement scope and sequence for reading and mathematics.</p> <p>Strategy's Expected Result/Impact: Teachers will focus lessons on essential learning standards with collaborative lesson plans</p> <p>Staff Responsible for Monitoring: Campus Administration, Instructional Specialist, Classroom teacher</p> <p>Title I Schoolwide Elements: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Teachers will have the time to reflect on reading & 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</p> <p>Strategy's Expected Result/Impact: Curriculum will reflect spiraled review of lowest TEKS</p> <p>Staff Responsible for Monitoring: Campus Administration, Instructional Specialist, 2-4 classroom teache</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - Comprehensive Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
<p>Strategy 7: Provide identified students appropriate accommodations and modifications to support their progress in reading, writing, and mathematics</p> <p>Strategy's Expected Result/Impact: Students will have supports to be successful in learning based on ARDS, LPAC and 504 Decisions</p> <p>Staff Responsible for Monitoring: Campus Administration, Sp Ed teachers, Support Teachers, Classroom teachers</p> <p>Title I Schoolwide Elements: 2.4 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 8 Details	Reviews			
<p>Strategy 8: Students will have the opportunity to work on their reading and math skills through the use of different technology software options</p> <p>Strategy's Expected Result/Impact: Students will improve in performance in grade-level standards and continue to grow in their reading and math skills with the use of Raz Kids and Imagine Learning.</p> <p>Staff Responsible for Monitoring: Campus Administration, Classroom teachers</p> <p>Title I Schoolwide Elements: 2.4 - TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9 Details	Reviews			
<p>Strategy 9: Through the PLC process, teachers will identify key standards that students will need to be proficient at each six weeks. Through collaboration, teachers will implement strategies to help students that need reteaching and extend the lesson for students that master those standards (Targeted Improvement Plan)</p> <p>Strategy's Expected Result/Impact: Students will have the skills necessary to be successful in the next grade level</p> <p>Staff Responsible for Monitoring: Campus Administration, Classroom teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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

Performance Objective 2: 53% of all students and all students groups will score at or above the "Meets Grade Level" Standards on the STAAR reading, math, and writing tests. Targeted Improvement Plan





* Overall students will show a 10% increase in the total percentage of students meeting the "Approaches Grade Level" and "Master Grade Level" standards on the STAAR. Targeted Improvement Plan.

* African American subgroups will show a 10% increase in the total percentage of students scoring at the "Meets Grade Level" Standards. 22% to 32% in Reading. 26% to 36% in Math. Targeted Improvement Plan

* Eco Dis subgroups will show a 10% increase in the total percentage of students scoring at the "Meets Grade Level" Standards. 26% to 36% in Reading. 35% to 45% in Math. Targeted Improvement Plan

Targeted or ESF High Priority

Strategy 1 Details	Reviews			
Strategy 1: Students will have the opportunity to work on their reading and math skills through the use of different technology software options Strategy's Expected Result/Impact: Student gaps will be closed through individualized instruction in appropriate software Staff Responsible for Monitoring: Campus Administration, Classroom teachers	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Provide differentiation through the use of Guided Reading and Guided Math to support and enhance the learning of the students Strategy's Expected Result/Impact: Increased scores in math and reading Staff Responsible for Monitoring: Campus Administration, Instructional Specialist, Classroom teachers	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Benchmark Assessments will be given in the Fall and Spring semester to determine which TEKS need to be added in the spiral review Strategy's Expected Result/Impact: Identification of our lowest performing TEKS to spiral Staff Responsible for Monitoring: Campus Administration, Content Specialist, Instructional Specialist, Classroom teachers	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Provide job embedded professional development through instructional coaching Strategy's Expected Result/Impact: Teachers will improve instructional strategies observed in walkthroughs Staff Responsible for Monitoring: Campus Administration, Instructional Specialist	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
<p>Strategy 5: Grade level teachers will meet as a team or with similar content area teachers to plan for upcoming lessons and TEKS - PLC Process. Targeted Improvement Plan.</p> <p>Strategy's Expected Result/Impact: Teachers will be able to answer the four PLC questions: 1) What are the students going to learn? 2) How will we know the students have learned it? 3) What will we do if the student does not learn it? 4) What will we do when the students master it?</p> <p>Staff Responsible for Monitoring: Campus Administrators, Instructional Specialist, Classroom teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Provide ongoing progress monitoring of students in reading interventions and provide teachers will research based interventions</p> <p>Strategy's Expected Result/Impact: Best practices and strategies will be given to help students close certain gaps.</p> <p>Staff Responsible for Monitoring: Campus Administration, Classroom teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
<p>Strategy 7: Students will be provided appropriate accommodations and/or Supplemental Aides to help them be successful during testing of CBAs, Benchmarks and on the STAAR tests</p> <p>Strategy's Expected Result/Impact: Students will be able to perform at their level on state assessments.</p> <p>Staff Responsible for Monitoring: Campus, Administration, Classroom teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8 Details	Reviews			
<p>Strategy 8: During PLCs, teachers will have opportunities to discuss and plan reteach, practicing the reteach, and follow through</p> <p>Strategy's Expected Result/Impact: Key standards will be identified, and teachers will collaborate on how to teach to identified areas with the students.</p> <p>Staff Responsible for Monitoring: Campus Administrators, Instructional Specialist, Classroom teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9 Details	Reviews			
<p>Strategy 9: Targeted Improvement Plan will focus on data driven instruction. Plan will cycle through the year with a focus on campus and student growth.</p> <p>Strategy's Expected Result/Impact: Data will be used to help drive instruction that may or may not be needed in the classroom.</p> <p>Staff Responsible for Monitoring: Campus Administration, Instructional Specialist, Campus Leadership Team, Classroom Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

Performance Objective 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.

Evaluation Data Sources: CBAs, Benchmarks, Map Growth Reports, Student Report Cards, TAPR, TELPAS and STAAR summary reports.

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will be provided G/T training to provide academic support and enrichment for identified student</p> <p>Strategy's Expected Result/Impact: Identified G/T students will be able to receive enrichment in the classroom with certified teachers.</p> <p>Staff Responsible for Monitoring: Specials Program Director, Campus Administrators, Classroom teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: ARD Committee meetings will be held to plan, review, and update identified students IEPs</p> <p>Strategy's Expected Result/Impact: Students will be successful in class with the appropriate accommodations and modifications.</p> <p>Staff Responsible for Monitoring: Campus Administration, Classroom teachers, Sp Ed teachers, Diag, Parents</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: The RtI Team will meet each six-weeks to evaluate student academic and behavioral concerns. Interventions or testing will be implemented</p> <p>Strategy's Expected Result/Impact: Strategies, suggestions, and interventions will be provided to students to help them be successful in class.</p> <p>Staff Responsible for Monitoring: RtI Committee</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Special Education Referrals will be tracked on a specific timeline for referral and assessment procedures</p> <p>Strategy's Expected Result/Impact: Appropriate interventions, accommodations, or modifications will be given to identified students.</p> <p>Staff Responsible for Monitoring: Campus Administration, Diag</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Student identified with Dyslexia will be provided support from a trained Reading Specialist</p> <p>Strategy's Expected Result/Impact: Identified students will increase their reading performance.</p> <p>Staff Responsible for Monitoring: Reading Specialist, RtI Committee</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
Strategy 6: Students identified as having a learning disability will be provided support with our Inclusion teachers Strategy's Expected Result/Impact: Sp Ed staff will make sure identified students have the required minutes of support. Students will improve their academic performance with support. Staff Responsible for Monitoring: Sp Ed teacher, classroom teachers, Campus Administration, Diag,	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
Strategy 7: LPAC will determine identification, placement of LEP students, and progress of each LEP student Strategy's Expected Result/Impact: Students identified will be given the appropriate accommodations to be successful in class. Staff Responsible for Monitoring: Campus Administration, Counselor, ELL classroom teachers	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8 Details	Reviews			
Strategy 8: Students who are identified as ELL will be provided in class support from bilingual aides. In addition, ELL students will have opportunities for support Strategy's Expected Result/Impact: Students identified will be given the appropriate accommodations to be successful in class. Staff Responsible for Monitoring: Campus Administration, Counselor, ELL classroom teachers, bilingual aide	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9 Details	Reviews			
Strategy 9: Identified ELL students will be placed in classrooms of ELL certified teachers Strategy's Expected Result/Impact: All ELL students will be placed in classrooms with certified teachers. Staff Responsible for Monitoring: Campus administration, Counselor	Formative			Summative
	Nov	Jan	Mar	June
Strategy 10 Details	Reviews			
Strategy 10: ELL progress will be measured through the state's TELPAS assessment Strategy's Expected Result/Impact: Data will be shared at LPAC and RtI meetings to make the appropriate plans for ELL students. Staff Responsible for Monitoring: Counselor, Campus administration, ELL Classrooms Teachers	Formative			Summative
	Nov	Jan	Mar	June
Strategy 11 Details	Reviews			
Strategy 11: ELL students will be monitor not only with their TELPAS, but with district unit assessments, RtI notes, Report Card grades, and progress monitoring documentation. Strategy's Expected Result/Impact: Students identified will be given the appropriate accommodations to be successful in class. Staff Responsible for Monitoring: Campus Administration, Counselor, ELL Classroom Teachers	Formative			Summative
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify







Discontinue

Goal 2: BISD will provide a safe and secure environment throughout the district.

Performance Objective 1: Discipline referrals will decrease 50% by the end of May 2022 by using PBIS and Core Essentials strategies.





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

Strategy 1 Details	Reviews			
Strategy 1: Students will be taught good character values each six weeks through the Core Essentials Program Strategy's Expected Result/Impact: A decrease in student discipline referrals. Staff Responsible for Monitoring: Campus Administration, Counselor	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: The staff at Alton will receive training on using Class Dojo to help with parent communication Strategy's Expected Result/Impact: Parents will be aware of their child's behavior in and out of class. Staff Responsible for Monitoring: Campus Administration, Classroom teacher, PBIS committee	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Students needing extra support for emotional or social challenges will have the opportunity to share concerns with school Counselor or district Counselor Strategy's Expected Result/Impact: Students will have an opportunity to discuss their concerns and plan how to handle issues in and out of class. Staff Responsible for Monitoring: Classroom teacher, Counselor, Campus Administration	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Parents will receive information on the policy and procedure students and teachers are required to follow while attending classes at Brenham ISD. Strategy's Expected Result/Impact: Student Code of Conduct and Campus Handbook will be shared with parents. Staff Responsible for Monitoring: Campus Administration, Director of Student Services, Diag, classroom teachers	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Ongoing support will be provided for teachers needing support in classroom management or strategies to help students be successful in the classroom Strategy's Expected Result/Impact: Expectations and procedures will be effective in the classroom. Staff Responsible for Monitoring: Campus Administration, Behavior Specialist	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 2: BISD will provide a safe and secure environment throughout the district.

Performance Objective 2: Attendance for Alton will meet or exceed the district's goal of 97% for the 2021-22 school year.





Evaluation Data Sources: Attendance reports from district and state.

Strategy 1 Details	Reviews			
Strategy 1: Teachers will contact parents when students are absent from school for one day due to COVID restrictions. Strategy's Expected Result/Impact: Documentation on student attendance. Staff Responsible for Monitoring: Classroom Teachers	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Parents will be invited to Attendance Review Committee if their child has been identified as having issues with school attendance Strategy's Expected Result/Impact: Parents will be involved in the decision-making process of their children. Staff Responsible for Monitoring: Campus Administration, classroom teacher, parents, Registrar	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Communication and incentives for good attendance will be shared with students and parents through the school year Strategy's Expected Result/Impact: Increase in student attendance. Staff Responsible for Monitoring: Campus Administration, classroom teacher, Registrar	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: If needed, home visits will be conducted with parents whose children are having attendance concerns. Strategy's Expected Result/Impact: Parents will be made aware of attendance concerns, and documentation will be noted. Staff Responsible for Monitoring: Campus Administration, Classroom teachers	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 3: BISD will promote family and community involvement.

Performance Objective 1: By May 2022, at least 85% of all students' parents and/or family members will participate in at least one virtual school sponsored academic activity for/with their child(ren).

Evaluation Data Sources: Sign-sheets and documentation of parent presentation in school activities.

Strategy 1 Details	Reviews			
<p>Strategy 1: 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</p> <p>Strategy's Expected Result/Impact: Teachers, parents, and students will understand what needs to take place for student success.</p> <p>Staff Responsible for Monitoring: Campus Administration, Classroom teachers, Parents, Students</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Title I Information Night will be held at the beginning of the school year to share Title I and curriculum information with parents</p> <p>Strategy's Expected Result/Impact: The parents will understand how Alton uses its Title I funds to help students be successful in reading and math.</p> <p>Staff Responsible for Monitoring: Campus Administration,</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Parents will be given the opportunity to receive progress monitoring/reports of students needing extra support will be conducted through RtI, ARD, and LPAC meetings</p> <p>Strategy's Expected Result/Impact: Parents will have an understanding of strategies that can be used to help their child be successful. Parents will also play a key role in their child's success.</p> <p>Staff Responsible for Monitoring: Campus Administration, Counselor, Diag. Classroom teacher</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Translations of campus information are provided in Spanish.</p> <p>Strategy's Expected Result/Impact: Translated information will be provided for parents in their native language.</p> <p>Staff Responsible for Monitoring: Campus Administration, Bilingual aide</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Parent communication will be conducted throughout the year through a variety of methods.</p> <p>Strategy's Expected Result/Impact: Alton's parents will be aware of events that are taking place throughout the school year.</p> <p>Staff Responsible for Monitoring: Campus Administration, Classroom teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 4: BISD will attract and retain quality staff.

Performance 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.

Evaluation Data Sources: District Equity Plan report

Strategy 1 Details	Reviews			
<p>Strategy 1: All teachers and staff members hired to work at Alton Elementary will meet the High Effective requirements.</p> <p>Strategy's Expected Result/Impact: Teachers that are hired to work at Alton will meet all the High Effective Requirements.</p> <p>Staff Responsible for Monitoring: Campus Administration, Human Resource Director</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will have opportunities to improve their pedagogy through professional development opportunities</p> <p>Strategy's Expected Result/Impact: Increase students' performance on standards, especially in the areas of reading and math.</p> <p>Staff Responsible for Monitoring: Campus Administration, Content Specialist, Instructional Specialist, Special Program Director</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: New teachers beginning their career in teaching will be provided a mentor teacher to assist with questions and concerns</p> <p>Strategy's Expected Result/Impact: New teachers will have a better understanding of campus routines which will allow them to focus more on teaching students.</p> <p>Staff Responsible for Monitoring: Campus Administration, Human Resource Director</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Provide job embedded professional development through instructional coaching</p> <p>Strategy's Expected Result/Impact: Teachers will improve instructional strategies observed in walkthroughs</p> <p>Staff Responsible for Monitoring: Campus Administration, Instructional Specialist</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Develop appropriate PLC meetings with teachers to help improve pedagogy and increase student achievement.</p> <p>Strategy's Expected Result/Impact: Collaboration on lesson design and presentation will be shared during</p>	Formative			Summative
	Nov	Jan	Mar	June

PLCs.

Staff Responsible for Monitoring: Campus Administration, Instructional Specialist



No Progress



Accomplished



Continue/Modify



Discontinue

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Kristi Hinze	Instructional Specialist	Title I	1
Michelle Schlottmann	STEAM Teacher	Title I	1

Campus Funding Summary

211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Materials for Guided Reading and Math		\$0.00
1	1	1	Ongoing staff development from Instructional Specialist		\$0.00
Sub-Total					\$0.00
Grand Total					\$0.00

Addendums