

Brazosport Independent School District

Gladys Polk Elementary

2018-2019 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:
Postsecondary Readiness



Mission Statement

The mission of Polk Elementary is to ensure all students learn at high levels and are future ready.

Vision

A culture of collaboration focusing results.

Value Statement

Collective Commitments

- Our primary purpose as educators is to build relationships with students and parents in a non-judgmental environment, fostering a love of learning and ensuring student success.
- Our classrooms should be an inviting, student centered, engaging learning environment.
- Great instruction consists of: engaging lessons focused on student centered learning with clear and measurable learning targets, ongoing assessment to check understanding and mastery, and differentiated instruction to meet the needs of all students.
- We will use a variety of formative and summative assessment to collect data and ensure student learning.
- When students struggle, we intervene by working collaboratively with all involved in a student's life to determine a plan to ensure student success
- To prevent students from failing, we build relationships, provide a positive and engaging environment, and identify weaknesses early in order to close gaps.
- We extend and enrich learning using projects, technology, higher level questioning, and extracurricular activities.
- In order to be the school we want to be, we must ALL be 100% committed to student success.

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Comprehensive Needs Assessment

Revised/Approved: May 04, 2018

Demographics

Demographics Summary

Polk Elementary is located in Richwood. Our campus opened in 1980 and was named after Dr. Gladys Field Polk, who served in Brazosport ISD as the Director of Elementary Education, a principal, and a teacher. Since Polk opened, there have been four principals appointed. Our school mascot is the Polk Panda and our school colors are gray and blue. Many students who currently attend Polk have parents who also attended as children.

Current enrollment is 470 students, an increase from last year. PK has two sections of English and one bilingual. First grade has three sections of English and one bilingual. Kinder, Second, and Third grade have four sections of English and one bilingual. Fourth grade has four sections of English. We are a Title I campus with an economically disadvantage rate of around 60%.

Polk Elementary demographics have changed over the years. Looking at our enrollment data, we are finding that mobility and economically disadvantaged rates are increasing every year. We have support for students who are homeless and/or at-risk. We offer intervention programs, tutoring, and after-school clubs. Our attendance rate remains above 94% for students and staff. Our class size ratio has remained steady. Our campus offers incentives to students and staff for attendance. We found that we need to increase our incentives to raise our attendance rate for students to 96%. Support and communication for new students and parents will help with this.

Demographics Strengths

- Attendance above 94%
- Class size is 22 to 1 or below
- Incentive for teachers (on-going)- leave early passes, jeans passes
- Help for homeless
- Programs in place for at-risk students
- Clubs; tutoring.
- Lunch d-hall to do restorative practices with students.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Student attendance needs to increase to 96%. **Root Cause:** We need more positive attendance rewards and contacts with parents.

Problem Statement 2: Discipline referrals increased from last year. **Root Cause:** More student mobility and more restorative practices needed.

Problem Statement 3: Staff attendance needs to maintain at 94%. **Root Cause:** We need to maintain attendance incentives for staff.

Student Achievement

Student Achievement Summary

Our Polk PLC's have set high expectations for ourselves and our students. Our mission statement says that we will ensure all students learn at high levels and are future ready. Our vision is a culture of collaboration with a focus on results. We answer the four critical PLC questions to address student achievement: What are students learning? how do we know they are learning it? What do we do when they don't learn it? What do we do when they already know it?

Our school has seen an increase in mobility and an increase in learning gaps with our students who are mobile. We need to spend more time on focused skills to achieve mastery. We use small group instruction, Panda Time RtI, inclusion, and tutorials to address learning needs. Our staff is dedicated to consistent Guided Reading and Guided Math instructional practices. We collaborate to look at student achievement data and needs.

Our 2017 STAAR Scores are as follows: 3rd Grade Reading - 83% 3rd Grade Math - 93% 4th Grade Reading - 83% 4th Grade Math - 83% 4th Grade Writing - 81% We saw a significant increase in our achievement scores from the previous year. We used IStation, STAR Ren, and TEMI as our screener this year for reading and math. We used this data to place students in T2 and T3 interventions. Based on our mock STAAR data, we provided additional support through Boot Camp and tutorials.

Our 504, SpEd, and ELL students have learning plans that include accommodations, if necessary to help them be successful. We provide inclusion through in-class support and provide targeted interventions during Panda Time. Specials classes are offered (Music, PE, and Tech Lab). We include Field Trip opportunities for students with funds from our PTO and fundraising.

When we look at our data, we need the need for increased writing across the curriculum at all grade levels. We also see a need for continued consistent Guided Reading and Math. We also see a need for student performance to increase in reading comprehension, summarization, and word problems. Vertical alignment and collaboration will help us achieve this, along with instructional resources.

Student Achievement Strengths

PLC collaboration

Panda Time

Inclusion model

Increased performance on STAAR

TEA distinction on STAAR in closing achievement gaps

Guided Reading and Guided Math

Master Panda celebrations

Reading Team celebrations

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: We need resources for differentiation in reading, math, and writing. **Root Cause:** Demographic and achievement data needs.

Problem Statement 2: We need to see an increase in writing achievement across grade levels. **Root Cause:** Demographic and achievement data needs.

School Culture and Climate

School Culture and Climate Summary

Polk Elementary is a National Model Professional Learning Community. The culture of the campus is focused on student achievement, and we embrace the idea that "all means all. Tams collaborate together weekly, both vertically and across the grade levels. Our master schedule includes embedded time for collaboration, and our team meets together monthly as a campus. Newsletters provide weekly communication to staff, as well as to parents.

Students are involved in weekly guidance lessons that promote positive behavior support. We implement PBIS school-wide. Every morning, students recite the Polk Pledge of "Be responsible, be respectful, be safe, be a PANDA!" Students receive PAWS tickets in class and enter for drawings weekly. Student work is celebrated and on display in the hallways.

Customer service is a priority with our students and parents. Our hospitality provides positive events for the staff. Surveys from staff and parents show overall satisfaction with Polk Elementary. Staff collaborates to make collective commitments to themselves and to the students. Inclusion is a focus for our staff, and the learning environment is centered around student success. We have low staff turn-over. High expectations are set by staff and administration.

Our campus is well maintained and clean. Work orders are placed quickly to address maintenance issues that arise. This summer, we will receive a track installation, which will prevent the need for students to travel to the Richwood Park for running activities. We have monthly drills to practice our Crisis Plan. Campus entrances and exits are kept secure during the school day and after hours. Arrival and dismissal procedures provide a safe, well-monitored environment.

In order to continue to keep our campus safe, we need to increase our reviews of the Campus Crisis Plan and practice drills more often. Staff needs to keep Crisis Bags well kept and visible. We also need to decrease our office discipline referrals by providing more character lessons and restorative practices.

School Culture and Climate Strengths

- Crisis Plans are in place
- PTO participation
- Hospitality committee
- Communication
- Teacher Appreciation activities
- Overall good school climate and culture

- Low number of bullying incidences
- Character counts programs
- PAWS tickets
- PBIS expectations
- After School Clubs
- Family Involvement Nights
- CHICKEN Club for 4th grade
- Student and Parent weekly newsletter
- Monthly birthday celebrations for teachers
- Teacher and Support staff of the year
- Student helpers at lunch
- Teacher Appreciation Activities
- School-wide procedures
- PLC's weekly for staff

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: We need to ensure that our Crisis Plan is effectively used and understood. **Root Cause:** Training on crisis plan needs to be more frequent throughout the year.

Problem Statement 2: We need more kindness and bully prevention awareness. **Root Cause:** More students and parents are reporting possible bullying among students.

Problem Statement 3: We need to continue positive student and staff recognition. **Root Cause:** Staff and students respond to positive reinforcement.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

All staff at Polk are highly qualified. We have low turnover from year to year. We offer professional development in the district and out of the district. Teachers collaborate and share during Vertical and Grade Level PLC's. Being a model PLC, collaboration is part of our embedded culture and climate.

Teachers are evaluated using BTAS walkthroughs and observations. Administrators conduct approximately 175 walkthroughs a year. Feedback is given in a timely manner to teachers after an observation. Growth activities are used for teachers in need of assistance. Staff newsletters include a section for professional development and data that is shared with the entire staff.

Professional development is offered before school begins, and collaboration is included in this professional development time. New teachers are given mentors to help them during their first year. The staff collectively sets goals and monitors progress towards the goals throughout the year. Our back to school staff development will focus on Professional Learning Communities, Response to Intervention, and vertical alignment of essential outcomes. Staff will help administrators facilitate professional development throughout the year, based on need.

Staff Quality, Recruitment, and Retention Strengths

Highly qualified staff

Immediate feedback on walkthroughs

Timely feedback on observations

Mentors for new teachers,

Collaboration time embedded with PLC's

Professional development embedded through vertical PLC's

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Polk Elementary needs to continue common assessments on the grade levels teams, determined and set during common PLC/planning time. **Root Cause:** Need for collaboration, planning, and common assessments to increase student achievement.

Problem Statement 2: Polk Elementary needs to continue embedded collaboration time for staff. **Root Cause:** Collaboration is needed in order to maintain as a PLC.

Problem Statement 3: Polk Elementary needs to continue embedded professional development for staff. **Root Cause:** Instructional strategies have a positive affect on student achievement.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

We are a student-centered and student performance driven. We have set the standard with our staff and students to maintain high-level academic standards to promote student success in all academic areas. Our mission is that all students learn at high levels and are future ready. Our vision is to have a culture of collaboration focusing on results.

Teacher lesson plans reflect TEKS, ELPS, and technology. Lesson plans are shared with grade level teams and teachers plan together weekly. We have weekly PLC's to discuss data on common formative and summative assessments based on the team's plans. We look for strengths and needs weekly and make plans to engage and intervene when we see gaps. Vertical PLC's are held monthly to look at data and discuss teaching strategies. The expectation is that all classrooms have visible, posted learning objectives daily. Guided reading and guided math are being implemented at each grade level.

Walkthroughs are conducted by Administrators to give feedback on instructional strategies and curriculum alignment. All staff is given feedback on their performance in a timely matter. Walkthroughs also focus on monitoring and assessment. Lesson plans are checked weekly by administrators weekly to ensure consistency.

RTI is available to all students on a daily basis. Students interventions include Istation, LLI, TEMI, ST Math, small group support, learning lab for tier 3 students, reading and math tutorials before and after school, STAR screener 3 times a year, DRA screening at beginning and end of the year, and regular progress monitoring. We use a tracking system for student performance data. Interventions are provided in class by teachers and by our intervention staff. Unit tests, formative assessments, benchmarks, and other classroom assessments provide feedback to teachers and students to guide their instruction.

Teachers share performance data with parents and students on a weekly basis through home folders, tracking systems, and Parent Portal. Grades are inputted weekly and progress reports are shared at 4 weeks during the grading period. Report cards go home every nine weeks and are to be signed and returned by the parent. Grade levels send home weekly newsletters and use a technology tool (class dojo or remind 101) to inform parents of the skills that will be focused on that week.

Teachers have access to documents that show the TEKS objectives broken down in readiness and supporting standards for instructional planning. Instructional and linguistic accommodations are used regularly in instruction by all teachers. Students are given the opportunity to redo failing assignments for a grade up to a 70. Students are given future-ready presentations through visiting authors and career day.

Teachers are provided with the needed resources to allow students to have experience with STAAR like questions in order to be prepared for state assessments. Weekly boot camp begins in the spring for math, reading, and writing to focus on skills needed to increase test scores and fill gaps. During boot camp, the campus provides outside support from a tutor, as well as help from campus paraprofessionals. Fourth grade has an author, HJ Rallies, come in for camp write along to support students in the writing process.

Curriculum, Instruction, and Assessment Strengths

- Multitude of measurement tools, with valuable data (i station, TEMI, ST Math, unit tests, CBA's, TELPAS, mock staar)
- AR is effective due to students being involved in goal-setting and continuing positive student performance
- Highly qualified staff
- ESL Certified staff
- School-wide problem solving process to help solve rigorous math problems (CUBES)
- Exposure to prewriting strategies
- Essential outcomes for each grade level
- Panda Time RTI hour long shut down
- Data reviewed weekly during PLCs
- Teacher use of data to drive instruction
- Boot camp (2nd-4th)
- Camp Write Along (4th)
- DRA Kits for BOY and EOY testing
- Vertical Alignment in all subjects
-

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: According to data, students are not performing on grade level. **Root Cause:** Need for school wide strategies for math, reading, and writing.

Problem Statement 2: Data is not indicative to student ability. **Root Cause:** Too many assessment that are not cohesive. Data tests prerequisite skills and not rigorous TEK based questions

Parent and Community Engagement

Parent and Community Engagement Summary

We value family involvement at Polk. We have seen positive results from the increase in our communication with parents. Polk Elementary parents report that they feel welcome at our school. Survey results show that they are overall satisfied with our communication between school and home. Our campus is kept clean and safe by our custodial staff, and work orders are completed to address areas of concern. We do see a need for increased parent and volunteer involvement. While we have an active PTO, we need to increase the number of parents actively involved in PTO and with our campus.

We have a weekly Parent Newsletter "The Panda Press" that includes important dates, updates, and information for families. Our Parent Involvement Committee meets quarterly to plan events with our Title I parent representatives. Our counselor coordinates family involvement events, including Family Academic Nights, Community Resource Night, Muffins with Mom and Donuts with Dad. Our PTO is active and meets monthly.

Our community is involved through volunteering and donations. Some volunteers include: Yaklin Ford, Swagelok, Eta Omega Chapter, PALS, Richwood PD, Dream Center, and HEB. We would like to increase the community involvement with our local city and will need to promote our Watch DOGS in order to have more participation for this year.

Parent and Community Engagement Strengths

- Parents Feel Welcome at the School
- Effective Forms of Communication between the School and Parents
- Highly Qualified Teachers and Paraprofessionals
- Low Turnover Rate for Administration and Staff
- The School is Well Kept and Clean by the Custodial Staff

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Parent involvement with PTO and other activities is not consistent. **Root Cause:** Many parents are employed, many have small children and cannot attend PTO meetings.

Problem Statement 2: WATCH DOG Participation is low. **Root Cause:** Many dads work shift work, have demanding work schedules, and don't have communication with campus.

Problem Statement 3: We need more volunteers to read with students. **Root Cause:** Not all students have someone to read with at home.

School Context and Organization

School Context and Organization Summary

Our campus goals align with districts goals. Our campus committees oversee the implementation of our strategies to reach our goals. Progress is monitored and communicated in our plan and in our weekly newsletters. CEIC develops our campus plan and budget based on needs assessments.

We have a master schedule that is planned and shared early in order to minimize transition difficulties and conflicts. Our duty roster is planned to keep consistent staff members at duty stations to help with safety and transitions. We have a Boys and Girls Club after school for students who need to stay after school for childcare. Our campus has a strong PBIS program and we have our posted Panda Expectations throughout the campus. Our teachers work together to ensure curriculum alignment and consistency. Our Principal shares weekly newsletters that include important information, data, and professional development. Teachers have a one hour conference period and a 45 minute embedded PLC time. Each week, teachers participate in a grade level PLC to answer the four critical PLC questions and track our student learning and interventions. Monthly, we all participate in a vertical PLC to share best practices and share our campus data. Our communication is strong with staff and with parents.

We maintain organized communication and calendars so that our staff know what to expect and can plan ahead. We have found that there is a need for more after-school clubs because our participation is large but we need more volunteers to help lead the clubs. Due to an increased need for in-class support, we need an additional RTI paraprofessional to support our Tier 3 students. Looking at the master schedule, we need to decrease the number of students in music on Wednesdays for safety.

School Context and Organization Strengths

- Master Schedule planned early to minimize difficulties/conflicts
 - Duty Roster
 - Boys & Girls Club
 - After school clubs
 - Panda expectations posters (PBIS)
 - Curriculum alignment
-
- Weekly newsletters
 - Weekly Grade Level PLC's

- Monthly Vertical PLC's
- Remind 101 or Class Dojo
- Communication between administration and staff
- Communication between school and home
- Agendas are shared before meetings
- Schedules are shared before upcoming events
- Morning announcements/Polk Pledge/Polk Expectations
- Minimal class interruptions
- Engaged/on-task students
- Minimal transition times
- Dismissal is organized and focused on student safety

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: More students are in need of T3 interventions **Root Cause:** More mobility and higher student need populations.

Problem Statement 2: More students want to participate in after school clubs. **Root Cause:** Clubs are a positive thing for students to participate in.

Technology

Technology Summary

Technology is utilized at Polk Elementary on a daily basis. Technology is used to enhance and facilitate instruction in all subject areas. We use many online programs, including ST Math, Starfall, Learning A-z, iStation, IXL, and Education Galaxy. Our website contains links to applications that students can use at home to extend learning.

Teachers use technology to communicate and collaborate with their PLC teams and with parents. Teachers use Class Dojo and Remind to communicate with parents weekly. Staff use many technology resources, such as Mimio, iPad, Google Expeditions, document cameras, and Chrome books. We use the Google Apps for presentations, email communication, documents, and spreadsheets.

The strengths of Polk Elementary are new laptops for teachers, our 1 to 1 initiative, Google Expeditions kits, our new copier, and the many online programs we have. Our needs are that we need to maintain the online programs, continue to find engaging online programs for instruction, and develop a technology professional development plan for next year. As technology advances, so does the need for training. We also need more Wifi infrastructure with the use of more programs.

Technology Strengths

- New laptops
- 1 to 1 devices for students
- Google Expedition
- Copier
- Software programs
- Teacher buy-in to technology implementation

Problem Statements Identifying Technology Needs

Problem Statement 1: As technology and the access to technology advances so does the need for training. **Root Cause:** Technology advances and access by users.

Problem Statement 2: Infrastructure to support technology devices needs to increase along with the availability to online resources. **Root Cause:** Most technology use occurring at the Substitution and Augmentation levels as shown through walkthrough data

Problem Statement 3: We need access to technology in order to utilize online resources to enhance student learning. **Root Cause:** Many instructional resources are used online.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Special education population, including performance, discipline, progress, and participation data

- At-Risk population, including performance, progress, discipline, attendance, and mobility
- 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
- Response to Intervention (RtI) student achievement data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Teacher/Student Ratio
- 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

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data

Goals

Revised/Approved: September 11, 2018

Goal 1: Brazosport ISD will provide a rigorous and relevant learning experience to ensure that every student will B*FutureReady.

Performance Objective 1: In 2018-2019, 91% of PK-4 students will achieve on grade level or higher in reading and math (Outcome Goal 1 & Outcome Goal 2).

Evaluation Data Source(s) 1: End of year ISIP and DRA screeners, End of year math IStation and TEMI screeners

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4 1) In 2018-2019, identified students will receive Tier 2 and Tier 3 interventions in reading and math daily.	2.4, 2.6	PLC teams Intervention staff	Polk Elementary students will receive interventions and will be on grade level in reading and math by the end of the year.				
Problem Statements: Curriculum, Instruction, and Assessment 1 - School Context and Organization 1 Funding Sources: Local 24 - State Comp Personnel - 65000.00, 211 - Title I, Part A - 116614.00, 199 - General Fund - 1360.00							
Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4 2) Polk Elementary will ensure that 100% of teachers are implementing Guided Reading and Guided Math with fidelity in their classroom instruction.	2.4, 2.5, 2.6	PLC Teams Principal	Polk Elementary students will receive small group instruction during Guided Math and Guided Reading instruction and will be on grade level in reading and math by the end of the year.				
Problem Statements: Curriculum, Instruction, and Assessment 1 Funding Sources: 211 - Title I, Part A - 3250.00, 199 - General Fund - 4445.22							

Critical Success Factors CSF 1 3) Polk Elementary teachers will provide enrichment and extension to students who have mastered grade level ready material during Panda Time and small group.	2.4, 2.5	PLC Teams	Polk Elementary students will receive enrichment and extension and will be future ready.				
	Problem Statements: Student Achievement 1						
Critical Success Factors CSF 1 4) Polk Elementary will promote college and career readiness to students through Career Week lessons and Future Ready day.	2.4, 2.5	Counselor	Students will be made aware of college and career readiness and will be exposed to different pathways for post secondary readiness.				
	Problem Statements: Student Achievement 1						
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: We need resources for differentiation in reading, math, and writing. Root Cause 1: Demographic and achievement data needs.
Curriculum, Instruction, and Assessment
Problem Statement 1: According to data, students are not performing on grade level. Root Cause 1: Need for school wide strategies for math, reading, and writing.
School Context and Organization
Problem Statement 1: More students are in need of T3 interventions Root Cause 1: More mobility and higher student need populations.

Goal 1: Brazosport ISD will provide a rigorous and relevant learning experience to ensure that every student will B*FutureReady.

Performance Objective 2: In 2018-2019, 90% or more students in grades 3-4 will achieve Approaches Grade Level or higher performance standard on state reading and mathematics assessments (Outcome Goal 2).

Evaluation Data Source(s) 2: 2019 STAAR data, TELPAS data, STAAR Alt 2 data

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4 1) In 2018-19, Polk Elementary teachers will align writing instructional practices and increase writing across the curriculum in daily instruction	2.4, 2.5, 2.6	PLC Teams Principal	Writing instruction will increase, resulting in an increase in writing achievement on state assessments.				
	Problem Statements: Student Achievement 2 - Curriculum, Instruction, and Assessment 1 Funding Sources: 199 - General Fund - 2896.00						
Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 4 2) In 2018-2019, identified 3rd and 4th grade students will receive in school tutoring in reading and math.	2.4, 2.5, 2.6	PLC teams Principal secretary	Identified students will receive intense support in reading and math, resulting in an increase in reading and math achievement on state assessment.				
	Problem Statements: Curriculum, Instruction, and Assessment 1 Funding Sources: Local 24 - State Comp - 1879.00						
Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4 3) In 2018-2019, Polk Elementary 3rd and 4th grade teachers will provide targeted instruction in math and reading on reading comprehension and word problems.	2.4, 2.5, 2.6	PLC Teams	Students will receive targeted instruction and achievement will increase in math and reading.				
	Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1 Funding Sources: 199 - General Fund - 1074.00						
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 2 Problem Statements:

Student Achievement

Problem Statement 1: We need resources for differentiation in reading, math, and writing. **Root Cause 1:** Demographic and achievement data needs.

Problem Statement 2: We need to see an increase in writing achievement across grade levels. **Root Cause 2:** Demographic and achievement data needs.

Curriculum, Instruction, and Assessment

Problem Statement 1: According to data, students are not performing on grade level. **Root Cause 1:** Need for school wide strategies for math, reading, and writing.

Goal 1: Brazosport ISD will provide a rigorous and relevant learning experience to ensure that every student will B*FutureReady.

Performance Objective 3: In 2018-99, 75% of students in grades 3-4 will achieve Meets Grade Level or higher performance standard on state reading and mathematics assessments (Outcome Goal 2).

Evaluation Data Source(s) 3: 2019 STAAR data

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 1) In 2018-2019, Polk staff will provide targeted instruction, intervention, enrichment, and extension on essential outcomes for 3rd-4th grade students.	2.4, 2.6	PLC Teams	75% of 3rd-4th grade students will achieve meets grade level or higher on state assessments.				
Problem Statements: Student Achievement 1, 2							
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 3 Problem Statements:

Student Achievement
Problem Statement 1: We need resources for differentiation in reading, math, and writing. Root Cause 1: Demographic and achievement data needs.
Problem Statement 2: We need to see an increase in writing achievement across grade levels. Root Cause 2: Demographic and achievement data needs.

Goal 1: Brazosport ISD will provide a rigorous and relevant learning experience to ensure that every student will B*FutureReady.

Performance Objective 4: In 2018-19, Polk will remain a sustaining Internationally Recognized Professional Learning Community (Constraint 1).

Evaluation Data Source(s) 4: PLC Rubric, Model PLC Application

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7 1) Polk Elementary will apply to be recognized as a Model Professional Learning Community and will apply for the DuFour Award with Solution Tree.	2.4, 2.5, 2.6	Principal PLC Guiding Coalition	Polk Elementary will continue to show evidence of a sustainable Professional Learning Community.				
Problem Statements: Staff Quality, Recruitment, and Retention 2							
Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7 2) Polk Elementary will collectively monitor our practices as a Professional Learning Community through collaboration and professional development.	2.4, 2.5, 2.6	Principal PLC Guiding Coalition	Polk Elementary PLC's will collaborate to strengthen our professional practices.				
Problem Statements: Staff Quality, Recruitment, and Retention 2 Funding Sources: 211 - Title I, Part A - 996.00							
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 4 Problem Statements:

Staff Quality, Recruitment, and Retention
Problem Statement 2: Polk Elementary needs to continue embedded collaboration time for staff. Root Cause 2: Collaboration is needed in order to maintain as a PLC.

Goal 1: Brazosport ISD will provide a rigorous and relevant learning experience to ensure that every student will B*FutureReady.

Performance Objective 5: In 2018-19, Polk Elementary will earn TEA distinctions on STAAR student performance.

Evaluation Data Source(s) 5: TAPR, STAAR Data

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 1) Special population performance data will be tracked in weekly PLC's to ensure success of all students, including LEP, At-Risk, Special Education, and Economically Disadvantaged students.	2.4, 2.5, 2.6	PLC Teams	Special population achievement will increase in reading, math, and writing on district and state assessments.				
Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1							
Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4 2) Targeted interventions will be provided to students in need of support in reading, math, and writing using small group instruction and instructional resources.	2.4, 2.5, 2.6	PLC Teams Interventionists					
Problem Statements: Student Achievement 1, 2 - School Context and Organization 1 Funding Sources: 211 - Title I, Part A - 495.00							
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 5 Problem Statements:

Student Achievement
Problem Statement 1: We need resources for differentiation in reading, math, and writing. Root Cause 1: Demographic and achievement data needs.
Problem Statement 2: We need to see an increase in writing achievement across grade levels. Root Cause 2: Demographic and achievement data needs.
Curriculum, Instruction, and Assessment

Problem Statement 1: According to data, students are not performing on grade level. Root Cause 1: Need for school wide strategies for math, reading, and writing.
School Context and Organization
Problem Statement 1: More students are in need of T3 interventions Root Cause 1: More mobility and higher student need populations.

Goal 2: Brazosport ISD learning environments will be safe and conducive to learning.

Performance Objective 1: In 2018-19, Polk will use best practices and provide learning environments that address the needs of each student.

Evaluation Data Source(s) 1: Walkthrough data, BTAS Evaluation Data, Survey Data

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 1) PLC's will evaluate student performance data to determine instructional strategies and intervention plans.	2.4, 2.5, 2.6	PLC Teams	Teachers will collaborate to share best instructional practices in order to ensure student achievement.				
	Problem Statements: Staff Quality, Recruitment, and Retention 1, 2						
Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 4 CSF 6 2) Polk Master Schedule will include maximum instructional time, including embedded collaboration and intervention time.	2.4, 2.5, 2.6	Principal	Instructional time will be maximized for all students.				
	Problem Statements: Staff Quality, Recruitment, and Retention 2 - School Context and Organization 1						
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 1 Problem Statements:

Staff Quality, Recruitment, and Retention
Problem Statement 1: Polk Elementary needs to continue common assessments on the grade levels teams, determined and set during common PLC/planning time. Root Cause 1: Need for collaboration, planning, and common assessments to increase student achievement.
Problem Statement 2: Polk Elementary needs to continue embedded collaboration time for staff. Root Cause 2: Collaboration is needed in order to maintain as a PLC.
School Context and Organization

Problem Statement 1: More students are in need of T3 interventions **Root Cause 1:** More mobility and higher student need populations.

Goal 2: Brazosport ISD learning environments will be safe and conducive to learning.

Performance Objective 2: In 2018-2019, Polk Elementary will increase safety and security training practices for staff and students.

Evaluation Data Source(s) 2: Crisis Drill Data, Professional Development Implementation

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 6</p> <p>1) The Polk Elementary Crisis Plan will be reviewed every quarter to ensure that staff are trained and practice safety and security procedures.</p>		Crisis Team	Staff will ensure a safe and secure environment for students.				
<p>Problem Statements: School Culture and Climate 1 Funding Sources: 199 - General Fund - 0.00</p>							
<p>Critical Success Factors CSF 6</p> <p>2) Polk Elementary Crisis supply bags will be maintained and monitored on a quarterly basis.</p>		Crisis Team	Staff (including substitutes) will be prepared for crisis drills.				
<p>Problem Statements: School Culture and Climate 1 Funding Sources: 199 - General Fund - 100.00</p>							
<p style="text-align: center;"> = Accomplished = Continue/Modify = No Progress = Discontinue </p>							

Performance Objective 2 Problem Statements:

School Culture and Climate
Problem Statement 1: We need to ensure that our Crisis Plan is effectively used and understood. Root Cause 1: Training on crisis plan needs to be more frequent throughout the year.

Goal 2: Brazosport ISD learning environments will be safe and conducive to learning.

Performance Objective 3: In 2018-2019, restorative practices will be used to decrease the number of discipline referrals for the campus by at least 10% from previous year.

Evaluation Data Source(s) 3: Discipline data, bullying reports, PBIS data, SWIS data

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
PBMAS Critical Success Factors CSF 4 CSF 6 1) Teachers will ensure positive behavior support is implemented daily in the classroom.	2.5, 2.6	PLC Teams PBIS Committee	Discipline referrals will decrease and students will be engaged in learning.				
Problem Statements: Demographics 2 - School Culture and Climate 2							
PBMAS Critical Success Factors CSF 4 CSF 5 CSF 6 2) Teachers will collaborate consistently with parents regarding student behavior in the classroom.	2.5, 2.6	PBIS Committee PLC Teams	Discipline referrals will decrease as parents are made aware of supports and interventions.				
Problem Statements: Demographics 2							
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 2: Discipline referrals increased from last year. Root Cause 2: More student mobility and more restorative practices needed.
School Culture and Climate
Problem Statement 2: We need more kindness and bully prevention awareness. Root Cause 2: More students and parents are reporting possible bullying among students.








Goal 2: Brazosport ISD learning environments will be safe and conducive to learning.

Performance Objective 4: In 2018-2019, family engagement and parent participation will increase at least 10% from previous school year.

Evaluation Data Source(s) 4: Family Involvement Activities Logs, Volunteer Logs, PTO Participation.

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 5 CSF 6 1) Polk Elementary will provide parent involvement training for identified staff and parents.	3.1, 3.2	Counselor Parent Involvement Committee	Family engagement and participation will increase.				
	Problem Statements: Parent and Community Engagement 1						
Critical Success Factors CSF 5 CSF 6 2) Polk Elementary will provide family engagement activities for parents to increase parental involvement and collaboration.	3.1, 3.2	Counselor Parent Involvement Committee	Family engagement and participation will increase.				
	Problem Statements: Parent and Community Engagement 1, 2 Funding Sources: 211 - Title I, Part A Parent & Family Engagement - 1596.00						
Critical Success Factors CSF 5 CSF 6 3) Polk Elementary will recruit volunteers to assist staff with after school clubs for students.	3.1	Principal Parent Involvement Committee	Volunteer participation will increase and students will be positively impacted through after school clubs.				
	Problem Statements: School Context and Organization 2 Funding Sources: 199 - General Fund - 250.00						
Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 5 4) Polk Elementary has a School-Parent Compact that outlines how the parents, the entire school staff, and the students share the responsibility for improved student achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. The compact will be available in English and Spanish, and accessible on the campus website.	2.4, 3.1	Principal Title I Campus Representatives Counselor Parent Involvement Committee	Family and parent engagement will increase and student achievement will increase.				
	Problem Statements: Parent and Community Engagement 1						

Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 5 5) Polk Elementary will jointly develop with, and distribute to, parents and family members a written Parent and Family Engagement Policy. The policy will be available in English and Spanish, and accessible on the campus website. We will conduct, with parents and family members, an annual evaluation of the Parent and Family Engagement Policy.	2.4, 3.1	Principal Title I Campus Representatives Counselor Parent Involvement Committee	Family and parent engagement will increase and student achievement will increase.				
	Problem Statements: Parent and Community Engagement 1						
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Performance Objective 4 Problem Statements:

Parent and Community Engagement
Problem Statement 1: Parent involvement with PTO and other activities is not consistent. Root Cause 1: Many parents are employed, many have small children and cannot attend PTO meetings.
Problem Statement 2: WATCH DOG Participation is low. Root Cause 2: Many dads work shift work, have demanding work schedules, and don't have communication with campus.
School Context and Organization
Problem Statement 2: More students want to participate in after school clubs. Root Cause 2: Clubs are a positive thing for students to participate in.

Goal 2: Brazosport ISD learning environments will be safe and conducive to learning.

Performance Objective 5: In 2018-2019, students will participate in lessons promoting health and wellness, provided by PE, counselor, and nurse staff.

Evaluation Data Source(s) 5: Lesson plans

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 1) Polk PE, nurse, and counselor will collaborate to provide targeted lessons to promote health and wellness to Polk students.	2.5	PE, Nurse, Counselor	Students will learn about healthy lifestyles and choice.				
Problem Statements: Student Achievement 1							
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 5 Problem Statements:

Student Achievement
Problem Statement 1: We need resources for differentiation in reading, math, and writing. Root Cause 1: Demographic and achievement data needs.

Goal 2: Brazosport ISD learning environments will be safe and conducive to learning.

Performance Objective 6: In 2018-19, Polk Elementary will maintain a 96% student attendance average.

Evaluation Data Source(s) 6: Weekly attendance rates

Summative Evaluation 6:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 4 CSF 6 1) Polk Elementary will provide incentives each 9 weeks for students will excellent attendance.	2.4, 2.5, 2.6	Assistant Principal PEIMS Clerk	Student attendance will increase to 96% each 9 weeks.				
Problem Statements: Demographics 1 Funding Sources: 199 - General Fund - 100.00							
Critical Success Factors CSF 4 CSF 5 2) Polk Elementary will collaborate with parents when students have excessive absences or tardies to develop an action plan.	2.5, 3.2	Assistant Principal Teachers PEIMS Clerk	Students attendance will increase to 96% each 9 weeks.				
Problem Statements: Demographics 1							
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 6 Problem Statements:

Demographics
Problem Statement 1: Student attendance needs to increase to 96%. Root Cause 1: We need more positive attendance rewards and contacts with parents.

Goal 3: Brazosport ISD will recruit, develop, and retain highly effective staff.

Performance Objective 1: In 2018-2019, Polk Elementary will ensure that 100% of staff are trained in instructional practices associated with a sustainable Professional Learning Community (Constraint 1).

Evaluation Data Source(s) 1: Professional Development agendas and sign in sheets

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 3 CSF 6 CSF 7 1) Identified staff will receive professional development in identified instructional strategies.	2.4, 2.5, 2.6	Principal PLC Teams	Student achievement will increase as staff are trained on targeted instructional practices.				
	Problem Statements: Staff Quality, Recruitment, and Retention 3 Funding Sources: 199 - General Fund - 2658.00, 211 - Title I, Part A - 12945.00, 255 - Title II, Part A - 4732.00						
Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7 2) Professional Learning Communities will collaborate to share instructional strategies, track student data, and create common formative assessments.	2.4, 2.5, 2.6	PLC Guiding Coalition PLC Teams	Student achievement will increase as staff are implement targeted instructional practices.				
	Problem Statements: Staff Quality, Recruitment, and Retention 1, 2						
Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 7 3) Polk Elementary will ensure that all staff are highly qualified in instruction and support.	2.4	Principal	All staff at Polk will be highly qualified for their area.				
	Problem Statements: Student Achievement 1 - Staff Quality, Recruitment, and Retention 3						
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 1 Problem Statements:

Student Achievement

Problem Statement 1: We need resources for differentiation in reading, math, and writing. **Root Cause 1:** Demographic and achievement data needs.

Staff Quality, Recruitment, and Retention

Problem Statement 1: Polk Elementary needs to continue common assessments on the grade levels teams, determined and set during common PLC/planning time. **Root Cause 1:** Need for collaboration, planning, and common assessments to increase student achievement.

Problem Statement 2: Polk Elementary needs to continue embedded collaboration time for staff. **Root Cause 2:** Collaboration is needed in order to maintain as a PLC.

Problem Statement 3: Polk Elementary needs to continue embedded professional development for staff. **Root Cause 3:** Instructional strategies have a positive affect on student achievement.

Goal 3: Brazosport ISD will recruit, develop, and retain highly effective staff.

Performance Objective 2: Polk Elementary teacher attendance will improve from 94.6% to 94.9% in the 2018 - 2019 school year (Constraint 2).

Evaluation Data Source(s) 2: Monthly Attendance Report.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 4 1) Monitor teacher attendance data on a monthly basis until the end of the 2018- 2019 school year.		Principal	Tracking attendance report.				
Critical Success Factors CSF 1 CSF 4 CSF 6 CSF 7 2) Attendance incentives will be provided monthly to staff members who have perfect attendance for the month	2.5	Principal Principal Secretary	Staff absences will decrease.				
Problem Statements: Demographics 3							
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 3: Staff attendance needs to maintain at 94%. Root Cause 3: We need to maintain attendance incentives for staff.

Goal 4: Brazosport ISD will exercise fiscal responsibility to ensure financial strength and provide the resources to equip and maintain quality facilities and educational programming.

Performance Objective 1: In 2018-2019, Polk Elementary will provide necessary instructional resources to teachers and staff (Constraint 3).

Evaluation Data Source(s) 1: Instructional Resources usage, Field Trip activities logs

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 4 1) Aligned instructional materials, including online resources, will be utilized by classroom teachers in all core subjects (ELA, Math, Science, Social Studies, Special Areas).	2.4, 2.5, 2.6	PLC Teams Principal	Teachers will use instructional resources to ensure student achievement in all subjects.				
Problem Statements: Technology 3 Funding Sources: 199 - General Fund - 22360.78, 211 - Title I, Part A - 10000.00							
Critical Success Factors CSF 5 CSF 6 2) K-4 students will participate in instructional field trips related to essential outcomes and identified TEKS.	2.5	PLC Teams Principal	Students will have positive learning experiences to enhance instruction.				
Problem Statements: Student Achievement 1 Funding Sources: Activity Fund - 1611.11							
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: We need resources for differentiation in reading, math, and writing. Root Cause 1: Demographic and achievement data needs.
Technology
Problem Statement 3: We need access to technology in order to utilize online resources to enhance student learning. Root Cause 3: Many instructional resources are used online.

Goal 5: BISD will promote, communicate and market the accomplishments, achievements and successes of students and staff.

Performance Objective 1: In 2018-19, Polk Elementary will celebrate student success through campus-wide celebrations.

Evaluation Data Source(s) 1: Number of students receiving positive recognitions

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 4 CSF 6 1) Polk Elementary will provide positive reinforcement through PBIS incentives for students.	2.5, 2.6	Assistant Principal PBIS Committee					
Problem Statements: Demographics 2							
Critical Success Factors CSF 1 CSF 6 2) Polk Elementary will provide positive recognition through Master Panda rallies, ST Math celebrations, Reading Team, and Awards.	2.5	Principal					
Problem Statements: School Culture and Climate 3							
Funding Sources: 199 - General Fund - 300.00							
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: Discipline referrals increased from last year. Root Cause 2: More student mobility and more restorative practices needed.
School Culture and Climate
Problem Statement 3: We need to continue positive student and staff recognition. Root Cause 3: Staff and students respond to positive reinforcement.

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	In 2018-2019, identified students will receive Tier 2 and Tier 3 interventions in reading and math daily.
1	1	2	Polk Elementary will ensure that 100% of teachers are implementing Guided Reading and Guided Math with fidelity in their classroom instruction.
1	2	1	In 2018-19, Polk Elementary teachers will align writing instructional practices and increase writing across the curriculum in daily instruction
1	2	2	In 2018-2019, identified 3rd and 4th grade students will receive in school tutoring in reading and math.
1	2	3	In 2018-2019, Polk Elementary 3rd and 4th grade teachers will provide targeted instruction in math and reading on reading comprehension and word problems.
1	3	1	In 2018-2019, Polk staff will provide targeted instruction, intervention, enrichment, and extension on essential outcomes for 3rd-4th grade students.
1	4	1	Polk Elementary will apply to be recognized as a Model Professional Learning Community and will apply for the DuFour Award with Solution Tree.
1	4	2	Polk Elementary will collectively monitor our practices as a Professional Learning Community through collaboration and professional development.
1	5	1	Special population performance data will be tracked in weekly PLC's to ensure success of all students, including LEP, At-Risk, Special Education, and Economically Disadvantaged students.
1	5	2	Targeted interventions will be provided to students in need of support in reading, math, and writing using small group instruction and instructional resources.
2	1	1	PLC's will evaluate student performance data to determine instructional strategies and intervention plans.
2	1	2	Polk Master Schedule will include maximum instructional time, including embedded collaboration and intervention time.
2	4	4	Polk Elementary has a School-Parent Compact that outlines how the parents, the entire school staff, and the students share the responsibility for improved student achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. The compact will be available in English and Spanish, and accessible on the campus website.
2	4	5	Polk Elementary will jointly develop with, and distribute to, parents and family members a written Parent and Family Engagement Policy. The policy will be available in English and Spanish, and accessible on the campus website. We will conduct, with parents and family members, an annual evaluation of the Parent and Family Engagement Policy.
2	6	1	Polk Elementary will provide incentives each 9 weeks for students will excellent attendance.

Goal	Objective	Strategy	Description
3	1	1	Identified staff will receive professional development in identified instructional strategies.
3	1	2	Professional Learning Communities will collaborate to share instructional strategies, track student data, and create common formative assessments.
3	1	3	Polk Elementary will ensure that all staff are highly qualified in instruction and support.
3	2	1	Monitor teacher attendance data on a monthly basis until the end of the 2018- 2019 school year.
4	1	1	Aligned instructional materials, including online resources, will be utilized by classroom teachers in all core subjects (ELA, Math, Science, Social Studies, Special Areas).

PBMAS Intervention Strategies

Goal	Objective	Strategy	Description
1	1	1	In 2018-2019, identified students will receive Tier 2 and Tier 3 interventions in reading and math daily.
1	1	2	Polk Elementary will ensure that 100% of teachers are implementing Guided Reading and Guided Math with fidelity in their classroom instruction.
1	2	1	In 2018-19, Polk Elementary teachers will align writing instructional practices and increase writing across the curriculum in daily instruction
1	2	2	In 2018-2019, identified 3rd and 4th grade students will receive in school tutoring in reading and math.
1	2	3	In 2018-2019, Polk Elementary 3rd and 4th grade teachers will provide targeted instruction in math and reading on reading comprehension and word problems.
1	4	1	Polk Elementary will apply to be recognized as a Model Professional Learning Community and will apply for the DuFour Award with Solution Tree.
1	4	2	Polk Elementary will collectively monitor our practices as a Professional Learning Community through collaboration and professional development.
1	5	1	Special population performance data will be tracked in weekly PLC's to ensure success of all students, including LEP, At-Risk, Special Education, and Economically Disadvantaged students.
1	5	2	Targeted interventions will be provided to students in need of support in reading, math, and writing using small group instruction and instructional resources.
2	1	1	PLC's will evaluate student performance data to determine instructional strategies and intervention plans.
2	1	2	Polk Master Schedule will include maximum instructional time, including embedded collaboration and intervention time.
2	3	1	Teachers will ensure positive behavior support is implemented daily in the classroom.
2	3	2	Teachers will collaborate consistently with parents regarding student behavior in the classroom.
3	1	1	Identified staff will receive professional development in identified instructional strategies.
3	1	2	Professional Learning Communities will collaborate to share instructional strategies, track student data, and create common formative assessments.
4	1	1	Aligned instructional materials, including online resources, will be utilized by classroom teachers in all core subjects (ELA, Math, Science, Social Studies, Special Areas).

State Compensatory

Budget for Gladys Polk Elementary:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
State Comp	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$1,879.00
State Comp	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$65,000.00
6100 Subtotal:		\$66,879.00

Personnel for Gladys Polk Elementary:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Kathy Reed	Teacher	Dyslexia and Intervention	

Title I Schoolwide Element Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Chelsie Yates	Paraprofessional	Intervention	1.0
Diane Hatthorn	Teacher	Intervention	1.0
Jasea Stansel	Paraprofessional	Intervention	1.0

Campus Education Improvement Committee

Committee Role	Name	Position
Principal	Tara Fulton	Principal
Assistant Principal	Alicia Burrell	Assistant Principal
Classroom Teacher	Melissa Kidd	PK Teacher
Classroom Teacher	Jennifer Reinhardt	Kindergarten Teacher
Interventionist	Kathy Reed	Interventionist
Library Media Specialist	Carol Stanford	Library Media Specialist
Classroom Teacher	Haley Yates	1st Grade Teacher
Classroom Teacher	Sarah Hoskins	2nd Grade Teacher
Classroom Teacher	Dana Mayberry	3rd Grade Teacher
Classroom Teacher	Elizabeth Eikmeier	4th Grade Teacher
Interventionist	Diane Hatthorn	Interventionist
Parent	Kristin Walker	Parent
Secretary	Donna Ludwig	Principal Secretary
Community Representative	Pearl Perry	Community Member
Parent	Ashley Nesrsta	PTO President
Business Representative	Sarah Johnson	Swagelok
Community Representative	Joann Taylor	Community Member
Counselor	Sonya Wyche	Counselor
Business Representative	David Thompson	Pastor UMBC Richwood

Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Instructional materials for intervention groups - 3rd Grade Math	199.11.6395.47.113.11	\$1,360.00
1	1	2	ELA Instructional Materials - 1st Grade	199.11.6395.33.113.11	\$1,034.53
1	1	2	ELA Instructional Materials - 2nd Grade	199.11.6395.33.113.11	\$924.29
1	1	2	Math Instructional Materials - 2nd grade	199.11.6395.47.113.11	\$2,216.40
1	1	2	More Stafall	199.11.6395.82.113.11	\$270.00
1	2	1	STAAR Ready Writing - 4th Grade	199.11.6395.33.113.11	\$358.00
1	2	1	Motivation Writing Assessments - 4th Grade	199.11.6395.33.113.11	\$495.00
1	2	1	Writer's Express	199.11.6395.33.113.11	\$1,995.00
1	2	1	STAAR Snacks	199.13.6496.00.113.99	\$48.00
1	2	3	STAAR Ready Math (English and Spanish)	199.11.6395.47.113.11	\$358.00
1	2	3	STAAR Ready Reading (English and Spanish)	199.11.6395.33.113.11	\$358.00
1	2	3	STAAR Ready Writing	199.11.6395.33.113.11	\$358.00
2	2	1	Raptor V-Soft Software (District Funded)	199.52.6395.11.113.99	\$0.00
2	2	2	Supplies for crisis bags	199.11.6399.00.113.11	\$100.00
2	4	3	Volunteer for Clubs Supplies	199.11.6399.00.113.11	\$250.00
2	6	1	Attendance awards	199.11.6399.00.113.11	\$100.00
3	1	1	Professional Development for selected teachers	199.13.6411.36.113.11	\$500.00
3	1	1	Organizational Dues	199.23.6495.00.113.99	\$958.00
3	1	1	ESC Professional Development for select teachers	199.13.6239.00.113.99	\$400.00
3	1	1	ESC Professional Development for Administrators	199.23.6239.00.113.99	\$200.00
3	1	1	Professional Development for TEPSA	199.23.6411.36.113.99	\$600.00
4	1	1	BrainPop, BrainPopJr, BrainPop Espanol	199.11.6395.82.113.11	\$2,395.00
4	1	1	Ed Galaxy	199.11.6395.82.113.11	\$2,450.00
4	1	1	Ink for printers (Office)	199.23.6395.84.113.99	\$2,500.00

4	1	1	Copier Maintenance and Lease	199.23.6248.85.113.99	\$3,500.00
4	1	1	General supplies - Kindergarten	199.11.6395.43.113.11	\$763.20
4	1	1	General Supplies - Paper, card stock, laminating film, general supplies for staff	199.11.6395.36.113.11	\$6,752.58
4	1	1	Library books	199.12.6329.44.113.99	\$3,000.00
4	1	1	Ink for Printers (Teachers)	199.11.6395.84.113.114	\$1,000.00
5	1	2	Incentives	199.23.6395.00.113.99	\$300.00
Sub-Total					\$35,544.00
Budgeted Fund Source Amount					\$35,544.00
+/- Difference					\$0
Local 24 - State Comp					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2	In school tutor (retired teacher)	199.11.6118.00.113.30	\$1,879.00
Sub-Total					\$1,879.00
Budgeted Fund Source Amount					\$1,879.00
+/- Difference					\$0
Local 24 - State Comp Personnel					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Interventionist	199.11.6119.00.113.00	\$65,000.00
Sub-Total					\$65,000.00
Budgeted Fund Source Amount					\$65,000.00
+/- Difference					\$0
211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Interventionist	211.11.6119.00.113.30	\$65,000.00
1	1	1	Intervention Paraprofessional	211.11.6129.00.113.30	\$25,000.00
1	1	1	Intervention Paraprofessional	211.11.6129.00.113.30	\$25,000.00
1	1	1	Instructional materials for intervention groups - interventionists	211.6399.00.113.30	\$154.00

1	1	1	Instructional materials for intervention groups - 3rd Grade Reading and Teacher	211.11.6329.00.113.30	\$1,460.00
1	1	2	IXL 3-4 ELA and Math	211.11.6399.00.113.30	\$2,700.00
1	1	2	Learning A-Z Subscriptions K-4	211.11.6399.00.113.30	\$550.00
1	4	2	PLC At Work Institute	211.13.6411.00.113.30	\$996.00
1	5	2	Motivation Reading Assessments (English and Spanish)	211.11.6329.00.113.30	\$495.00
3	1	1	Training in the Response to Intervention (RtI) model	211.**.6411.00.113.30	\$3,345.00
3	1	1	Training in the Professional Learning Communities (PLC) model		\$9,600.00
4	1	1	Scholastic Leveled Library Fiction Focus (O-Z)	211.11.6329.00.113.30	\$10,000.00
Sub-Total					\$144,300.00
Budgeted Fund Source Amount					\$152,650.00
+/- Difference					\$8,350.00
211 - Title I, Part A Parent & Family Engagement					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	4	2	Family Engagement Resources	211.61.6399.00.113.30	\$471.00
2	4	2	Parent Involvement Conference	211.61.6411.00.113.30	\$1,125.00
Sub-Total					\$1,596.00
Budgeted Fund Source Amount					\$1,646.00
+/- Difference					\$50.00
255 - Title II, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1	Training in the Professional Learning Communities (PLC) model	255.13.6411.14.113.30	\$4,732.00
Sub-Total					\$4,732.00
Budgeted Fund Source Amount					\$4,732.00
+/- Difference					\$0
Activity Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	2	Instructional Field Trips	865.00.2191.00.113.00	\$1,611.11

	Sub-Total	\$1,611.11
	Budgeted Fund Source Amount	\$1,611.11
	+/- Difference	\$0
	Grand Total	\$254,662.11