

Beaumont Independent School District

Amelia Elementary School

2017-2018 Campus Improvement Plan

Accountability Rating: Met Standard



Mission Statement

BISD Motto: Preparing Our Next Generation

BISD Vision: In collaboration with the entire community, we will become a model for the transformation of a high-poverty public school district.

BISD Mission: We will inspire and prepare all students for lifelong success by providing an exemplary education in a safe learning environment.

Amelia Motto:

Preparation Accelerates Success

Amelia Mission:

We will prepare well rounded students for future success.

Vision

Our vision is to unite school, home, and the community in order to educate the whole child.

The Campus Improvement Plan is a living and working document based upon the needs of Amelia. This document can/will be modified as needed, throughout the school year.

Comprehensive Needs Assessment

Demographics

Demographics Summary

The student demographics of Amelia Elementary School reflect the ethnic composition of the community from which the district draws its population. The table below reflects the current campus demographics.

Number of Students	African American	Hispanic	White	Two or More Races	Asian	Economically Disadvantaged
753	64%	19%	10%	4%	3%	75%

Amelia Elementary offers instructional programs designed to meet the individual needs of each student demographic population. The general education population is the largest instructional population, which includes Dyslexia, Gifted and Talented and ESL. The Special Education program focuses on the unique needs of students. PPCD and Inclusion are included in this program.

Demographics Strengths

- The student demographics of Amelia strongly represent the surrounding community.
- Each year we strive to educate our staff on the diverse needs of our campus demographics in order to better serve our students.
- Our PTA vice president and parent center coordinators are bilingual and help translate at campus events.

Demographic Needs

Student Achievement

Student Achievement Summary

For the 2017-2018 school year, Amelia Met Standard on the STAAR assessment. Our goal is to not only reach the "Met Standard" performance level but to receive at least two distinctions and increase our advanced performance percentage.

Our 2016-2017 STAAR data is as follows:

Amelia STAAR Data 2017

	3rd Grade	4th Grade	5th Grade
Reading	64%	42%	67%
Math	68%	42%	68%
Writing		43%	
Science			54%

STAAR Summary ALL versions grades 3-5

Reading	59%
Math	61%
Writing	45%
Science	54%
Index 1	57%

Index 2-
39%

Index 3-
31%

Index 4-
25%

Student Achievement Strengths

- We exceeded the state recommendation in Index 2, 3, and 4.
- Amelia is a "Met Standard" campus.
- We strive to diversify our instruction to ensure that all students are serviced.
- Each day we allot time for Reading and Math intervention and enrichment.
- We do Fact Drills weekly to solidify basic computation.
- To increase our reading levels, we implemented various incentives to promote accelerated reading.
- We will begin opening the computer lab at 7:30 AM so students can get extra participation on computer based intervention and enrichment programs.
- We will continue to coach our teachers in the classroom, as well as provide instructional PLCs.
- Number of students rating masters level has steadily increased over the past 3 years.

Student Achievement Needs

- There was a decrease in the number of students meeting the passing standard in grade 4 STAAR reading, math, and writing.

School Culture and Climate

School Culture and Climate Summary

Our top priority is to continue to enhance academic progress, but also to enhance student and teacher morale. We will celebrate the accomplishments of our students every grading period and strive to increase teacher recognition. In an effort to support our at risk students we have implemented several systems to assist with their success. We are working closely with our PTA to design more opportunities for teacher and student recognition. The goal is for students and teachers to enjoy coming to school. We want parents to feel confident when sending their children to Amelia. We will make every effort to create a climate of respect and joy while learning.

With the implementation of the district's new curriculum and new state appraisal tool (T-TESS), extra support is offered to teachers. Weekly PLC and monthly faculty meetings are tailored to address teacher concerns. New teacher collaborative meetings are held to address any concerns about planning and appraisals.

School Culture and Climate Strengths

- *Teachers are allowed reasonable freedom to pace the curriculum to allow for a higher rate of student achievement.
- *Our staff is focused on providing a high quality education for every student.
- *Our focus is on closing the achievement gap (Index 3) and students making progress (Index 2).
- *Students express a genuine and positive desire to be at school.
- *To increase student behavior, Amelia bear bucks and teacher tickets are instituted. Individual students and classes are rewarded for ongoing positive behavior.
- *We have implemented our Leveled Discipline System which is a proactive approach to campus discipline.
- *Our campus is implementing a positive behavior intervention support system.

School Culture and Climate Needs

- Provide students and staff an opportunity to give feedback more frequently about culture and climate.
- Monitor staff and students with less than 97% daily attendance rate.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

While NCLB no longer require that teachers met federal highly qualified standards, Amelia Elementary will seek to hire the most qualified, effective teachers. To be deemed highly qualified, teachers must have:

- A bachelor's degree
- Full state certification or license
- Show content knowledge throughout the state developed content test

Paraprofessionals are still required meet highly qualified requirements and Amelia will ensure that its paraprofessionals will meet those requirements prior to November 1st. To be deemed highly qualified, paraprofessionals must have:

- Earned an associates degree
- Completed 48 hours of college
- Taken a rigorous exam displaying proficiency in instructional methods in core academic areas.

Staff Quality, Recruitment, and Retention Strengths

*Instruction is provided by a 100% highly effective, qualified staff.

*We provide continuous staff development to maintain the effectiveness of our staff.

*We work very hard to hire highly effective teachers.

*We allow teachers to observe effective teachers off campus as the need arises.

*We encourage Professional Development as needed.

*We are currently implementing Professional Learning Communities to enhance teacher collaboration.

Staff Quality, Recruitment, and Retention Strengths Needs

- There is an increase in student to teacher ratio, which is a teacher retention concern.
- Novice teachers will continue to observe and shadow effective veteran teachers.
- Special education teachers are paramount to address the diverse needs of students.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

- *We use the BISD adopted curriculum that is aligned with the TEKS.
- *All assessments are aligned with the TEKS.
- *We strive to use data to drive instruction and assessment.
- *We use various academic programs to reach our students in all core subjects.
- *We use research based programs for intervention in math and reading.
- *We are currently working with community volunteers to give reading assistance to struggling students in grades K, 1 and 2.
- *We will incorporate flipped classroom lessons to enhance students' instruction and achievement.

Curriculum, Instruction, and Assessment Strengths

- *We are working to create more differentiated lessons to address the various learning styles of our students.
- *Many of our staff have experience working and instructing students with special needs or learning challenges.
- *Teachers feel supported by campus administration with implementation of curriculum and instruction.
- *Amelia has weekly team planning where teachers meet with campus administration so that their concerns can be voiced and addressed. We also work ensure that curriculum uniformity is reviewed.
- *Amelia has a strong sense of teamwork and collaboration.
- *All curriculum and instruction decisions are data driven.
- *Data results are used to identify educational/achievement gaps, reteaching needs, identify gifted and talented students, small group instruction needs, and items for small spiral review.

*We will setup a campus wide fact fluency format.

*We complete behavior shaping activities every day between 8:05-8:20 across the campus.

*We will continue to have kindergarten students "Write Across Amelia," this program has been very successful in preparing our students to write with structure and excel on the STAAR writing test.

*We continue to implement "I Can" statements and learning targets to frame the learning outcomes into student language. This will also help teachers prepare their lessons and help drive Domain 1 in T-TESS towards the student level.

Curriculum, Instruction, and Assessment Needs

- Increase student usage and comprehension averages in the accelerated reading and math programs.
- Increase and improve quality of small group instruction for struggling readers.

Family and Community Involvement

Family and Community Involvement Summary

We are working to keep school, home, and our community connected. We are creating more opportunities to invite parents and community members to our campus. We appreciate ALL parents that invest in the education of our students.

Family and Community Involvement Strengths

- *Amelia had a very successful "Meet and Greet" in August. We had nearly 300 parents attend.
- *Goals Night had a very high turnout with positive feedback from parents, central office staff, and teachers.
- *Programs to increase family and community involvement are as follows:
 - *Each year we celebrate Hispanic Heritage Month with crafts, music, food, dance, and in class projects.
 - *We have an annual Science Alive event where parents are invited to tour classroom science projects.
 - *Annual Grandparents Luncheon
 - *Quarterly Teacher Appreciation Luncheon
 - *Campus Newsletter
 - *Storybook Parade
 - *Yearbook Club
 - *Career Day

STEM Family Night

*Amelia is working closely with our PTA to offer instructional nights for our parents. Parents are provided informational fliers, dates with times and details of the events.

*We utilize a call out system and social media account to keep parents and community updated on events.

*We will be partnering with business partners to give students after school intervention or enrichment assistance.

Family and Community Involvement Needs

- It is always a need to have 100% parental involvement and neighboring community members to actively participate in the the school.

School Context and Organization

School Context and Organization Summary

Our Amelia staff is focused on providing a high quality education to all students. We structure our class schedule based on the needs of the students. We are also flexible in our scheduling. Teachers are given flexibility with the curriculum pacing chart to ensure concepts are taught to mastery. We aim to use all available resources to reach our students.

School Context and Organization Strengths

*Grade levels have a common planning time each day.

*Grade levels meet with formal leadership (Principal, Assistant Principal, and Curriculum Coordinator) every Thursday to present academic and non-academic concerns and plan effective instruction to ensure uniformity and student success.

*Before school and after school duty is assigned with equity.

*Each grade level has a Chairperson.

*Implementation of Vertical Team Meetings and Professional Learning Communities.

*Teachers have a true voice in the organization and governance of Amelia.

*2017-2018 Amelia will have a Lead4ward implementation team, Positive Behavior Support Team, and an Attendance Committee.

*We have started various coalition groups to address the needs of our primary subgroups: AA, ELL, and SPED.

*Amelia now has self-contained 1st and 2nd grades to increase instructional time and decrease the "hurried" side effect of transitioning young students.

School Context and Organization Needs

Technology

Technology Summary

Our campus has technology in every classroom. Classroom technology includes: document cameras, projectors, 3-4 computers in each classroom. All teachers are trained and proficient in the use of technology within the classroom. Our campus has one full functioning computer lab with 48 working computers and a technology liaison. BISD provides web-based reading and math intervention programs. Online textbooks and resources are also available.

Technology Strengths

- *Teachers strive to implement lessons learned during BISD Technology Staff Development.
- *Many of our classrooms have iPads that are used to drive instruction.
- *Technology supports a majority of lessons taught within the classroom.
- *Many teachers are using the "Remind App" to increase Parent-Teacher communication.
- *Students go to the computer lab weekly.
- *Amelia has 25 iPads to use as a mobile lab. We are waiting on direction from the district as to how we will upload apps.
- *All Prek classrooms are equipped with 12 iPads.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data

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

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback

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
- Evaluation(s) of professional development implementation and impact
- PDAS and/or T-TESS

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data
- Study of best practices
- Other additional data

Goals














Goal 1: The faculty and staff of Amelia Elementary will strive to increase student academic achievement.

Performance Objective 1: By June 2018, 100% of reading, math, writing, and science teachers will receive training in the subject area curriculum and implement it using research-based best practices.

Evaluation Data Source(s) 1: We expect to see an increase in students designated as "On Level" readers and a decrease in students designated as "Urgent Intervention" readers. Measure student success on local benchmark assessments, exit ticket data, and STAAR.

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>1) Teachers will implement Lead4ward Instructional Strategies during each lesson. Curriculum Team will decide on 3 high yield Instructional Strategies to implement campus wide.</p>	1, 2, 3, 8	Principal Assistant Principal Curriculum Coordinator Classroom Teachers	<p>Evidence of Instructional Strategies will be present during class walk visits</p> <p>Teacher Lesson plans will reflect embedded instructional strategies.</p> <p>Teachers will demonstrate knowledge of Instructional Strategies during PLCs and Vertical Team Planning.</p>				
<p>System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 5 CSF 7</p> <p>2) To increase comprehension of Fig 19 on STAAR test and reading across genres, Amelia will purchase various novels on various reading levels for classroom use</p>	1, 3, 9	Curriculum Coordinator Reading Teachers	<p>Students will complete book studies</p> <p>Increased scores on Local and State Assessments</p> <p>Learning Projects based on novels</p>				
Funding Sources: Title I, Part A - \$3,000.00							
<p>System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 4 CSF 6 CSF 7</p> <p>3) Equip 16 reading classrooms with instructional materials to enhance student learning, create an engaging learning environment, and aid in small group instruction. Materials may include, but not limited to, ready made literacy centers, reading tiles, reading learning games, audio books, paper books, etc.</p>	1, 2, 3, 5, 9	Amelia Curriculum Team Reading Teachers	<p>Active participation by students during the reading block</p> <p>Rooms will show visible evidence of instructional material usage</p> <p>Lesson plans will show evidence of material usage</p>				
Funding Sources: Title I, Part A - \$5,000.00, SCE - \$5,000.00							

<p>System Safeguard Strategy</p> <p>Critical Success Factors</p> <p>CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>4) Amelia Annual Literacy Night. Amelia PTA will sponsor a reading night to encourage families to read together and give parents knowledge of how to help their child succeed in reading. In addition, we will play reading games to advance skills.</p>	1, 6, 9, 10	Principal PTA Board	<p>Sign-In sheets for attendance</p> <p>Parent survey for insight and feedback</p> <p>Increased parental involvement</p>				
Funding Sources: PTA Funds - \$800.00							
<p>System Safeguard Strategy</p> <p>Critical Success Factors</p> <p>CSF 1 CSF 2 CSF 4</p> <p>5) Reading tutorials-4 teachers needed</p>	1, 3, 6, 8, 9	Curriculum Team Reading Teacher	<p>Weekly tutorial attendance</p> <p>Increased scores on local and state assessments</p>				
Funding Sources: Title I, Part A - \$8,000.00							
<p>System Safeguard Strategy</p> <p>Critical Success Factors</p> <p>CSF 1 CSF 2 CSF 4</p> <p>6) Using the Lead4ward scaffold document and the STAR 360 grouping info, we will structure in class intervention/tutorials and meaningful workstations using this available data.</p>	1, 2, 3, 8, 9	Campus Leadership Team Classroom Teachers Instructional aides	<p>The number of deficit items on the STAR 360 will decrease</p> <p>Students will demonstrate a greater level of proficiency on local assessments</p>				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 1: The faculty and staff of Amelia Elementary will strive to increase student academic achievement.

Performance Objective 2: By June 2018, 100% of campus leadership team will successfully utilize campus and district-created systems to monitor implementation of reading, math, writing and science curriculum.

Evaluation Data Source(s) 2: We expect to see an increase in students designated as "On Level" and a decrease in students designated as "Urgent Intervention."

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 5 CSF 6 CSF 7 1) Offer incentives to increase student fact fluency. Examples not limited to: fact drill party, fact drill boot camp, Principal Challenge (duct tape challenge), incorporate Math Academy strategies, etc.	1, 2, 3, 6, 8, 9	Campus Curriculum Team Math Teachers	Students will master fact fluency to at least 80%				
			Visible tracking of fact fluency mastery Increased scores on fact fluency drills				
Funding Sources: Local Funds - \$300.00							
System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7 2) To increase problem solving strategies on STAAR generated test questions. Math teachers will use "Target the Question" daily during the math block in grades 2-5. Program will be purchased from Lone Star Learning.	1, 2, 3, 8, 9	Amelia Curriculum Team Math Teachers	Daily completion of "Target the Question"				
			Increase scores on local and state assessments Increased student confidence while solving multiple step math problems				
Funding Sources: Title I, Part A - \$2,500.00							
System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 3) Math Tutorials-6 teachers needed	1, 2, 3, 8, 9	Curriculum Team Math Teachers	Weekly tutorial attendance				
			Increased scores on local and state assessments Teacher feedback Student work samples				
Funding Sources: Title I, Part A - \$8,000.00							

<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 4</p>	1, 2, 3, 5, 8, 9	Curriculum Team Math Teachers	Active participation by students during the math block Rooms will show visible evidence of instructional material usage Lesson plans will show evidence of material usage				
4) Equip 16 math classrooms with instructional materials to enhance student learning, create an engaging learning environment, and aid in small group instruction.		Funding Sources: Title I, Part A - \$3,000.00					
<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 4 CSF 5</p>	1, 6, 8, 9, 10	Leadership Team Parent Facilitator PTA	Sign-In sheets for attendance Parent survey for insight and feedback Increased parental involvement				
5) Campus Math Family Night		Funding Sources: Title I, Part A - \$1,000.00					
<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p>	1, 2, 3, 4, 8, 9	Campus Leadership Team District Math Supervisor	100% completion rate of math PD given by math consultant Feedback given by teachers as well as math coach Increase in math assessment scores				
6) Partner with a professional math coaching organization to help math teachers in grades 3,4, and 5 better organize and instruct with the new math TEKS. We will use the model of backwards planning.		Funding Sources: Title I, Part A - \$11,000.00					
<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 4</p>	1, 2, 3, 8, 9	Campus Leadership Team Classroom Teachers Instructional aides	The number of deficit items on the STAR 360 will decrease Students will demonstrate a greater level of proficiency on local assessments				
7) Using the Lead4ward scaffold document and the STAR 360 grouping info, we will structure in class intervention/tutorials and meaningful workstations using this available data. During our intervention time we will utilize our computer lab with Istation, Think Through Math, and Accelerated Math programs. These programs are able to track student progress and advance students as they complete each skill. We will also use the teacher led lessons in Istation and STAR 360 to create meaningful work stations.							
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue							











Goal 1: The faculty and staff of Amelia Elementary will strive to increase student academic achievement.

Performance Objective 3: By June 2018, 100% of tested students will improve STAAR performance. The staff of Amelia will insure that students meet, exceed, or show growth on 2017-2018 tested subjects.

Evaluation Data Source(s) 3: Measure student success on local benchmark assessments, exit ticket data, and STAAR.

Summative Evaluation 3:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>1) Due to limited classroom space, our students do not have access to an open science lab (it's a classroom) so we would like to create 3 mobile science learning labs to be used across the campus. Mobile labs will have safety equipment, basic lab equipment, microscopes, triple balance beams, etc. All equipment has been aligned to the district curriculum. Funds will be used to replenish consumable materials.</p>	1, 2, 3, 5, 8, 9	Leadership Team Science Teachers	Evidence of hands on learning in the classroom Student lab journals will show learning evidence of more hands on experiences Classroom experiments				
				Funding Sources: Title I, Part A - \$2,500.00			
<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6 CSF 7</p> <p>2) Purchase a site license for Brain Pop. The digital program can be used for science, math, reading, language arts, and social studies. It also includes Brain Pop Jr. for the primary grades.</p>	1, 2, 3	Amelia Leadership Team Classroom teachers	Lesson plans will reflect use of Brain Pop when appropriate Learning assessments at the end of the Brain Pop lessons which students will complete in their learning journals.				
				Funding Sources: Title I, Part A - \$2,200.00			
<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>3) Science Enrichment club to enhance science interest. Amelia will create a robotics club using solar powered robots from S&S.</p>	1, 3, 5, 6, 9	Leadership Team Science Enrichment teacher	Completion of robots Understanding of robotic functions as evidenced by scientific journals.				
				Funding Sources: Title I, Part A - \$1,500.00			

System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7 4) 2 STEMscope kits for 4th grade.	1, 3, 9	Curriculum Coordinator Science Teachers	Daily use of materials in kit Evidence of science journals showing knowledge and use of kits				
Funding Sources: SCE - \$2,000.00							
System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 5) System Safeguard Strategy Critical Success Factors CSF 1, CSF 2, CSF 4 3) Science Tutorials-2 teachers needed	1, 2, 3	Curriculum Team Science Teachers	Weekly tutorial attendance Increased scores on local and state assessments Teacher feedback Student work samples				
Funding Sources: Local Funds - \$3,000.00							
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 2: The faculty and staff of Amelia Elementary will strive to ensure safe and secure schools.

Performance Objective 1: By June 2018, Amelia teachers will receive ongoing classroom support and training.

Evaluation Data Source(s) 1: By the end of the school year, we expect to see a decrease in the number of office referrals as compared to last year.

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 6</p> <p>1) Amelia will implement a campus wide 7 color discipline clip chart to foster self correction in the classroom and lessen the incidence of office referrals in grades PK-5</p>	1, 2, 6, 9	Assistant Principal Classroom Teachers	Each week referral numbers will be calculated to determine if referral numbers have decreased				
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 6</p> <p>2) We will implement RtI behavior documentation to track excessive and disruptive classroom behavior in grades PK-5. RtI documentation will be used reflectively by the teacher and also serve as part of the special education referral process if needed.</p>	1, 2, 6, 9	Principal Counselor Assistant Principal Classroom Teachers	Students in the RtI process will be tracked to see if interventions have lessened the number of referrals				
Funding Sources: Local Funds - \$800.00							
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6</p> <p>3) Amelia has implemented a Leveled Infraction system to address classroom behavior. We use a behavior flowchart to help teachers determine which behaviors should be handled within the classroom and which behaviors should be addressed by the Assistant Principal. We will offer school incentives for each 25 day period we go without a referral.</p>	1, 2, 6, 9	Principal Counselor Assistant Principal Classroom Teachers	Each week referral numbers will be calculated to determine if referral numbers have decreased				
Funding Sources: PTA Funds - \$50.00							
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7</p> <p>4) Crisis Prevention Intervention Training provided by BISD and Bendy Lee. CPI will be used a verbal de-escalation tool for students in crisis. We will also use the therapeutic restraint techniques as a last resort when appropriate. Refreshers will be offered each year.</p>	1, 2, 6, 9	CPI Trainer Campus Administration	Teachers who complete CPI will receive a certificate of completion.				

<p align="center">Critical Success Factors CSF 3 CSF 5 CSF 6</p>	1, 2, 6, 9	Classroom Teachers	Agenda books are used on a daily basis.				
<p>5) To inform parents of student instructional needs as well as behavior concerns, Amelia will use agenda books from Premier Agenda Books to communicate with parents and guardians about academic and behavioral concerns.</p>		<p>Funding Sources: SCE - \$4,000.00</p>					
<p align="center"> = Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue </p>							

Goal 2: The faculty and staff of Amelia Elementary will strive to ensure safe and secure schools.

Performance Objective 2: Amelia will increase our student attendance to a weekly rate of 97%. We concluded the previous school year at 96%.

Evaluation Data Source(s) 2: Using the year to date attendance data, Amelia will be at 97% overall student attendance.

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 5</p> <p>1) To increase awareness of the benefits of perfect attendance, Amelia will complete an electronic tablet giveaway every grading period. Student names will be placed in a drawing at the end of each grading period. We will give away 4 tablets per grading period.</p>	1, 2, 6	Campus Administration All Teachers	Each week we will achieve our 97% goal End of year attendance will be 97%				
	Funding Sources: PTA Funds - \$800.00						
<p>Critical Success Factors CSF 1 CSF 3 CSF 4</p> <p>2) In order to enhance student attendance, we will recognize students who achieve perfect attendance and those who miss only one day at the end of each grading period. Students will be rewarded with certificates and donated incentives during our Incentive Assembly.</p>	1, 2	Leadership Team Attendance Clerk Classroom Teacher	Campus attendance will rise to 97% or higher and maintain at 97% or higher				
	Funding Sources: Local Funds - \$1,300.00						
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4</p> <p>3) Use of the Raptor System to badge in all visitors on campus. We will also use the Raptor System to track student tardies.</p>	1, 2	Office staff	All visitors are scanned through the Raptor System We will collect raptor data every month to track student tardies.				
	Funding Sources: Local Funds - \$1,300.00						
<p>Critical Success Factors CSF 1 CSF 3 CSF 4</p> <p>4) ATTENDANCE Race: Each class is given the letters to spell out ATTENDANCE. The first 3 classes to spell out ATTENDANCE will receive a reward from the office. We will continue this throughout the year. We aim to get 10 consecutive days by the end of the school year.</p>	1	Office Staff All Classroom Teachers	We expect to see an increase in the number of classes that have 100% attendance on a daily basis.				
	Funding Sources: Local Funds - \$1,000.00						
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue							

Goal 3: The Amelia administrative team will seek to attract and retain an outstanding workforce.

Performance Objective 1: By June 2018, the campus leadership team will utilize the district;s targeted recruitment plan that will attract high-quality teachers, and support personnel.

Evaluation Data Source(s) 1: Reduced number of resignations and reassignments.

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 3</p> <p>1) Seek to interview and hire potential teachers with ESL and Special Education certification.</p>	5	Principal	Increased number of new hires with dual certifications				
<p>Critical Success Factors CSF 3</p> <p>2) In conjunction with TTESS goals, teachers will be allowed to attend staff development that will help meet their TTESS goals. Teachers will be allowed to attend BISD, Region V, and Region IV workshops.</p>	5, 10	Leadership Team	During summative conferences, each teacher will be able to present certificates based on PD that helped them accomplish their TTESS goals.				
Funding Sources: Title I, Part A - \$3,000.00							
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue							

Goal 4: The faculty and staff of Amelia Elementary will strive to improve school climate and student engagement.

Performance Objective 1: Attendance rate will increase by 1% averaged throughout the 2017-2018 school year.

Evaluation Data Source(s) 1: Climate surveys will be conducted at the end of each grading period.

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 3 CSF 5 1) Create a Culture Calendar for boosting staff morale. Create a supportive environment for all staff members.	1, 2	Principal Assistant Principal PTA	Positive feedback from staff members				
Critical Success Factors CSF 3 CSF 6 2) We implemented a "Staff Shout- Out" Board to acknowledge the hard work of each other.	5	All Staff	Positive remarks are left on board				
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue							

Goal 4: The faculty and staff of Amelia Elementary will strive to improve school climate and student engagement.

Performance Objective 2: By June 2018, all campus teachers will be trained in strategies to improve student engagement and reduce discipline referrals.

Evaluation Data Source(s) 2: Student scores will increase on district and state testing.

Summative Evaluation 2:









Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>1) Teachers and instructional staff will have access to create learning charts, anchor charts, motivational banners and posters, classroom behavior management charts, and awards for recognition with the Advanced Graphics VariQuest Perfecta 2400 poster maker. The software includes over 1300 editable education specific templates.</p>	1, 2, 7, 8, 9	Academic Team Classroom Teacher	Teachers will develop grade level appropriate learning charts as well as anchor charts to supplement the classroom lesson.				
Funding Sources: Local Funds - \$4,000.00							
<p> = Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue </p>							

Goal 5: The faculty and staff of Amelia Elementary will strive to increase community collaboration.

Performance Objective 1: By June 2018, the campus will increase the campus based engagement opportunities by 10.

Evaluation Data Source(s) 1: Monthly reports from the campus volunteer coordinators

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 3 CSF 5 CSF 6</p> <p>1) PTA and our Parent Facilitator will work to develop many opportunities for parental involvement and community involvement.</p>	6	Principal PTA Parent Facilitator	Increased participation based on sign-in sheets				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 5: The faculty and staff of Amelia Elementary will strive to increase community collaboration.

Performance Objective 2: By June 2018, the campus will increase community collaboration and volunteer participation by 10%.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	Teachers will implement Lead4ward Instructional Strategies during each lesson. Curriculum Team will decide on 3 high yield Instructional Strategies to implement campus wide.
1	1	2	To increase comprehension of Fig 19 on STAAR test and reading across genres, Amelia will purchase various novels on various reading levels for classroom use
1	1	3	Equip 16 reading classrooms with instructional materials to enhance student learning, create an engaging learning environment, and aid in small group instruction. Materials may include, but not limited to, ready made literacy centers, reading tiles, reading learning games, audio books, paper books, etc.
1	1	4	Amelia Annual Literacy Night. Amelia PTA will sponsor a reading night to encourage families to read together and give parents knowledge of how to help their child succeed in reading. In addition, we will play reading games to advance skills.
1	1	5	Reading tutorials-4 teachers needed
1	1	6	Using the Lead4ward scaffold document and the STAR 360 grouping info, we will structure in class intervention/tutorials and meaningful workstations using this available data.
1	2	1	Offer incentives to increase student fact fluency. Examples not limited to: fact drill party, fact drill boot camp, Principal Challenge (duct tape challenge), incorporate Math Academy strategies, etc.
1	2	2	To increase problem solving strategies on STAAR generated test questions. Math teachers will use "Target the Question" daily during the math block in grades 2-5. Program will be purchased from Lone Star Learning.
1	2	3	Math Tutorials-6 teachers needed
1	2	4	Equip 16 math classrooms with instructional materials to enhance student learning, create an engaging learning environment, and aid in small group instruction.
1	2	5	Campus Math Family Night
1	2	6	Partner with a professional math coaching organization to help math teachers in grades 3,4, and 5 better organize and instruct with the new math TEKS. We will use the model of backwards planning.
1	2	7	Using the Lead4ward scaffold document and the STAR 360 grouping info, we will structure in class intervention/tutorials and meaningful workstations using this available data. During our intervention time we will utilize our computer lab with Istation, Think Through Math, and Accelerated Math programs. These programs are able to track student progress and advance students as they complete each skill. We will also use the teacher led lessons in Istation and STAR 360 to create meaningful work stations.

Goal	Objective	Strategy	Description
1	3	1	Due to limited classroom space, our students do not have access to an open science lab (it's a classroom) so we would like to create 3 mobile science learning labs to be used across the campus. Mobile labs will have safety equipment, basic lab equipment, microscopes, triple balance beams, etc. All equipment has been aligned to the district curriculum. Funds will be used to replenish consumable materials.
1	3	2	Purchase a site license for Brain Pop. The digital program can be used for science, math, reading, language arts, and social studies. It also includes Brain Pop Jr. for the primary grades.
1	3	3	Science Enrichment club to enhance science interest. Amelia will create a robotics club using solar powered robots from S&S.
1	3	4	2 STEMscope kits for 4th grade.
1	3	5	System Safeguard Strategy Critical Success Factors CSF 1, CSF 2, CSF 4 3) Science Tutorials-2 teachers needed

State Compensatory

Budget for Amelia Elementary School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
199.11.6117.04.101.30.000	6117 Supplemental Pay/Extra Duty Pay - Locally Defined	\$3,000.00
6100 Subtotal:		\$3,000.00
6200 Professional and Contracted Services		
199.11.6219.04.101.30.000	6219 Professional Services	\$750.00
6200 Subtotal:		\$750.00

Personnel for Amelia Elementary School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Adrienne Guillory	Second Grade Teacher		Y
Alton Buxton	Physical Education Teacher		Y
Amber Arena	Fourth Grade Teacher		Y
Ashley Mackan	Third Grade Teacher		Y
Belinda Clark	P.E. Aide		Y
Bridgette Phillips	Third Grade Teacher		Y
Casey Diaz	Second Grade Teacher		Y
Catherine Wallace	Second Grade Teacher		Y
Cathy Murphy	Secretary		
Christopher Coleman	Fourth Grade Teacher		Y
Crystal Carter	Third Grade Teacher		Y
Debbie Evans	Kindergarten Teacher		Y
Debra Shivers	First Grade Teacher		Y
Dimitrise Haynes	Principal		Y
Dorothy Clover	Para-librarian		
Elizabeth Ballenger	Kindergarten Teacher		Y
Eyrka Middleton	First Grade Teacher		Y
Gayla Walker	Nurse		
Georgia Beasley	Counselor		Y
Glenda Hilgemeier	Attendance Clerk		
Jada Malbrough	Kindergarten Teacher		Y
Kathleen Pinney	Kindergarten Teacher		Y
Kathynn Payne	Kindergarten Teacher		Y
Katie Rendon	Special Education		Y

Kimbrelyn Coleman	Fifth Grade Teacher		Y
Lauren Simmons	Third Grade Teacher		Y
Lori Boyett	PreK Teacher		Y
Lyndie Garrett	Second Grade Teacher		Y
Marida Chaisson	First Grade Teacher		Y
Mary Byars	Fourth Grade Teacher		Y
Mary Stivender	Second Grade Teacher		Y
Meredith Berry	First Grade Teacher		Y
Pamela Hicks	First Grade Teacher		Y
Peraline Arline	ISS Personnel		
Rebell Wade	Fourth Grade Teacher		Y
Rhonda McKinney	District Aide		
Rhonda Noel	PreK Teacher		Y
Rosemary Ryan	Fine Arts Teacher		Y
Sabrenia Jordan	First Grade Teacher		Y
Shelly Moses	Third Grade Teacher		Y
Stacie Hardin	First Grade Teacher		Y
Stephania Anderson	Second Grade Teacher		Y
Stephanie Garrett	Fifth Grade Teacher		Y
Tenisha Humpherys	Instructional Aide		Y
Terri Garza	District Aide		
Toni Brooks	Dyslexia		Y
Wanda Sprott	Fifth Grade Teacher		Y

Title I

Schoolwide Program Plan

Purpose and Intent of Title Programs

The purpose of Title Programs is to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and state academic assessments.

Title Programs strive to increase student performance and assist teachers through data-driven decision making and ensuring all facets of the campus are equipped with optimal resources in order to achieve student success.

Ten Schoolwide Components

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Betty Liedy	Instructional Curriculum Coordinator	Title IA	1.0
Maria Mendez	Parent Center Coordinator	Title IA	0.25

Campus Improvement Committee

Committee Role	Name	Position
Administrator	Dimitrise Haynes	Principal
Business Representative	John Tate	Family and Community Involvement
Paraprofessional	Glenda Hilgemeier	PEIMS Clerk
Classroom Teacher	Adrienne Guillory	2nd grad teacher
Classroom Teacher	Stephania Anderson	Prek teacher
Administrator	Velvet Malbrough	School Culture
Classroom Teacher	Stacie Hardin	Curriculum, Instruction, & Assessment
Parent	Elsa Holton	Family & Community Involvement
Parent	Porchea Carr	Family & Community Involvement

Campus Funding Summary

Local Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Student incentives and principal challenges	199	\$300.00
1	3	5		199	\$3,000.00
2	1	2	Data binders for all grade levels (4 inch binders with dividers)	199	\$800.00
2	2	3	subscription, badges, ink		\$1,300.00
2	2	4	Student rewards	199	\$1,000.00
4	2	1	Purchase of Advanced Graphics VariQuest Perfecta 2400 poster maker		\$4,000.00
Sub-Total					\$10,400.00
SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Ready made literacy centers and instructional materials, class novels and books	199	\$5,000.00
1	3	4	STEMScope	199	\$2,000.00
2	1	5	Agenda books		\$4,000.00
Sub-Total					\$11,000.00
Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Novels from Delaney Books	211	\$3,000.00
1	1	3	Ready made literacy centers and instructional materials	211	\$5,000.00
1	1	5	Teacher stipends	211	\$8,000.00
1	2	2	Lone Star Learning Program	211	\$2,500.00
1	2	3	Teacher stipends	211	\$8,000.00
1	2	4	Learning materials	211	\$3,000.00
1	2	5	Materials and presenters	211	\$1,000.00

1	2	6	Contract with a Math Consultant Firm	211	\$11,000.00
1	3	1	Mobile Science labs and equipment	211	\$2,500.00
1	3	2	Digital License	211	\$2,200.00
1	3	3	Robotic Kits from S&S	211	\$1,500.00
3	1	2		211	\$3,000.00
Sub-Total					\$50,700.00
PTA Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	PTA will provide food and materials		\$800.00
2	1	3	Teacher incentives		\$50.00
2	2	1	Electronic Tablets		\$800.00
Sub-Total					\$1,650.00
Grand Total					\$73,750.00

Addendums



Amelia Attendance Plan 2016-2017

- 7:20 Doors open for breakfast
- 7:45 Morning duty teacher report
- 7:50 Non duty Teachers report
- 8:05 Students report to homeroom
- 8:15 Morning announcements
- 8:25 Students are officially tardy and must be signed in by a parent
- 9:55-10:05 Official attendance reporting time
- 10:10 Attendance report pulled; any teacher with missing attendance will be contacted by Principal

Attendance Incentives

Amelia Attendance Race: Each class received the letters to spell out ATTENDANCE. Each day a class has 100% attendance they will place the next letter in the word on the outside of the door. The first 3 classes to spell ATTENDANCE will receive a prize from the front office. Once the first 3 classes are announced, the race will start over.

Attendance Incentives: At the end of each 9 week grading period, students with perfect attendance will be entered into a drawing for a chance to win an electronic tablet. We will give 2 tablets away in grades PK-2, and 2 tablets to grades 3-5.

Attendance Awards: At the end of each grading period, each student with perfect attendance or who missed one day will receive a certificate of achievement and a prize certificate.