

Iowa Park Consolidated Independent School District

Bradford Elementary

2019-2020 Campus Improvement Plan

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Achievement	5
School Culture and Climate	7
Staff Quality, Recruitment, and Retention	8
Curriculum, Instruction, and Assessment	9
Parent and Community Engagement	10
Technology	11
Priority Problem Statements	12
Comprehensive Needs Assessment Data Documentation	13
Goals	15
Goal 1: Bradford Elementary Students will attain maximum student performance through relevant and rigorous instructional programs.	15
Goal 2: Bradford Elementary will implement and maintain programs, which provide excellence, in the areas of Gifted and Talented, 504, At- Risk, and Special Education.	17
Goal 3: Bradford Elementary will provide continuous growth and learning for all personnel to meet identified needs of students in order to increase student performance. Bradford will recruit, hire, and retain teachers of the highest quality.	24
Goal 4: Bradford Elementary will use a variety of communication options to foster positive community, parent, teacher, and student communication.	26
Goal 5: Bradford Elementary will provide students with technological experiences through student and teacher use of technology in a variety of learning activities, as well as integrating technology in instructional and administrative programs.	28
Goal 6: Bradford Elementary will maintain and update safety plans that will provide a safe learning environment for all students and provide information to help maintain student health.	30
Goal 7: Bradford will coordinate discipline and classroom management at the campus level.	31

Comprehensive Needs Assessment

Demographics

Demographics Summary

Bradford is grades 3-5. Bradford is remaining steady with enrollment. We have received several transfers in the last few years from surrounding school districts. The enrollment is currently 440 students. (3rd grade-136/4th grade-139/5th grade-165). Bradford has around 83% of white students, 13% of hispanic students, and 3% of multiple races. Bradford has around 15% of student, who qualify as at-risk based on both state and local indicators. Bradford has 45% of students indicated as economically disadvantaged. Bradford has 11% of students in GT and 16% of students are in special education. Bradford's attendance rate remains at 96%-97% every year. There are rewards for perfect attendance for the six weeks and for the year. The school nurse calls on each absence daily. The campus principal sends letters to notify parents on excused absences, unexcused absences, and tardies. Bradford Elementary has less than 5 ELL students. This year, Bradford has 11 teachers with an ESL certification, which is up from last year. Bradford's average class size in grades 3 and 4 is 22 to 1. The average class size in grade 5 is larger this year due to numbers. The average is 24 to 1.

Demographics Strengths

Problem Statements Identifying Demographics Needs

Problem Statement 1: How do we continue to meet the needs of students with a growing enrollment, especially in grade 5?

Problem Statement 2: How do we raise the percentage of students meeting and mastering STAAR?

Problem Statement 3: How do we ensure students are making adequate growth from grade to grade?

Student Achievement

Student Achievement Summary

Bradford received a C for accountability as a campus. Scoring 80% on student achievement and in the 70's on student growth and closing the gaps. The IPCISD district received a B.

Grade 3 Reading- Campus- Approaches -81% : Meets- 51% : Masters - 32%

Region - Approaches - 71% : Meets- 37% : Masters -21%

State - Approaches- 76% : Meets- 44% : Masters- 28%

Grade 3 Math - Campus- Approaches -81% : Meets- 53% : Masters - 31%

Region - Approaches - 73% : Meets- 39% : Masters -18%

State - Approaches- 78% : Meets- 48% : Masters- 24%

Grade 4 Math - Campus- Approaches -84% : Meets- 40% : Masters - 21%

Region - Approaches - 68% : Meets- 37% : Masters -19%

State - Approaches- 74% : Meets- 46% : Masters- 28%

Grade 4 Reading - Campus- Approaches -80% : Meets- 44% : Masters - 17%

Region - Approaches - 68% : Meets- 35% : Masters -16%

State - Approaches- 74% : Meets- 43% : Masters- 22%

Grade 4 Writing - Campus- Approaches -67% : Meets- 33% : Masters - 10%

Region - Approaches - 57% : Meets- 25% : Masters -6%

State - Approaches- 65% : Meets- 33% : Masters- 10%

Grade 5 Math - Campus- Approaches -93% : Meets- 75% : Masters - 47%

Region - Approaches - 83% : Meets- 56% : Masters -36%

State - Approaches- 81% : Meets- 49% : Masters- 30%

Grade 5 Reading - Campus- Approaches -88% : Meets- 53% : Masters - 27%

Region - Approaches - 77% : Meets- 51% : Masters -29%

State - Approaches- 75% : Meets- 47% : Masters- 24%

Grade 5 Science- Campus- Approaches -85% : Meets- 56% : Masters - 22%

Region - Approaches - 70% : Meets-42% : Masters -19%

State - Approaches- 74% : Meets- 48% : Masters- 23%

The Bradford campus is monitoring student growth and closing the gaps closely this year. Each grade level has set goals for the content they teach. We struggled with meeting expectations with our white students last year in math and reading. We are working on that this year. We have spent a great deal of time looking at where our students were the prior year to see what we need to do to ensure they make growth. We are working on these areas in target practice, our built in tutorial time during the school day.

Student Achievement Strengths

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: How do we raise the percentage of students meeting and mastering STAAR?

Problem Statement 2: How do we ensure students are making adequate growth from grade to grade?

Problem Statement 3: How do we continue to meet the needs of students with a growing enrollment, especially in grade 5?

Problem Statement 4: How do we continue to find new technology that engages students and maximizes learning?

School Culture and Climate

School Culture and Climate Summary

Students at Bradford seem to enjoy school. Attendance is around 97% and students seem to be happy at school. Bradford surveys indicate parents feel welcome and involvement is encouraged. Parents agree that teachers communicate with them about the academic progress of their students and about things happening at school. Surveys indicate students understand the school's expectation for conduct and discipline referrals reflect that understanding. Parents feel their students are safe at Bradford.

School Culture and Climate Strengths

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: How do we continue to meet the needs of students with a growing enrollment, especially in grade 5?

Problem Statement 2: How does Bradford continue to improve on the culture and climate

Problem Statement 3: How do we continue to find ways to engage parents and the community?

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Bradford retains the staff members they have in place. This year we replaced a 4th grade teacher, who was staying home with her children, with a first year teacher. We also added a special education position. The majority of our teachers and staff have been here 3 or more years. We had 6 of our teachers get an ESL certification. All of our reading and ELA staff have ESL certifications. Teachers go to Region 9 for professional development. We also sent math teachers to the CAMT conference this summer. We are currently looking for a conference for our reading teachers to attend. Average class size is 22 to 1, with 24 to 1 this year with grade 5. The 5th grade class is bigger than our usual class sizes. This was consistent last year when they were 4th graders. Several of our teachers are willing to hold workshops and trainings to help others.

Staff Quality, Recruitment, and Retention Strengths

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Bradford follows the TEKS for instruction. We use Go Math curriculum for math. We adopted McGraw Hill for reading this year. We utilize Stemscores for science and Houghton Mifflin for social studies. Bradford enters assessments in DMAC to utilize the data broken down by TEK to improve instruction.

Curriculum, Instruction, and Assessment Strengths

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: How do we raise the percentage of students meeting and mastering STAAR?

Problem Statement 2: How do we ensure students are making adequate growth from grade to grade?

Problem Statement 3: How do we continue to find new technology that engages students and maximizes learning?

Parent and Community Engagement

Parent and Community Engagement Summary

The Iowa Park community is made up of around 7000 people. The community is very supportive of the schools. Parents are supportive of the school in most cases. Cryovac employees many of our community members. Iowa Park does not have much crime and is viewed as a safe place to raise a family. There is a prison around 15 miles from Iowa Park. We communicate with parents by phone, through campus communication (Tuesday folder), email, the IPCISD website, and different social media outlets. We also put things in the Iowa Park Leader when we have events. When needed, we translate communication for non English speaking parents. We have businesses that donate school supplies to our students. We also have the Realtor Association donate shoe vouchers each year for students needing shoes. We always have our students participate in donating to the local food bank and will be raising coins to help Patsy's house this year. Our students make cards during February for the Friendly Door and the Iowa Park nursing home. Our 5th grade students go to the Friendly Door and local nursing home to sing in the spring. We provide all of our students a sheet with different community resources they can tap into if needed at the beginning of the school year. Mrs. Rhoades, our counselor, also organizes the back pack program for students to take food home on Fridays for the weekend. She also sets families up with resources when we are aware they have a need of some kind.

Parent and Community Engagement Strengths

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: How do we continue to find ways to engage parents and the community?

Technology

Technology Summary

Bradford uses Chromebooks and our students are 1 to 1. Students do not take the chromebooks home. Teachers send home communication about who is able to access technology at home and who is not. About 60% of students have access to technology at home. Students are able to work at school if they cannot access technology at home.

This year our technology director is ordering new Chromebooks for all students. Teachers use schoology (grades 4 and 5) and some google classroom in grade 3. Teachers use different programs to enhance learning like PearDeck, Seesaw, Flipgrid, Education Galaxy, Study Island, and other academic programs.

Technology Strengths

Problem Statements Identifying Technology Needs

Problem Statement 1: How do we continue to find new technology that engages students and maximizes learning?

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- 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
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification 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)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between 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 and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- STEM/STEAM data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- 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
- TTESS data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

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

Goals

Revised/Approved: November 08, 2019

Goal 1: Bradford Elementary Students will attain maximum student performance through relevant and rigorous instructional programs.

Performance Objective 1: The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 52% to 62% by June 2024. The percent of 3rd grade students that score meets level or above on STAAR Math will increase from 53% to 63% by June 2024.

Evaluation Data Source(s) 1: Data from 2018-2019

Goals determined by IPCISD school board, superintendent, and Bradford staff

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Utilize data analysis to improve scores and instruction including benchmarks, DMAC weekly assessment data, and STAAR reports and results	Principal, Counselors, Teachers	Evaluation and analysis of benchmark tests results, DMAC weekly reports, and STAAR reports will show the strengths and weaknesses of our students and our instruction. Ensure students are reaching academic goals throughout the year. Continue staff development on how to read data and use it to drive instruction, work with grade levels each six weeks to improve instruction from data				
2) Work on vertical alignment with curriculum - Ensure all lessons are aligned with the TEKS - focus on readiness standards and work on developing performance objectives accordingly	Principal, Teachers	Utilization of TEKS resource system and Lead4ward vertical alignment documents - vertical and horizontal alignment meetings, staff meeting, and department meetings to make adjustments as needed				
3) Implement Study Island for reading, math, writing, and science, and Education Galaxy to help students close gaps and provide advance mastery of learning objectives	Principal, Teachers, Paraprofessional Staff	Teachers will assign TEKS for students to work on weekly based on data from assessments. Students will work on a weekly rotation through different content areas to help master skills they are struggling with.				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
4) Implement new instructional strategies in the area of ELA/writing with grammar emphasis found in a connection with literature Focus on sentence structure, sentence combination, run-ons, and fragments	Principal, ELA teachers	Continue to meet for alignment and work on strategies to improve writing, analyze DMAC data for revising and editing Focus on students revising and editing their own writing and also using literature as part of teaching writing Implement IXL for grammar focus				
TEA Priorities Build a foundation of reading and math 5) Renaissance Place (AR) Reading program to provide remediation, on level, and advanced opportunities for student learning Encourage students to read on any level to get AR bucks. Encourage students to read on EPIC more nonfiction selections.	Reading teachers, Principal	Students tested three times a year to measure progress. Students continue to read books on their level to improve fluency and comprehension. Teachers will analyze STAR reports to measure growth in reading and provide incentives for students to read. Bradford will see an increase of students reading books.				
6) Administration will continue to ensure curriculum implementation and effective use of research based instructional strategies in the classroom	Principal	Documentation for TTESS, walk through data, Lesson plans from RTI time, Curriculum alignment meetings				
TEA Priorities Build a foundation of reading and math 7) Implement Get More Math to target student improvement in math that is individualized to each student in Grades 4 and 5 (mainstream and special education)	Principal, math teachers, special education math teacher, District Curriculum Director	Students have their needs specifically targeted in the area of math. This program will allow students to work on their specific deficits and refine their math skills. This program will challenge students if they have a good grasp of the curriculum to work at a higher level and continuously grow in math. Utilize program in special education math to work towards more students performing at the meets level on STAAR				
TEA Priorities Build a foundation of reading and math 8) Place students in intervention groups for target practice to work on specific skills students are deficit in with reading and math	Principal, Teachers, Counselor	Monitor the growth the students are making throughout the year in the deficit areas by looking at assessment data, benchmark data, and progress monitoring data				
						

Goal 2: Bradford Elementary will implement and maintain programs, which provide excellence, in the areas of Gifted and Talented, 504, At- Risk, and Special Education.

Performance Objective 1: Bradford will work to close the gap in performance for students in at-risk situations and the general population

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) A Student Support Team made up of the counselor, interventionist, and classroom teachers will review response to intervention measures and make recommendations or provide extra tutorials or accommodations for students struggling with the curriculum.	Principal, Counselor (\$2,048.00) Classroom Teachers	Minutes from the student support team meetings conducted each six weeks, 504 minutes, tutorial documentation and documentation of accommodations given to students				
2) Title I Instructional Paras will provide tutorials or reteach for students who do not meet approaching grade level on STAAR, struggle on benchmarks, or are struggling with the curriculum being presented in class. Paras will also work with students who did not show growth from one year to the next.	Title I - \$55,100.00 Title II -\$8,388.00 Title IV - \$4,597.00	Tutorial documentation entered into DMAC, STAAR test scores, Benchmark analysis, Slime time (RTI) tutorial groups, progress reports, report cards, and weekly assessment data				
3) Supplemental services will provided to support at-risk students	Classroom teachers, Counselor, Principal	Look at the at-risk list to determine who needs assistance by gathering data from DMAC, student grades, teacher reports, STAAR data- provide targeted assistance to those students to meet their needs				
4) Add programs for students working at or above grade level to strive for mastery performance	Teachers, Principal	Continue to encourage students to compete in Academic UIL/ Push students to work to master skills above grade level on Study Island, AR Reading, Get More Math - RTI on level groups work to build academic skills and push students to a higher level				
5) Students, who are at-risk, will receive small group Reading and Math interventions daily to close their gaps.	Principal, Counselor, Teachers, and Paraprofessionals, Hired tutors SCE \$196,911.00	DMAC data, Tutorial sign in sheets, SLIME (Rti groups), progress monitoring, progress reports, at-risk list				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
6) Students, who are identified at risk, will be served in Tier I Tier II, and Tier III. Research based interventions will be utilized in these tutorials. Campus will provide resources for these tutorials.	Principal, Classroom Teachers SCE \$5000.00	Plans documented on what research based strategies are being used and what activities are going on in the tutorials, RTI data, Supplies for tutorials				
7) Hire additional tutors to assist students struggling in the areas of math and reading	Principal Title II- \$8,388.00 Title IV - \$4,597.00					



= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Goal 2: Bradford Elementary will implement and maintain programs, which provide excellence, in the areas of Gifted and Talented, 504, At- Risk, and Special Education.

Performance Objective 2: Bradford Elementary will maintain a Gifted and Talented program in full compliance with state requirements.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Campus will ensure that teachers of the gifted population in core academic subject areas have a minimum of thirty clock hours of staff development and receive at least six hours of advanced training yearly. Bradford will continue to have a pull out GT program.	Principal GT coordinator	Professional Development Certificates and teachers turning in plans of what they plan to take for summer professional development				
2) Utilize interdisciplinary strategies to address the needs of the gifted population	GT Coordinator	Projects, Field trips, student work samples, lesson plans, robotics, robotic competitions				
3) Provide community awareness for parent nominations for GT testing	GT Coordinator	Notifications on website and local newspapers to let parents know how to nominate their student for the GT program				
4) Connect GT parents with the program Seesaw so they can access what their students are currently learning in the GT program	GT Coordinator	Parents will be able to access and comment on things their students are doing in the GT program. The GT teacher will upload different assignments and videos of the ongoing projects the students are working on. Updates are emailed to the parents for them to check Seesaw.				



100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue

Goal 2: Bradford Elementary will implement and maintain programs, which provide excellence, in the areas of Gifted and Talented, 504, At- Risk, and Special Education.

Performance Objective 3: Bradford Elementary will maintain a 504 program in full compliance with state and federal requirements.

Evaluation Data Source(s) 3:

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Students will be properly identified for 504 assistance, and parents will be contacted immediately.	Counselor, Teachers	Student folders and documentation from student support meetings, 504 meetings, parent conferences				
2) Teachers will be notified in a timely manner of 504 students and their required accommodations.	Counselor	Signature of receipt of 504 accommodations before school starts				
3) Teachers, parents, students, counselors, and administrator will meet annually to review student accommodations and services.	Counselor, 504 committee	Documentation from 504 meetings held annually				
4) All students identified as dyslexic will be placed in the 504 program and receive accommodations they need.	Counselor, 504 Committee, Dyslexia therapist	Dyslexia testing results, Dyslexia meeting minutes, 504 Committee meeting minutes				
5) Teachers will be expected to keep documentation they are following the accommodations set in place for the student. They will work with the parents, students, and SST team if there needs to be adjustments to the plan.	Principal, Counselor, Teachers	There will be a check system to show teachers are accommodating the curriculum to meet the plan set out for the student. Teachers will keep good documented communication if they feel something needs to be adjusted to the plan.				



100% = Accomplished → = Continue/Modify 0% = No Progress X = Discontinue

Goal 2: Bradford Elementary will implement and maintain programs, which provide excellence, in the areas of Gifted and Talented, 504, At- Risk, and Special Education.

Performance Objective 4: Bradford Elementary will identify and address individual student needs of special education student through equitable opportunities that encourage students to succeed in the least restrictive environment.

Evaluation Data Source(s) 4:

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Students, with special needs, will receive instruction in the least restrictive environment through accommodations of material as indicated in the student's IEP.	Principal West Wichita Coop Sped Teachers Classroom teachers	Student's schedules, minutes from ARDS				
2) All student accommodations will be properly documented by the classroom teacher.	Principal Teachers	Accommodations sheets, verification receipts, teacher gradebooks, Skyward				
3) Communicate to all teachers and parents the information regarding accommodations and modifications listed in the IEP and address the plan for transition for all students.	ARD Committee SPED teachers	Lesson plans, IEP, ARD minutes, progress reports, parent contact, ARD notices				
4) Participate in staff development related to TEKS and assessment strategies to all special education staff	Principal, Sped Teachers	Region 9 inservices, STAAR trainings, other trainings for special education				
5) Students will utilize Learning Ally as a supplemental audio and reading program. Students will also utilize EPIC for reading books.	Principal, Teachers, Dyslexia Therapist	Data will show improvement of children reading and passing books for AR/ Data from programs used				
6) Continue to work for 80% or more of our special education students to meet the approaching level on STAAR and work for 60% of students performing at the meets level.	Principal Teachers	Analyze DMAC data to continually adjust teaching to meet the needs of special education students, lesson plans				
<p style="text-align: center;">TEA Priorities</p> <p style="text-align: center;">Build a foundation of reading and math</p> 7) Reading special education teacher will implement the Read by Design program where students learn phonics to assist with reading and bridge gaps in reading.	Principal Reading special education teacher	Reading teacher will attend training for a week and follow ups to be trained to implement the Reading by Design program. Students will work on this program to improve their fluency and reading skills. Data from AR and progress monitoring will show improvement with these students in the area of reading.				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>TEA Priorities Build a foundation of reading and math</p> <p>8) Implement additional math strategies into the instruction (examples using models, calculator (when available), charts, graphs, and other resources) to assist students with solving problems in math. Utilize Get More Math program to help target students individually on the skills they need to work on.</p>	Principal Math special education teacher	Teach student to utilize the calculator to help them solve story problems, students will be able to fill out a multiplication chart and use it on problems, set up students on the Get More Math program and analyze the data to ensure students are making growth				
						

Goal 2: Bradford Elementary will implement and maintain programs, which provide excellence, in the areas of Gifted and Talented, 504, At- Risk, and Special Education.

Performance Objective 5: Bradford Elementary will identify and address individual student needs of English Language Learners.

Evaluation Data Source(s) 5:

Summative Evaluation 5:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Assure proper identification of ELL students by contacting prior schools and accessing the original home language surveys	Counselor	Home Language surveys/Student records				
2) Assure students are in classrooms of ELL certified teachers and ensure all ELAR teachers maintain their ESL certification	Principal Counselor	Class lists, List of ELL certified staff, training opportunities from Region 9				
3) Schedule LPAC meetings at appropriate times of the year to communicate with parents on the progress of their students and make decisions	Counselor, Principal, ELL teachers	LPAC minutes				

 = Accomplished

 = Continue/Modify

 = No Progress

 = Discontinue

Goal 3: Bradford Elementary will provide continuous growth and learning for all personnel to meet identified needs of students in order to increase student performance. Bradford will recruit, hire, and retain teachers of the highest quality.

Performance Objective 1: 100% of instructional staff will attend high quality professional development.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Professional development activities will be planned using the data from the needs assessment developed by the CIT and staff will be trained in areas of need.	Principal CIT team	Professional development certificates and sign in sheets				
2) Information on federal program rules and requirements will be provided to principals and other appropriate staff	Superintendent, Principal, Counselor, Jodi Schlaud	Documentation of receipt from inservice and throughout the year				
3) Provide continued training in DMAC, Stemsscopes, Go Math, Skylert, Skyward, and Get More Math	Principal Cindy Teichman Jodi Schlaud Brandy Rhoades	Documentation of meetings held, Information on DMAC, lesson plans to ensure implementation of curriculum				
4) Review staff professional development records and TTESS goals and evaluations to discern professional development needs	Principal	Certificate from professional development completion and TTESS appraisals				
5) Train staff on new ELAR TEKS and implementation of new curriculum	Principal Jodi Schlaud ELAR teachers	Hold summer training introducing new curriculum, documentation of attendance to Region 9 unpacking the TEKS workshop, information sent by principal about what will be assessed with the new curriculum				



= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Goal 3: Bradford Elementary will provide continuous growth and learning for all personnel to meet identified needs of students in order to increase student performance. Bradford will recruit, hire, and retain teachers of the highest quality.

Performance Objective 2: Recruit high quality teachers at the campus level and maintain high quality staff

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) High quality staff development will be provided for each teacher to support campus goals and objectives	Principal	Documentation of professional development and evidence from data of student success				
2) New teachers are given experienced mentors to help in organizational management and provide assistance in the classroom	Principal Mentor teachers	Mentor list, provide mentors their responsibilities, teacher success and retention				
3) Personnel will be hired to provide intervention services to students	Principal	Evaluate student population and needs through DMAC and other student records				
4) Departmental curriculum planning and implementation will be provided in core academic subject areas	Principal	Departments will analyze student data- administration will provide time during the day for departments to work together- Departments will meet with principal one time a six weeks to discuss progress of students and data				
5) All new teachers will attend the new teacher orientation provided by the district.	Principal Administration building	Teachers will receive training in different programs used by the district and the grading system used.				
6) Employees with a masters degree will receive a stipend of \$2500.00	District	Teacher retention, number of employees with master degrees or pursuing master degrees, highly qualified staff				

 = Accomplished
  = Continue/Modify
  = No Progress
  = Discontinue

Goal 4: Bradford Elementary will use a variety of communication options to foster positive community, parent, teacher, and student communication.

Performance Objective 1: Communication and cooperation between the school, community, and parents will continue to increase at Bradford to improve student progress and foster an environment where parents are actively involved in the education of their child.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Provide access for sharing information and maintaining effective communication	Principal, Staff, District	District website, Skyward family access, Title I newsletters, Tuesday information folders, Local newspaper, report cards, progress reports, District and Campus Facebook, District Twitter, Bradford PTO FB page, Skylert				
2) Provide opportunities for parents to understand the curriculum and expectations of their children and resources to help their students with academic needs	Principal Staff	Provide resources for parents to access the curriculum from home to help their students - allow students to have logins to use at home to get extra practice on the curriculum - encourage parents to ask questions about the academic progress of their students and hold parent meetings to discuss this Parent conferences scheduled and carried out throughout the year.				
3) Offer school sponsored activities and committees	Principal Teacher PTO rep	PTO, CIT, Open houses, track and field day, Bradford family fitness, Grandparents breakfast, school parties, Angel Tree field trip, AR parties, Bradford Book Fair, Bradford Food Drive, Perform at Friendly Door and Nursing home with 5th choir, Coin drive for Patsy's house, Valentine cards for Friendly Door and Nursing Home, Veteran's Day cards for Veteran's lunch at WFGMS, Friendly Door, and Nursing Home.				
4) Parent/Teacher conferences will be held once a year and more meetings will be scheduled as needed to discuss student progress	Principal Teachers	Documentation of conferences and phone communication logs turned in/ Review of the Home:School compact in conferences				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
5) Transition programs and services will be offered for parents and students to acclimate to the new campuses	Principal Teachers	Advertise in the newspaper, school website, provide visits for our 5th grade students to tour the Jr. High campus, WFGMS counselor talking to students about scheduling in May, Band and Choir visits for students entering 6th grade - bring 2nd grade sped students over for a tour				
6) Progress reports will be sent each three weeks and six weeks report cards will be sent home to get signed by the parent	Principal Teachers	Signature on signed and returned progress notes and report cards				
7) Bradford will team with local businesses and non profits to provide additional opportunities and resources for students.	Principal Teachers	Donating school supplies from local churches, food drive, coat drive, resource sheet home for families in need, resource sheet for food bank in Iowa Park.				
						

Goal 5: Bradford Elementary will provide students with technological experiences through student and teacher use of technology in a variety of learning activities, as well as integrating technology in instructional and administrative programs.

Performance Objective 1: Technology application and training will be provided to enhance classroom instruction.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Increase technology professional development for teachers	Principal Teachers Technology Director	Provide staff training for new technology/agendas and certificates/staff needs on training/classroom observations and TTESS - training for using the online platform for McGraw Hill and Stemscope training				
2) Increase technology for spike in enrollment and also add additional technology like Vex Robots and Spheros.	Principal District Technology coordinator	Replacement of chromebooks and additions to robotics				
3) Campus technology plan will be reviewed and updated	Principal, CIT, Technology Coordinator	Plan will reflect changes and plans for the future, equipment inventory, and technology trainings				



= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Goal 5: Bradford Elementary will provide students with technological experiences through student and teacher use of technology in a variety of learning activities, as well as integrating technology in instructional and administrative programs.

Performance Objective 2: Bradford Elementary will improve campus attendance through parent communication and incentives.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Goal 5: Bradford Elementary will provide students with technological experiences through student and teacher use of technology in a variety of learning activities, as well as integrating technology in instructional and administrative programs.

Performance Objective 3: Bradford will work to improve attendance to 98%.

Evaluation Data Source(s) 3:

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) School nurse will contact each student absent each day.	School Nurse	Daily phone logs, attendance reports				
2) Attendance letters will be sent home to parents to address unexcused absences, parent notes, credit attendance, and tardies.	Principal	Copies of letters sent home, phone logs				
3) Provide attendance incentives to have perfect attendance each six weeks and for the entire school year.	Principal	Pizza with the principal drawings, brag tags, Chomebook winners				

			
= Accomplished	= Continue/Modify	= No Progress	= Discontinue

Goal 6: Bradford Elementary will maintain and update safety plans that will provide a safe learning environment for all students and provide information to help maintain student health.

Performance Objective 1: Bradford Elementary will implement programs and provide resources to target school safety, drug prevention, and information to maintain a healthy lifestyle.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Staff and students will be trained on how to utilize the safety plans in place for Bradford	Principal Staff Students Teachers School Police Officer	Log of safety drills Fire escapes Signature logs of inservice training				
2) Staff will be trained on Blood Borne Pathogens by the school nurse at the beginning of the school year. Staff will also be trained in how to use the AED.	School Nurse	Signature of attendance for training kept by the nurse.				
3) Bradford will celebrate Red Ribbon week to encourage students to live a drug and tobacco free life style.	Principal Nurse PE teacher	Guest speakers from the Health Department to discuss the effects of tobacco use, Police officers to discuss safety and staying away from drugs, dress up days				
4) Students will receive character education and bullying awareness through classroom visits from the counselor.	Counselor	Visits to classrooms/Bully reporting signs and information posted throughout school/Chic-Fil-A character education program				
5) Participating in dental awareness month	School Nurse PE teacher	Dentist to come speak to students about maintaining care for their teeth				
6) Jump rope and hoops for hearts - February will be Heart Healthy Month	PE teacher	Students will have a speaker from the American Heart Association to talk about jump rope for heart participation- Work with PTO to provide healthy snacks for students				
7) Students participate in Wellness Wednesday Competition in PE classes	PE teacher	Students will work to collect miles in PE and the student logging the most miles will earn a new pair of tennis shoes (boy and girl in each grade level)				
						

Goal 7: Bradford will coordinate discipline and classroom management at the campus level.

Performance Objective 1: Bradford will maintain an effective, coordinated, and consistent plan for discipline and classroom management.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Maintain an effective, coordinated, and consistent plan for discipline and classroom management	Principal Teachers	Discipline referrals, walk throughs, TTESS, demerit plans, student contracts, point system to reward for positive behavior (punch card with rewards for positive behavior)				
2) Provide professional development as needed for teachers regarding classroom management and student engagement	Principal Teachers	Implement more technology into lessons or planning more lessons where students are engaged				
3) Provide professional development about meeting student needs to improve learning.	Principal Counselor Teachers	Reading, discussing, and putting into practice strategies discussed in Emotional Poverty by Ruby Payne. In inservice review meeting student needs sheets fill out by teachers and working to learn more about the emotional state of our students.				



 = Accomplished

 = Continue/Modify

 = No Progress

 = Discontinue