Brady Independent School District

Brady Elementary School

2019-2020

Mission Statement

Putting children first…

Brady Elementary School is dedicated to empowering all students to develop their full potential and become eager, lifelong learners and problem-solvers, who are committed to academic excellence, integrity, and responsible citizenship.

Core Beliefs

- Education is a shared responsibility among students, educators, parents and community.
- A rigorous, well-rounded academic education is a cornerstone to a successful life.
- High expectations are essential for student excellence.
- Effort and accountability are imperative at all levels.
- Education occurs in a safe, secure and supportive environment.

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Comprehensive Needs Assessment

Needs Assessment Overview

Campus needs Assessment/ Summary of Findings:

Staff retention needs	Staff retention strengths
New teacher training/ support throughout the year Deeper training on curriculum resources	37% of teachers have 11-20 yrs. Exp. Numerous opportunities for professional development Our school has a caring culture/ community Resources that are aligned to TRS
Parent involvement needs	Parent involvement strengths
Outreach to address generational poverty More parent participation in academics and PTO Help parents feel more welcome More parent volunteer opportunities in classes	Parents attend school functions such as class parties, conferences' field day, music programs, open house
Family & Community Communication needs	Family & Community Communication strengths
Brady ISD mobile app needs to include more elementary events and information Offer training/ support for parents trying to help their children with homework Adult Ed. And/ or ESL classes	Time allotted in campus calendar for parent conferences Multiple events for parents and community members to be involved in.
Technology needs	Technology strengths

Staff retention needs	Staff retention strengths
Not all classrooms have regular, continuous access to computers or adequate computer accessories (headphones, mice, working keyboards) Computers our outdated and have issues running some programs Teacher training on how to access and use programs Adequate supply of headphones available throughout the year Class sets of IPADS or carts of IPADS Stated expectations for technology integration in the classroom (district or campus)	COWs in 4th & 5th grade classes Variety of technology based programs Library and computer class are supportive of technology based projects Technology based programs provide valuable data to teachers

Demographics

Demographics Summary

Brady Elementary School is a Head Start, Prekindergarten, and Kindergarten through 5th grade campus serving 497 students. The enrollment has decreased the past three years. Based on EOY PEIMS data from 2018-19, the campus is composed of 52% White, 45% Hispanic, 5% LEP, 71% Economically Disadvantaged, and 13% Special Education.

The campus is served by three administrators, one nurse, 39 certified teachers, and 23 paraprofessionals.

Demographics Strengths

The campus reaches out to meet the specific needs of our student demographics in a variety of ways. Programs such as ACE, Bulldog Academy, and ESL After-school are in place to meet the academic and social/ emotional needs of students. Additional extracurricular opportunities such as UIL Academics, robotics, and student council are available for all students. The PTO has grown in membership and increased parent involvement in school activities. We have added Literacy Nights, STEM projects with parents, BES BroadCast Team, and The House teams to increase more involvement and improve student success.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Enrollment has declined for the third consecutive year. **Root Cause**: Families are becoming more mobile and students are withdrawing and re-enrolling multiple time throughout their elementary school years. Also, loss of industry in our county has led to families finding jobs in other areas.

Student Achievement

Student Achievement Summary

Brady Elementary School is committed to helping students be successful in school. The campus has a focus on building a growth mindset and teaching students how to set goals and work to achieve those goals. Teachers are using unit assessments each six weeks to develop Glows and Grows for effective instruction. Student progress is also monitored closely throughout the year. These measures along with performance assessments and unit tests are used by teachers to plan and implement effective instructional strategies to meet the specific needs of students.

Student Achievement Strengths

In 2018-2019 more than 79% of the K-2 students met the goal of scoring within the grade level range on multiple reading measures. All students in grades 3-8 met the academic indicator for student growth on the reading portion of the 2019 STAAR state assessment. In the subpopulation of Special Education, all but one of the accountability indicators were met.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: 58% of white students in grades 3-5 did not meet the state standard on the Math portion of the 2018-2019 STAAR. **Root Cause**: Alignment of curriculum and resources was not sufficient to prepare students.

Problem Statement 2: Brady Elementary School scored 65 out of 100 on Closing the Gaps. Specific sub-populations need to be addressed to improve their academic performance **Root Cause**: Students move onto the next grade level without meeting the state standard in their current grade level.

School Culture and Climate

School Culture and Climate Summary

Brady Elementary School will continue providing an atmosphere that promotes a positive, exciting and safe learning environment. Discipline office referrals have dropped by the implementation of the focus room that supports special education and general education students with social skills training and behavior management through tiered support. Having a school counselor to teach character education, conflict resolutions, test taking strategies, and coping skills is very important to student success. The counselor also serves the social/emotional needs of students through small group counseling and individual social skills training as needed. A House system is implemented in the 2019-2020 school year to promote a positive school climate. Continuing to train staff in CPI helps maintain a safe learning environment for all students. The campus will continue to use the various dog tags, House points, and incentives to recognize student achievement.

School Culture and Climate Strengths

There has been an overall reduction in discipline referrals to the office this year. Safety training and drills have been conducted throughout the year. Teachers and staff are receiving CPI training each year and monthly CPI refresher. The parent survey results were: school safety, security, a welcoming campus, and meeting student needs are strengths at Brady Elementary School. The elementary campus provides many on campus opportunities for our students through the art program, P.E., UIL, student council, field trips, research projects, G/T and AP, robotics, broadcasting, Ag day, social skill training, family literacy nights, virtual field trips, PALs, dog tags, academic and attendance incentives.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Parent involvement and parent communication are difficult to maintain. The parent liaison is being used on a daily basis to reach out to parents who will not respond to the teacher. **Root Cause**: Poverty is a factor because parents change phone numbers, job locations, and housing arrangements frequently.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

We have all certified teachers except for one. She is working on getting certified and parents have been notifed in writing. This year the campus has a paraprofessional in our pe postion due to not finding an applicant. We will continue to advertise and interview for this position. Newly certified teachers typically leave the district within 2-4 years to accept higher paying jobs in a different town. This year, the campus had 13 certified teaching vacancies due to staff taking employment in another districts.

Staff Quality, Recruitment, and Retention Strengths

Brady ISD has increased the pay scale and improved insurance benefits to staff in an effort to increase teacher retention. The district continues each year to hire highly qualified applicants for teaching and paraprofessional positions when available. This year we have all our paraprofessionals with certifications.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Maintaining enough ESL certified teachers to meet the needs of the campus is a challenge. **Root Cause**: Teachers do not want to add additional certifications because it adds to their work load without an increase in pay.

Problem Statement 2: Teachers are leaving the district to take higher paying teaching positions in other districts. **Root Cause**: The pay rate for teachers has improved its competitiveness with other districts in our area but other districts have increased their pay as well.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Teachers and staff at Brady Elementary collaborate with instructional coaches from Region 15 on a weekly basis. Teachers follow the TEKS Resource System IFD for all subject areas and plan lessons to meet the TEKS specificity outlined in the IFD. Teachers, especially newly certified teachers, need ongoing professional development to effectively recognize and apply higher level thinking, critical thinking, rigor of the TEKs and problem solving in all content areas. All stakeholders work to analyze released STAAR assessments and campus testing results to better inform instruction and ensure that instructional materials are aligned with what students are required to master for each subject/ grade level. Additional instructional materials may need to be purchased for better alignment with expectations.

Curriculum, Instruction, and Assessment Strengths

Teachers have collaborative planning time daily to help ensure alignment of curriculum and resources for all subject areas. Teachers are attending six weeks planning meetings through Region 15. TEKS resources system curriculum is being followed in all subject areas and data from performance assessments and curriculum based assessments is being used to plan effective instructional activities. Instructional Coaches from Region 15 are available on a weekly basis to build capacity in teachers in the area of instruction.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Providing consistently aligned instruction for all grade levels/ subject areas is a challenge. **Root Cause**: High staff turn over rates impact the team dynamic and create a constant need for retraining staff on curriculum, resources, and school expectations.

Parent and Community Engagement

Parent and Community Engagement Summary

Brady Elementary is a small rural community that is supported by parents, local businesses and organizations. We would like to grow our parent involvement through school activities and educational awareness. The current area seeing the largest growth is through parent involvement in the PTO. Teachers are incorporating new strategies, such as Class Dojo or the Remind app., to be proactive in communicating with parents about attendance policies, parent opportunities to volunteer in the school and recognition of student success.

Parent and Community Engagement Strengths

The teachers and staff at Brady Elementary School will continue to reach out to our parents and guardians for involvement in their child's education through literacy nights, STEM days, PTO meetings/programs, parent conferences, volunteering, and positive recognition programs.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Lack of parental involvement/accountability at home **Root Cause**: Education, language, survival mode

School Context and Organization

School Context and Organization Summary

The elementary campus personnel meets to maximize instructional learning outcomes by discussing strengths and areas of improvement through the campus leadership team, faculty meetings, and surveys from stakeholders to continue to improve the learning environment for all students.

School Context and Organization Strengths

Each grade level teacher serves on a committee and shares and gathers input from their constituents. This allows for each grade level representative to express the groups' beliefs and to have a voice in the decision making and school policies of the campus. The campus layout is divided along hallways for each grade level to have easy access to one another and for students to find their way around easily. Teachers are free within their teams to move students from group to group as their learning needs change. The school's schedule has a set master schedule, but does allow for teachers to be flexible to target instructional goals. The regular Student Review Workshops and SAC meetings throughout the year, refines the RTI needs of our students to receive appropriate instructional assistance. The principals work closely with our grade level teams to address alignment of TEKs, additional academic support and testing guidelines and updates.

Technology

Technology Summary

Our district expects technology to be used on a daily basis. Brady ISD updates computers/laptops in a 2-5 year rotation. Due to increased class size in some grades from reduction of the number of teachers, some students have very limited access to computers. Additional computers need to be purchased and old computers need to be replaced to provide adequate access to technology and web based supplemental programs in the classroom. We also need additional technology accessories such as headphones, mice, and keyboards to ensure that students can adequately interact with the programs. Education Galaxy, an instructional supplemental program, Science Fusion, our science adoption, and the leveled readers K-5 are accessed by students through technology, the use of older computers and some wifi interruptions can cause students to lose instructional time on these programs and can cause frustration among students and teachers. The staff receives technology training through Region 15 Service Center, the instructional online programs, webinars, Learning.com, Education Galaxy, Imagine Learning, and staff from the technology department. We are requesting 1 additional C.O.W. for 2nd grade. They currently have 1 that is shared among 5 classrooms, which makes it difficult for teachers and students to access programs. Two C.O.W.s for 3rd grade are hand me downs from Brady High School. They are inadequate and cannot handle the students work load.

Technology Strengths

The elementary campus uses laptops, desktops, document cameras, android tablets for K-2nd and COWs (Computers on Wheels) for 3rd-5th grades. Our students are provided laptop/desktops to further the interactive process of education from Discovery Education, TexQuest (which include Brittanica, National Geographic, Kids Infobits) etc. Interactive books websites are available for students. Teachers can receive technology support through work orders submitted through Eduphoria for students and teachers. The tech team offers additional support with computerized testing such as TELPAS, STAAR online assessment, webinars and virtual field trips. Parents can receive access to their child's progress through the Parent Access Portal.

Problem Statements Identifying Technology Needs

Problem Statement 1: Several classrooms do not have a sufficient number of class computers for all students to have a daily computer rotation. **Root Cause**: Class sizes are larger this year due to downsizing from 5 to 4 teachers in these grade.

Problem Statement 2: Access to web based programs is frequently slow or does not function **Root Cause**: The wifi access or district bandwidth does not provide sufficient access for the large number of students on campus. Our computer labs are 7 years old with the computers in use now. Upgrades are needed.

Priority Problem Statements

Problem Statement 1: Lack of parental involvement/accountability at home
Root Cause 1: Education, language, survival mode
Problem Statement 1 Areas: Parent and Community Engagement

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

Accountability Data

- Texas Academic Performance Report (TAPR) 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
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Local benchmark or common assessments data
- Texas approved Prekindergarten and Kindergarten assessment data

Student Data: Student Groups

- STEM/STEAM data
- Section 504 data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus department and/or faculty meeting discussions and data
- 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
- Study of best practices

Goals

Goal 1: The percentage of students in grades K-2 who are reading on or above grade level on multiple measures will increase from 64.8% to 95% by the end of the school year 2022.

Performance Objective 1: 75% of All students in grades PK-2 will meet or exceed grade level goals in the area of reading as measured by CLI Engage, Education Galaxy/Lift Off, Universal Screener, and all assessment measures.

Evaluation Data Source(s) 1: Universal Screener, CLI Engage, Unit tests, and benchmarks

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Mar	May
TEA Priorities Build a foundation of reading and math Improve low-performing schools **ESF Levers** Lever 5: Effective Instruction 1) Continue ESC Region 15 Instructional Reading Coach position along with ongoing professional development to assist with data collection/analysis, differentiation, instructional best practices, etc.	2.5, 2.6	Leader: Principal, Asst Principals Others involved: Classroom teachers, Intervention teachers, ESC 15 Instr Reading Coach	1. Impact evidence: Training Schedule, Reports 2. Implementation evidence: STAAR, Education Galaxy/Lift Off, Sign-in sheet	20%		

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Mar	May
TEA Priorities Build a foundation of reading and math Improve low-performing schools **ESF Levers** Lever 3: Positive School Culture Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 2) Correct/daily use Reading Incentive Program (RIP) in each classroom (K-1st graders as soon as able to read) -RIP is used as a supplemental reading program with goals and incentives to improve reading fluency and comprehension at each student's independent reading level.	2.5	Leader: Principal, Asst Principals, Classroom teachers Others involved: Intervention teachers, Librarian	1. Impact evidence: Education Galaxy/Lift Off, CLI Engage 2. Implementation evidence: RIP Goals, Goals/Certificate levels, Grades, Education Galaxy/Lift Off reports, Unit Tests, Benchmarks	20%		
TEA Priorities Build a foundation of reading and math Improve low-performing schools **ESF Levers** Lever 1: Strong School Leadership and Planning Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 3) Instructional strategies/methods will emphasize higher order thinking skills, reading for comprehension and real life applications (Cueing Systems, Bloom's Taxonomy)	2.4, 2.5	Leader: Principal, Intervention teachers, Classroom teachers Others involved: G/T Teacher, ESC 15 Instr Reading Coach	1. Impact evidence: Education Galaxy/Lift Off, CLI Engage 2. Implementation evidence: On-going Assessment, Grades, Education Galaxy/Lift Off reports, Benchmarks, Lesson Plans, Unit Tests	20%		
TEA Priorities Build a foundation of reading and math Improve low-performing schools **ESF Levers** Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture Lever 4: High-Quality Curriculum 4) Offer activities that enrich/motivate student learning (ex. GT/AP), Independent Study, UIL, Reading Incentive Celebrations, STEM, School Broadcast Team, Literacy Nights	2.4, 2.5	Leader: Principal, Asst Principals, Librarian, Classroom teachers, UIL Coaches, TCEA Coaches, DI Coaches Others involved: Intervention teachers, ESC 15 Instr Reading Coach	1. Impact evidence: Education Galaxy/Lift Off, CLI Engage, TCEA, DI 2. Implementation evidence: Program Schedules, On-going Assessment, Sign in Sheets	20%		
100% = Accomplished	0% = No Progress	✗ = Discontinue				

Goal 1: The percentage of students in grades K-2 who are reading on or above grade level on multiple measures will increase from 64.8% to 95% by the end of the school year 2022.

Performance Objective 2: 100% of Special Education students (and all other students-Dyslexia, ELL, Tier 2/3) will receive appropriate interventions in a timely manner and progress will be monitored and an appropriate alignment of eligibility, services, goals, and state testing level will be insured.

Evaluation Data Source(s) 2: Student Achievement Committee/RTI log, Student Review Data Meetings, Education Galaxy/Lift Off, Universal Screener, RIP Data, CLI Engage, ARD, 504 and LPAC meetings

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Mar	May
TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools **ESF Levers** Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture Lever 5: Effective Instruction 1) Specific procedures are in place to ensure appropriate alignment of identification, assessments, eligibility, services, progress monitoring, state testing/etc.: Ongoing professional development to enhance all teachers' knowledge of assessments, accommodations, and instructional strategies.	2.4, 2.6	Leader: Principal, Asst. Principals Others Involved: Counselor, Classroom teachers, Intervention teachers	1. Evidence of Impact: Education Galaxy/Lift Off, Universal Screener, CLI Engage 2. Evidence of Implementation: PM, Schedules	20%		
TEA Priorities Improve low-performing schools **ESF Levers** Lever 1: Strong School Leadership and Planning Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 2) Continue to enhance our Student Achievement Committee (SAC) to ensure that students receive appropriate services in a timely manner (appropriate interventions, progress monitoring, and follow-up); RTI documentation	2.4, 2.5, 2.6	Leader: Principal, Asst Principals, Counselor Others Involved: Classroom teachers, Intervention teachers	1. Evidence of Impact: Education Galaxy/Lift Off, Universal Screener, CLI Engage 2. Evidence of Implementation: PM, RTI Chart, Education Galaxy/Lift Off reports, Schedules	20%		

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Mar	May
TEA Priorities Build a foundation of reading and math Improve low-performing schools **ESF Levers** Lever 1: Strong School Leadership and Planning Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 3) Continue and enhance use of progress monitoring tool Education Galaxy/Lift Off Reading-all students (RIP)		Leader: Principal, Asst Principals Others Involved: Classroom Teachers, Intervention Teachers	1. Evidence of Impact: Education Galaxy, RIP Data 2. Evidence of Implementation: Education Galaxy Reports, RIP Data	20%		
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools **ESF Levers** Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 4) Provide training addressing use and documentation of modifications/ accommodations in all learning environments; use of Education Galaxy/Lift Off, Unit Assessments, and RIP data to drive instruction, and intervention strategies for the general education classroom.	2.4, 2.5, 2.6	Leader: Principal, Diagnostician Others Involved: Intervention teachers, Classroom teachers, Counselor	1. Evidence of Impact: Education Galaxy, CLI Engage, RIP Data, Glows/Grows Data Sheet 2. Evidence of Implementation: PM, Training Sign-up Sheet, Documentation of Modifications chart	20%		
	100% = Accomplished	0% = No Progress	✗ = Discontinue			

Goal 2: All students 3-8 will increase their STAAR scores by at least 10% from their previous year's test score for each test taken.

Performance Objective 1: 75% of All students in grades 3-5 will meet or exceed the 2019-2020 Index 1 goal for the math portion of the state assessment and show a minimum of 10% improvement on all assessment measures.

> **Evaluation Data Source(s) 1:** STAAR, Education Galaxy/Lift Off Math, Universal Screener, Lone Star Learning, Unit tests, Benchmark scores, CLI Engage
>
> **Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Mar	May
TEA Priorities Build a foundation of reading and math Improve low-performing schools **ESF Levers** Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 1) Continue ESC Region 15 Instructional Math Coach position along with ongoing professional development to assist with data collection/analysis, differentiation, instructional best practices, etc.	2.5, 2.6	Leader: Principal, Asst Principals Others involved: Classroom teachers, Intervention teachers, ESC 15 Instr Math Coach	1. Impact evidence: Training Schedule, Reports 2. Implementation evidence: STAAR, Education Galaxy/Lift Off, Universal Screener, Sign-in sheet	20%		
TEA Priorities Build a foundation of reading and math Improve low-performing schools **ESF Levers** Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 2) Implement a school wide STAAR benchmark once a year, utilizing the TRS item bank, STAAR Test Maker item bank, and released STAAR tests to create TEKS based STAAR formatted assessments.	2.4, 2.6	Leader: Principal, Asst Principals Others involved are: Classroom teachers, Counselor	1. Impact evidence: Improved performance on state assessments. 2. Implementation evidence: Assessment development.	0%		

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Mar	May
TEA Priorities Build a foundation of reading and math Improve low-performing schools **ESF Levers** Lever 1: Strong School Leadership and Planning Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 3) Review Education Galaxy/Lift Off Math, Universal Screener, STAAR, unit tests and benchmark test data for each grade level to determine Hot Spots and develop instructional strategies to meet students' needs.	2.4, 2.5, 2.6	Leader: Principal, Asst. Principals Others involved: Teachers, Intervention Teachers, and Counselor	1. Impact evidence: Improved STAAR scores. 2. Implementation evidence: Benchmark scores, Grades, PM, Unit tests, Education Galaxy/Lift Off data 3. Glows/Grows data sheet	20%		
TEA Priorities Build a foundation of reading and math Improve low-performing schools **ESF Levers** Lever 1: Strong School Leadership and Planning Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 4) Teachers will follow the TRS IFD and have daily collaborative planning time to plan aligned instruction. Instructional resources to supplement instruction include: Think Up! Math, Texas Target Practice, UPSC Problem Solving Model, Power Targets, Kim Sutton Number Line, and Education Galaxy/Lift Off Math. All supplemental materials must be aligned to the TRS IFD.	2.4, 2.5, 2.6	Leader: Principal and Asst. Principals, Teachers Others involved: Intervention teachers	1. Impact evidence: Grades, Benchmark, Unit Tests. 2. Implementation evidence: Lesson plans, student data (Education Galaxy/Lift Off Math, Unit Tests, etc) 3. Glows and Grows data sheets	20%		
		Funding Sources: Local Funds - 3149.65				
TEA Priorities Build a foundation of reading and math Improve low-performing schools **ESF Levers** Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 5) Provide focused, systematic practice in computation using Lone Star Learning in order to develop automaticity with math facts (+,-,x,/) and monitor progress and achievement:	2.4, 2.5	Leader: Principal and Asst. Principals, Intervention teachers Others involved: Classroom Teachers	1. Impact evidence: Grades, STAAR results, Lone Star Learning data, Education Galaxy/Lift Off Math. 2. Implementation evidence: Ongoing assessment, PM, Lone Star Learning Tracking Sheets	20%		

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Mar	May
TEA Priorities Build a foundation of reading and math Improve low-performing schools **ESF Levers** Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 6) Provide daily intervention period for all students who need additional assistance (Tier 2 and 3). Monitor progress with Education Galaxy/Lift Off and adjust instruction based on student's progress.	2.4, 2.5, 2.6	Leader: Principal, Asst Principals, Classroom teachers Others involved: Intervention teachers	1. Impact evidence: PM, Grades, Benchmark Scores, Education Galaxy/Lift Off data 2. Implementation evidence: Schedules	25%		
TEA Priorities Build a foundation of reading and math Improve low-performing schools **ESF Levers** Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 7) Utilize tutorials during the school day for students not meeting campus/state criteria.	2.4, 2.5, 2.6	Leader: Principal, Asst Principals Others involved: Classroom teachers	1. Impact evidence: STAAR, Grade Level Assessment. 2. Implementation evidence: Grades, Schedules	25%		
	100% = Accomplished	0% = No Progress	✗ = Discontinue			

Goal 2: All students 3-8 will increase their STAAR scores by at least 10% from their previous year's test score for each test taken.

Performance Objective 2: 75% of All students in grades 3-5 will meet or exceed the 2019-2020 Index 1 goal for the reading portion of the state assessment and show a minimum of 10% improvement on all assessment measures.

Evaluation Data Source(s) 2: STAAR, Education Galaxy/Lift Off, Universal Screener, RIP data, Unit tests, and benchmarks

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Mar	May
TEA Priorities Build a foundation of reading and math Improve low-performing schools **ESF Levers** Lever 1: Strong School Leadership and Planning Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 1) Administer Diagnostic Reading Tests: Education Galaxy/Lift Off - Gr K-5 at the beginning, middle, and end of the year.	2.4, 2.5, 2.6	Leader: Principal, Asst Principals, Classroom teachers Others involved: Intervention teachers	1. Impact evidence: Education Galaxy/Lift Off reports 2. Implementation evidence: Student Review Workshops, Reading Intervention, Small group instruction	35%		
TEA Priorities Build a foundation of reading and math Improve low-performing schools **ESF Levers** Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 2) Teachers will follow the TRS IFD and have daily collaborative planning time to plan aligned instruction.	2.5	Leader: Principal, Asst Principals, Classroom teachers Others involved: Intervention teachers	1. Impact evidence: STAAR, Education Galaxy/Lift Off 2. Implementation evidence: Benchmark Scores, Unit Tests, Walk-through data, and Lesson Plans	35%		
Instructional resources to supplement instruction include: TExGuide, Texas MyView Reading, Motivation Reading, Education Galaxy/Lift Off, Flocabulary, and Brain Pop. All supplemental materials must be aligned with the TRS IFD.	**Funding Sources**: Title I, Part A - 4200.00					

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Mar	May
TEA Priorities Build a foundation of reading and math Improve low-performing schools **ESF Levers** Lever 2: Effective, Well-Supported Teachers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 3) Provide daily intervention period for all students who need additional assistance (Tier 2 and 3). Monitor progress with Education Galaxy/Lift Off and adjust instruction based on student's progress. Programs include small group sessions, Soar to Success-Tier 2, 3.)Take Flight, Mindplay, Snap and Read, Reading Ally and Reading by Design-Dyslexia; Stevenson for Tier 3;	2.4, 2.5, 2.6	Leader: Principal, Asst Principals, Intervention teachers, Dyslexia Teacher, G/T Teacher Others involved: Classroom Teachers	1. Impact evidence: STAAR, Education Galaxy/Lift Off 2. Implementation evidence: Grades, Education Galaxy/Lift Off reports, On-going Assessment, Observation, Unit Tests, Benchmarks, Schedules, Lesson Plans	35%		
	Funding Sources: Title I, Part A - 2121.34					

100% = Accomplished   0% = No Progress   ❌ = Discontinue

Goal 2: All students 3-8 will increase their STAAR scores by at least 10% from their previous year's test score for each test taken.

Performance Objective 3: 75% of All 4th grade students will meet or exceed the 2019-2020 Index 1 goal for the writing portion of the state assessment, and 75% of All students in grades PK-3 and 5 will meet or exceed grade level goals in the area of writing as measured by alternative assessments.

Evaluation Data Source(s) 3: STAAR, benchmarks, portfolios, rubrics

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Mar	May
TEA Priorities Improve low-performing schools **ESF Levers** Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 1) Implement a 4th grade STAAR benchmark once a year using a released STAAR test. All other grade levels will implement unit tests and performance assessments to monitor progress in writing.	2.4, 2.6	Leader: Principal, Asst Principals, Classroom teachers Others involved: 4th Gr Intervention teacher, Counselor	1. Evidence of Impact: STAAR 2. Evidence of Implementation: Benchmark scores, unit tests, performance assessments, Grades	0%		
TEA Priorities Improve low-performing schools **ESF Levers** Lever 2: Effective, Well-Supported Teachers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 2) Teachers will follow the TRS IFD and have daily collaborative planning time to plan aligned instruction. Instructional resources to supplement instruction include: Motivation Writing, Flocabulary, Brain Pop, and Education Galaxy/Lift Off, . All supplemental materials must be aligned with the TRS IFD.	2.4, 2.5, 2.6	Leader: Principal, Asst Principals, Classroom teachers Others involved: Intervention Teachers	1. Evidence of Impact: STAAR 2. Evidence of Implementation: Benchmark Scores, Unit Tests, Grades, Lessons	20%		

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Mar	May
TEA Priorities Improve low-performing schools **ESF Levers** Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 3) Link writing to technology through the use of word processing, keyboarding, editing, and publishing skills taught in the labs/classrooms (K-5th grades) Computer Class, COWs. *additional COWs are needed to implement this for all grade levels.	2.5	Leader: Principal, Asst Principal, Classroom teachers, Librarian Others involved: Technology Para, District Technology Coordinator	1. Evidence of Impact: STAAR 2. Evidence of Implementation: Student Work, Grades	10%		
TEA Priorities Improve low-performing schools **ESF Levers** Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 4) Provide tutorials/small group instruction for Writing STAAR preparation.	2.4, 2.5, 2.6	Leader: Principal, Asst Principals, 4th Gr Teachers Others involved: 4th Gr Intervention Teacher	1. Evidence of Impact: STAAR 2. Evidence of Implementation: Grades, Benchmark Scores, Ongoing Assessments	20%		

100% = Accomplished	0% = No Progress	✗ = Discontinue

Goal 2: All students 3-8 will increase their STAAR scores by at least 10% from their previous year's test score for each test taken.

Performance Objective 4: 75% of All 5th grade students will meet or exceed the 2019-2020 Index 1 goal for the science portion of the state assessment, and 75% of All students in grades PK-4 will meet or exceed grade level goals in the area of science as measured by performance assessments, Unit Tests and/or STAAR-Type Benchmark.

Evaluation Data Source(s) 4: STAAR, Unit tests, benchmarks

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Mar	May
TEA Priorities Improve low-performing schools **ESF Levers** Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 1) Implement a school wide STAAR	2.4, 2.5, 2.6	Leader: Principal, Asst Principals, 5th Gr teachers Others Involved: Intervention teachers	1. Evidence of Impact: STAAR 2. Evidence of Implementation: Benchmark scores, Grades	0%		
TEA Priorities Improve low-performing schools **ESF Levers** Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 2) Review data from performance assessments, unit tests (gr 2-5), Education Galaxy/Lift Off data (5th gr), and benchmark tests (5th gr) to determine instructional strategies to meet students' needs.	2.4, 2.5, 2.6	Leader: Principal, Asst Principals, 2-5 teachers	1. Evidence of Impact: STAAR, Education Galaxy/Lift Off data 2. Evidence of Implementation: Benchmark Scores, Grades, Unit Tests	10%		
TEA Priorities Improve low-performing schools **ESF Levers** Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 3) Analyze Unit tests, Education Galaxy/Lift Off data, and STAAR info/Hot Spots/student population performance and develop strategies to address needs (formal state assessment results-Select 3)	2.4, 2.5, 2.6	Leader: Principal, Asst Principals, 2-5 teachers	1. Evidence of Impact: STAAR, Education Galaxy/Lift Off 2. Evidence of Implementation: Benchmark Scores, Grades, Unit Tests 3. Glows and Grows data sheet	20%		

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Mar	May
TEA Priorities Improve low-performing schools **ESF Levers** Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 4) Teachers will follow the TRS IFD and have daily collaborative planning time to plan aligned instruction. All supplemental materials must be aligned with the TRS IFD. Supplemental materials included, TExGuide, Think Up! Science (5th gr), Science Fustion, Education Galaxy/Lift Off (5th gr) , Flocabulary and Brain Pop. A Science lab is also available to all grades for hands on Science experience. 60% of all Science lessons will be hands on. Pillar 1	2.4, 2.5	Leader: Principal, Asst Principals, Classroom teachers Others Involved: Science lab paraprofessional	1. Evidence of Impact: STAAR, Education Galaxy/Lift Off data 2. Evidence of Implementation: Benchmark Scores, Unit Tests, Grades, Lessons	20%		
TEA Priorities Improve low-performing schools **ESF Levers** Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 5) Enhance science process skills/research/content and problem solving skills by utilizing computers for Science Fusion and Education Galaxy/Lift Off (5th gr)	2.4, 2.5	Leader: Principal, Asst Principals, 3-5 Classroom Teachers	1. Evidence of Impact: STAAR 2. Evidence of Implementation: Ongoing Assessments, Grades, Observations, Benchmark Assessments, Education Galaxy/Lift Off data	20%		
TEA Priorities Improve low-performing schools **ESF Levers** Lever 3: Positive School Culture Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 6) Offer activities to enrich/motivate student learning (ex. Field Trips, Science Showdown, Science Camp, Independent Studies, GT/AP, Hands-on Science Labs)	2.4, 2.5	Leader: Principal, Asst Principals, Classroom Teachers Others Involved: G/T Teacher	1. Evidence of Impact: STAAR 2. Evidence of Implementation: Ongoing Assessments, Grades, Benchmarks	20%		

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Mar	May
TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools **ESF Levers** Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 7) Provide ongoing professional development for Science teachers.	2.4, 2.5	Leader: Principal, Asst Principals, Classroom Teachers Others Involved:	1. Evidence of Impact: STAAR 2. Evidence of Implementation: Lesson Plans, Grades, Observations, Benchmark, Meeting Minutes	35%		

100% = Accomplished   0% = No Progress   ✗ = Discontinue

Goal 2: All students 3-8 will increase their STAAR scores by at least 10% from their previous year's test score for each test taken.

Performance Objective 5: High quality and certified professionals will teach 100% of all classes, and 100% of the professionals and paraprofessionals will receive high-quality professional development.

    Evaluation Data Source(s) 5: Certified forms, and In-Service log

    Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Mar	May
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools **ESF Levers** Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 1) Provide high quality and ongoing staff development based on student and campus needs.	2.5	Leader: Principal, Asst Principals Others Involved: Intervention Teachers, Counselor, ESC 15 Instr Math and Reading Coaches	1. Evidence of Impact: STAAR, Education Galaxy/Lift Off 2. Evidence of Implementation: Calendar, Sign-in Sheet, PM, Education Galaxy/Lift Off reports	35%		
TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools **ESF Levers** Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 2) Increase number of teachers with ESL certification to better meet the needs of ELL students	2.4, 2.6	Leader: ESL Coordinator, Principal Others Involved: Asst Principals	1. Evidence of Impact: ELL improvement on STAAR 2. Evidence of Implementation: Certificates	0%		

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Mar	May
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools **ESF Levers** Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 3) Hire and retain high quality professionals with strategies including district incentives, instructional coaching, mentor program, and campus level support for personalized professional development.	2.4, 2.5	Leader: Principal, Asst Principals, Interview Committee Others Involved: Mentor Teachers	1. Evidence of Impact: STAAR 2. Evidence of Implementation: Certified Staff	40%		
TEA Priorities Build a foundation of reading and math Improve low-performing schools **ESF Levers** Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 4) Ensure that paraprofessionals meet the ESSA requirements and have completed at least 2 yrs. of study at higher ed. institution or obtained an associates' degree or demonstrate knowledge of reading, writing, and math on an academic assessment for the 19-20 school yr	2.4	Leader: Principal Others Involved: Asst Principals	1. Evidence of Impact: Highly Qualified Staff 2. Evidence of Implementation: Certificates	35%		
TEA Priorities Improve low-performing schools **ESF Levers** Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture 5) Provide ongoing needs-based training for paraprofessionals	2.4	Leader: Principal Others Involved: Asst Principals	1. Evidence of Impact: STAAR, Education Galaxy/Lift Off 2. Evidence of Implementation: Calendar of workshop training, Paraprofessional training	35%		

100%	0%	✖
= Accomplished	= No Progress	= Discontinue

Goal 2: All students 3-8 will increase their STAAR scores by at least 10% from their previous year's test score for each test taken.

Performance Objective 6: 100% of Special Education students (and all other students-Dyslexia, ELL, Tier 2/3) will receive appropriate interventions in a timely manner and progress will be monitored and an appropriate alignment of eligibility, services, goals, and state testing level will be insured.

Evaluation Data Source(s) 6: Student Achievement Committee/RTI log, ARD, 504 and LPAC meetings

Summative Evaluation 6:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Mar	May
TEA Priorities Build a foundation of reading and math Improve low-performing schools **ESF Levers** Lever 1: Strong School Leadership and Planning Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 1) Specific procedures are in place for identification, assessment, progress monitoring, accommodations, and state testing to ensure appropriate alignment of resources and services to meet the needs of students.	2.4, 2.5, 2.6	Leader: Principal, Counselor Others Involved: Asst Principals, Classroom teachers, Intervention teachers	1. Evidence of Impact: STAAR, Istation 2. Evidence of Implementation: PM, Schedules	35%		
TEA Priorities Build a foundation of reading and math Improve low-performing schools **ESF Levers** Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 2) Continue to enhance our Student Achievement Committee to ensure that students receive appropriate services in a timely manner.	2.4, 2.6	Leader: Principal, Asst Principals, Counselor Others Involved: Classroom teachers, Intervention teachers	1. Evidence of Impact: STAAR, Education Galaxy/Lift Off 2. Evidence of Implementation: PM, RTI Chart, Education Galaxy/Lift Off reports, Schedules, RTI documentation	20%		
TEA Priorities Build a foundation of reading and math Improve low-performing schools **ESF Levers** Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 3) Continue and enhance use of progress monitoring tool (Education Galaxy/Lift Off Math and Reading) Tier 2-monthly; Tier 3-bimonthly	2.4, 2.5, 2.6	Leader: Principal Others Involved: Asst Principals	1. Evidence of Impact: STAAR, Education Galaxy/Lift Off 2. Evidence of Implementation: Education Galaxy/Lift Off Reading and Math Reports	20%		

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Mar	May
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools **ESF Levers** Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 4) Provide ongoing training addressing topics appropriate for special education, dyslexia, 504, and RTI.	2.4, 2.6	Leader: Principal, Diagnostician Others Involved: Intervention teachers, Classroom teachers, Counselor	1. Evidence of Impact: STAAR 2. Evidence of Implementation: PM, Training Sign-up Sheet, documentation of modifications chart	20%		
		100% = Accomplished	0% = No Progress	✗ = Discontinue		

Goal 3: Brady Elementary will improve instruction through technology by providing students with equipment and software to reflect the growing needs of 21st century learning.

Performance Objective 1: By May 2020, technology needs will be assessed and evaluated. Equipment will be purchased and training will be implemented.

Evaluation Data Source(s) 1: Technology Inventory/Budget

Summative Evaluation 1:

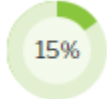| Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Mar	May
TEA Priorities Connect high school to career and college Improve low-performing schools **ESF Levers** Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 1) Purchase additional hardware/repair hardware---(tablets/iPads, laptops, projectors, C.O.W.s, touchscreen, etc.)	2.4, 2.5	Leader: Principal, Technology Director Others Involved: Asst Principals	Evidence of Impact: Student Access Evidence of Implementation: Technology Inventory	20%		
TEA Priorities Build a foundation of reading and math Connect high school to career and college Improve low-performing schools **ESF Levers** Lever 3: Positive School Culture Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 2) Use math, ELA, science, and social studies TEKS integrated with technology TEKS in the computer classes to allow students to apply learning in different ways including keyboarding, publishing, and presentation programs.	2.4, 2.5	Leader: Principal, Asst Principals Others Involved: Classroom Teachers, Technology Para, Librarian	Evidence of Impact: Assessments Evidence of Implementation: Lesson Plans	15%		

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Mar	May
TEA Priorities Connect high school to career and college Improve low-performing schools **ESF Levers** Lever 3: Positive School Culture Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 3) Utilize Computers On Wheels (C.O.W.s) each 4th and 5th grade classroom has one; Will request 3 additional C.O.W.s for 3rd grade to enhance instruction for student engagement, research, reinforcement of TEKS, projects, etc. (3rd grade currently has 4 teachers and 2 C.O.W.)	2.5	Leader: Principal, Asst Principals Others Involved: Technology committee	Evidence of Impact: Student Projects Evidence of Implementation: Technology Inventory	20%		
	100% = Accomplished	0% = No Progress	✗ = Discontinue			

Goal 3: Brady Elementary will improve instruction through technology by providing students with equipment and software to reflect the growing needs of 21st century learning.

Performance Objective 2: Integrate 21st Century learning and Texas College & Career Readiness (TCCR) skills and strategies into curriculum PK-5.

Evaluation Data Source(s) 2: Walk-through Documents, Parent Surveys, Student Surveys, District Monitoring Data

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Mar	May
TEA Priorities Connect high school to career and college Improve low-performing schools **ESF Levers** Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 1) Continue providing opportunities to increase career path awareness in elementary to promote college-going culture.	2.4, 2.5, 3.1	Leader: Principal, Asst Principals, Counselor Others Involved: All teachers	1. Evidence of Impact: STAAR 2. Evidence of Implementation: Career Day feedback, Parent Surveys, Student Surveys	15%		
TEA Priorities Recruit, support, retain teachers and principals Connect high school to career and college Improve low-performing schools **ESF Levers** Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 2) Continue to Implement Power Walks, a strategic walk-through system, to assess the delivery of curriculum with 21st century/ engaging student lessons, and reflective of the T-TESS rubric.	2.5, 3.1	Leader: Principal, Asst Principals Others Involved: All teachers	1. Evidence of Impact: STAAR 2. Evidence of Implementation: Walk-through Documents, District Monitoring Data, Student Surveys	20%		
100% = Accomplished		0% = No Progress		✕ = Discontinue		

Goal 4: The percentage of staff/teachers/administrators retention rate will increase from 75% to 95% by 2022.

Performance Objective 1: By May 2020, at least 100% of all students' parents/family members will participate in opportunities to increase parental knowledge of, support for, involvement in, and contributions to the school program.

Evaluation Data Source(s) 1: Parent/Teacher Conference Sign-in sheets, PTO Sign-in sheets, etc

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Mar	May
TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools **ESF Levers** Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture 1) Build relationships with parents by holding conference with parents two or more times during the school year and make positive contacts with parents/guardians through notes, phone calls & weekly folder. As well as hosting a meet the teacher night at the beginning of the school year and an open house in the spring semester. Special programs are also scheduled throughout the year for literacy nights, STEM nights, music programs, book fair, PTO events, etc.	2.5, 3.2	Leader: Principal, Asst Principals, Classroom Teacher, Enrichment Teachers Others Involved: Office Staff	1. Evidence of Impact: STAAR, Parent Survey 2. Evidence of Implementation: Parent Sign-in, Review Contact Logs, agenda	30%		

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Mar	May
TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools **ESF Levers** Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture 2) Parents, business representatives, community members, along w/BES staff, will serve on the Campus Leadership Team (assist with policies including Parent Policy, budget, staffing, goal setting, campus events, analyze data, evaluate school program)	2.5	Leader: Principal, Asst Principals Others Involved: All Faculty and Staff	1. Evidence of Impact: STAAR 2. Evidence of Implementation: CLT Minutes	40%		
TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools **ESF Levers** Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture 3) Continue to enhance Parent Library within Brady Elementary's library---including parenting books and videos addressing goal setting, behavior management, homework, STAAR/TEKS, etc. (TC 6)	2.5	Leader: Principal, Asst Principals Others Involved: Librarian	1. Evidence of Impact: STAAR 2. Evidence of Implementation: Library Circulation Records	20%		
TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools **ESF Levers** Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture 4) Parents and community members will be informed of school happenings/ activities/grades through the following forms of communication - Weekly Schedule of Events, School Website, marquee, newspapers, radio, bulletin board, email, School Messenger, Facebook, 3 Week Progress Reports and 6 Week Report Cards for all students	3.2	Leader: Principal, Asst Principals, Counselor Others Involved: Classroom Teachers	1. Evidence of Impact: STAAR, 2. Evidence of Implementation: Increased parent involvement at conference, school events, etc.	40%		

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Mar	May
TEA Priorities Recruit, support, retain teachers and principals **ESF Levers** Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture 5) Display an Employee Board in the hall including a picture to help parents/community members learn more about school members	3.2	Leader: Principal, Asst Principals Others Involved: All Faculty and Staff	1. Evidence of Impact: Parent Survey 2. Evidence of Implementation: Observations	100%		
TEA Priorities Recruit, support, retain teachers and principals **ESF Levers** Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture 6) Provide faculty training and reminders on holding successful parent conferences and the value of parent involvement/ relationships	3.2	Leader: Principal, Asst Principals Others Involved: Classroom Teachers	1. Evidence of Impact: STAAR, Parent Conference Sign-in 2. Evidence of Implementation: Documentation	20%		
	100% = Accomplished	0% = No Progress	✕ = Discontinue			

Goal 4: The percentage of staff/teachers/administrators retention rate will increase from 75% to 95% by 2022.

Performance Objective 2: High quality and certified professionals will teach 100% of all classes, and 100% of the professionals and paraprofessionals will receive high-quality professional development.

Evaluation Data Source(s) 2: Certified forms, and In-Service log

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Mar	May
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools **ESF Levers** Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 1) Provide high quality and ongoing staff development based on student and campus needs.	2.4	Leader: Principal, Asst Principals Others Involved: Grade Level Teachers, Intervention Teachers, Counselor	1. Evidence of Impact: Education Galaxy/Lift Off, CLI Engage, Student Growth/Performance 2. Evidence of Implementation: Calendar, Sign-in Sheet, PM, Education Galaxy/Lift Off reports	35%		
TEA Priorities Recruit, support, retain teachers and principals **ESF Levers** Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture 2) Provide ongoing training to review/update policies, procedures, programs, and address specific campus needs .	2.6	Leader: Principal, Asst Principals, Others Involved: Grade Level Teachers, Intervention Teachers, Counselor	1. Evidence of Impact: Student Growth/Performance 2. Evidence of Implementation: In-Service Sign-In Sheet	30%		

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Mar	May
TEA Priorities Recruit, support, retain teachers and principals **ESF Levers** Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 3) Hire and retain high quality professionals by providing mentors and ongoing support for new staff members.	2.5	Leader: Principal, Asst Principals, Interview Committee Others Involved: Mentor Teachers	1. Evidence of Impact: STAAR 2. Evidence of Implementation: Certified Staff	35%		
TEA Priorities Recruit, support, retain teachers and principals **ESF Levers** Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture 4) Provide needs-based training for paraprofessionals to prepare them for the specific duties of their staff assignments.	2.5, 2.6	Leader: Principal Others Involved: Asst Principals	1. Evidence of Impact: STAAR 2. Evidence of Implementation: Calendar of workshop training, Paraprofessional training	35%		
100% = Accomplished		0% = No Progress		✗ = Discontinue		

Title I Personnel

Name	Position	Program	FTE
Chassity Craighead	Paraprofessional	SPED	1
Holt Pierce	Paraprofessional	SPED	1
Kimberly Camarillo	Paraprofessional	SPED	1

Campus Funding Summary

Local Funds

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	4	Lone Star Learning	199.11.6399.00.101.011.000	$3,149.65
				Sub-Total	$3,149.65

Title I, Part A

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	2	Education Galaxy/Lift Off	211	$4,200.00
2	2	3	MindPlay		$1,280.00
2	2	3	Snap and Read		$841.34
				Sub-Total	$6,321.34
				Grand Total	$9,470.99