

# **Bartlett Independent School District**

## **2014-2019 District Improvement Plan**

## **Mission Statement, Goals, and Objectives**

### **Mission**

The Bartlett Independent School District believes each student to be a unique individual with the potential to develop a high degree of physical, moral and social accountability. The District shall endeavor to maintain an educational program that will encourage each student to develop personal knowledge, skills, and competence to his/her maximum capacity, and to learn behavior patterns which will make him/her a responsible member of society. It is with this mission in mind that the board of trustees, the administration, and the staff of BISD challenge the student to gain the essential academic skills that will provide a firm foundation for future life.

### **WHO ARE WE:**

- We are the Bartlett Bulldogs!

### **WHAT DO WE DO:**

- We provide our students with a REAL Education.
  - **R** – Bartlett education is Relevant, Rigorous and encourages a multitude of Relationships (peer to peer, student to teacher, teacher to administrator, teacher to parent, administrator to community, etc). We embrace the history and culture of Bartlett ISD as we move into the future..
  - **E** – Bartlett education Engages and Embraces all students, faculty, parents and community members. It is Education that is differentiated and makes connections to students in authentic ways.
  - **A** – Bartlett education is Accountable. Creates opportunities for responsibility for all stakeholders. Bulldogs are accountable to deliver results. Bulldogs are accountable to our story and to each other.
  - **L** – Bartlett education is full of Love. Love of family, love of each other, love of Bartlett, love of country, and love of life--long learning. We also have tough love to assure life skills are developed and our students own their future and take responsibility for decision and learning.

### **RESULTS OF REAL EDUCATION:**

- Bulldogs...from Roots to Wings...we are tenacious in holding on to our roots while flying into the future.

### **WORDS THAT DESCRIBE US (represent the 3 fingers we hold up on our right hand – in the shape of a b):**

- PRIDE • HEART • FAMILY

## Goals

### **GOAL 1: STUDENT LEARNING**

**Bartlett ISD will ensure the success of all students through rigorous and aligned academic programs and services for all stakeholders**

- Initiate the development of intervention plans to ensure students are reading at grade level and are mastering appropriate math skills
- Assess and determine if a student support program is in place to provide the appropriate backing for students in the areas of dropout reduction intervention, accelerated/differentiated instruction, counseling, health services and early childhood
- Review and update district curriculum frameworks to align with TEKS and HB 5 requirements

### **GOAL 2: ORGANIZATIONAL STRUCTURE**

**Bartlett ISD will establish an effective and efficient organizational structure that promotes leadership excellence at all levels**

- Reorganize and restructure the administration to consolidate functions and further enhance work flow and communication to support and serve our district
- Communicate all expectations clearly to all stakeholder's for visibility and transparency
- Review and update TASB School Board Policy proposals and forward recommendations to the school board

### **GOAL 3: POSITIVE DISTRICT CULTURE/CLIMATE AND SAFE SCHOOLS**

**Bartlett ISD operations are safe and conducive to a positive culture and climate**

- Prepare and distribute a weekly communication from the superintendent to Board members that summarizes district activities
- Create and distribute regular publications and notifications with school and district information to internal and external stakeholders i.e. Schoc Connect, Facebook, twitter, District web site, Bartlett and Temple newspapers

### **GOAL 4: PREPARING STUDENTS FOR A GLOBAL SOCIETY**

**Bartlett ISD will demonstrate 21<sup>st</sup> Century innovation practices that will prepare students for the society we live in today**

- Review the Career and Technical Education program to ensure the availability of programs that provide students with licensures, certifications, college credits to meet the needs of our community and workforce
- Review instructional services provided to homeless and undocumented students and ensure that these groups of students are receiving appropriate services

## **GOAL 5: STAKEHOLDER AND COMMUNITY PARTNERSHIPS**

**Bartlett ISD will involve all stakeholders in building and sustaining home, school and community partnerships that promote student success**

- Establish internal and external communication systems that improve our connection to our employees, parents, community and partners.
- Initiate the redesign of the district website to facilitate its use, enhance the districts transparency and inform our community
- Make available school district financial information
- Develop processes for parent and student feedback as part of the comprehensive needs assessment to provide improved services to our students, parents and community
- Set aside specific time to include meetings with community, civic, church, political and business leadership
- Revisit, assess and develop recommendations for the District Strategic Plan. On a continual basis for constant professional growth
- Include the district check register on our district website
- Develop a comprehensive Parent and Community Involvement Plan

## **GOAL 6: RECRUIT, HIRE, AND RETAIN HIGHLY EFFECTIVE PERSONNEL**

**Bartlett ISD will recruit, develop and retain a highly effective professional league of academically prepared and student centered staff**

- Establish staffing ratios for efficient and effective services in schools and classrooms when appropriate
- Develop a Professional Development Guide to include appropriate skill set, training for all job categories and assigned duties
- Formalize mentoring program for first, second and third year teachers and administrators

## **GOAL 7: EFFICIENT FISCAL AND BUSINESS MANAGEMENT**

**Bartlett ISD will operate efficiently and prioritize budgetary expenditures to ensure financial stability, effectiveness and transparency**

- Work with our auditors on an on-going basis and develop a 2015 - 2016 audit plan
- Review in depth the business operations of the district while developing and implementing best practices
- Develop year round business training for business operations staff and new hires
- Become part of the Texas Comptrollers Leadership Circle providing financial transparency for the community

## **GOAL 8: COMPREHENSIVE FACILITIES PLAN**

Bartlett ISD will create a comprehensive facilities plan to ensure that students, staff, and community needs are met

- Initiate development of a capital replacement and facility maintenance program for school district roofs, HVAC systems, and renovations. Currently of Sept, 2015, Bartlett ISD has replaced 71% of its existing HVAC systems with 100% set for Sept. 15, 2015. The HVAC replacement is through the Texas Comptroller/SECO Clean Air and Efficiency Grant (\$250,000.00).
- Develop a long term vehicle replacement and maintenance program
- Develop a plan to ensure that Plant Operations operates within its existing budget (not including disasters/emergencies)

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

One of the main focuses of data for the school focuses on our sub-pops student data to assure we are providing the necessary interventions to meet their specific needs to lead to higher levels of student achievement. We view our average daily attendance to see if we meet our attendance goals.

The student population at Bartlett ISD is approximately 395 and serves students in grades Pre-K -12th. According to the PEIMS Data Review of our campus profile, 64% of the student population is Hispanic, 58.4% are identified at-risk, and 77% are identified as Economically Disadvantaged.

### Demographics Strengths

- Student teacher ratio allows for meaningful interaction between teacher and student

### Demographics Needs

- Rigorous review of data so adequate support and interventions are followed in the RTI process
- Assure accommodations are followed for our students
- We need to monitor and address individual concerns to assure our disciplinary placements are appropriate.
- We need to make sure we are providing gender equitable opportunities and emphasis opportunities for our females in the CTE fields
- Mentor program for struggling sub-pops using parents and community members
- Special events and trainings targeting parents and community members

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

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

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data
- Annual Measurable Achievement Objectives (AMAO) 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
- Progress of prior year STAAR failures
- STAAR Released Test Questions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), AIMS web, or other alternate early reading assessment results
- Student Success Initiative (SSI), Grades 5 and 8, data
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates

- Weekly STAAR quizzes
- Observation Survey results



# Student Achievement

## Student Achievement Summary

Data is disaggregated consistently to identify the areas needing improvement such as meeting states student expectation and TEKS mastery. Data is disaggregated regularly. Administrators and teachers look at student scores and break down the test objectives to identify strengths and weaknesses. Once weaknesses are identified, teachers plan instruction accordingly to target the weaknesses. If needed, teachers plan for intervention instruction. Our District advance course / dual credit enrollment was 29.4% for 2014-15 school year, 88% of these courses were completed. We need to improve this percentage to assure our students have post graduate success. We were also below state average on the percentage of students tested for ACT / SAT, and the average scores. We must address these areas to improve our college & career ready focus. The state test results from 2013 – 2015 were analyzed and compared at all grade levels to assure the best instructional strategy is being implemented.

The trends identified when student performance scores were compared over a period of 3 years demonstrate growth in Math from Elementary to Middle School and then leveled off moving into High School EOCs. Reading scores have shown improvement in the 4<sup>th</sup>, 5<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grades, only 6<sup>th</sup> grade regressed and 3<sup>rd</sup> grade maintained the same scores. Writing scores improved in 4<sup>th</sup> and 7<sup>th</sup> grade. Alg. 1 and Biology scores improved. Data also demonstrates a significant problem in Social Studies (8<sup>th</sup> and U.S.) and in ELA 1 & 2, and 8<sup>th</sup> grade Science.

The data was analyzed to understand the performance variations between the sub populations. The trends identified when all student performance was compared with all student sub populations indicate Hispanic/Latino are scoring below all students in all subject areas of STAAR except 2013 math. Our special education sub pop tends to trail all student performance. The white population scored higher than all student sub-pop groups in all areas and significantly higher than the Hispanic sub group. Since the majority of the student population is economically disadvantaged the scores of this sub-pop tended to mirror the all student population scores.

<b>3rd Grade Reading STAAR Summary</b>			
Tested Year Dates:	2013	2014	2015
Met Standard	57.14%	66.67%	66.67%
Advanced Standard	14.29%	0%	12.50%

<b>3rd Grade Math STAAR Summary</b>			
Tested Year Dates:	2013	2014	2015
Met Standard	66.67%	48.15%	NA
Advanced Standard	5.56%	7.41%	NA

<b>4<sup>th</sup> Grade Reading STAAR Summary</b>			
Tested Year Dates:	2013	2014	2015
Met Standard	53.57%	45%	68%
Advanced Standard	10.71%	10%	12%

<b>4<sup>th</sup> Grade Math STAAR Summary</b>			
Tested Year Dates:	2013	2014	2015
Met Standard	25%	30%	NA
Advanced Standard	0%	0%	NA

<b>4th Grade writing STAAR Summary</b>			
Tested Year Dates:	2013	2014	2015
Met Standard	77.78%	42.11%	76%
Advanced Standard	3.70%	0%	4%

<b>5<sup>th</sup> Grade Reading STAAR Summary</b>			
Tested Year Dates:	2013	2014	2015
Met Standard	67%	71%	77%
Advanced Standard	0%	3.57%	18.18%

<b>5<sup>th</sup> Grade Math STAAR Summary</b>			
Tested Year Dates:	2013	2014	2015
Met Standard	71%	64%	NA
Advanced Standard	14.29%	0%	NA

<b>5th Grade Science STAAR Summary</b>			
Tested Year Dates:	2013	2014	2015
Met Standard	27.27%	30%	42.86%
Advanced Standard	4.55%	0%	0%

<b>6<sup>th</sup> Grade Reading STAAR Summary</b>			
Tested Year Dates:	2013	2014	2015
Met Standard	60.71%	65%	59.26%
Advanced Standard	10.71%	0%	0%

<b>6<sup>th</sup> Grade Math STAAR Summary</b>			
Tested Year Dates:	2013	2014	2015
Met Standard	65.52%	76.19%	NA
Advanced Standard	10.34%	9.52%	NA

<b>7<sup>th</sup> Grade Reading STAAR Summary</b>			
Tested Year Dates:	2013	2014	2015
Met Standard	66.67%	56.67%	69.57%
Advanced Standard	8.33%	6.67%	4.35%

<b>7<sup>th</sup> Grade Math STAAR Summary</b>			
Tested Year Dates:	2013	2014	2015
Met Standard	70.83%	63.33%	NA
Advanced Standard	4.17%	6.67%	NA

<b>7<sup>th</sup> Grade writing STAAR Summary</b>			
Tested Year Dates:	2013	2014	2015
Met Standard	44%	53.57%	58.33%
Advanced Standard	0%	0%	0%

<b>8<sup>th</sup> Grade Reading STAAR Summary</b>			
Tested Year Dates:	2013	2014	2015
Met Standard	77.78%	80.00%	84.61%
Advanced Standard	11.11%	12%	15.38%

<b>8th Grade Math STAAR Summary</b>			
Tested Year Dates:	2013	2014	2015
Met Standard	75%	88%	NA
Advanced Standard	0%	0%	NA

<b>8th Grade Science STAAR Summary</b>			
Tested Year Dates:	2013	2014	2015
Met Standard	62.96%	42.31%	36%
Advanced Standard	3.70%	0%	0%

<b>8<sup>th</sup> Grade Social Studies STAAR Summary</b>			
Tested Year Dates:	2013	2014	2015
Met Standard	18.52%	26.92%	16%
Advanced Standard	0%	3.85%	0%

<b>Eng 1 EOC STAAR Summary</b>			
Tested Year Dates:	2013	2014	2015
Met Standard	R 33% W 14%	46.30%	34.15%
Advanced Standard	R 0% W 0%	0%	0%

<b>Algebra 1 STAAR Summary</b>			
Tested Year Dates:	2013	2014	2015
Met Standard	64.29%	63.41%	72.41%
Advanced Standard	0%	0%	10.34%

<b>Biology STAAR Summary</b>			
Tested Year Dates:	2013	2014	2015
Met Standard	33.33%	85%	89.66%
Advanced Standard	0%	2.50%	3.45%

<b>US History STAAR Summary</b>			
Tested Year Dates:	2013	2014	2015
Met Standard	100%	75%	62.96%
Advanced Standard	0%	0%	7.41%

<b>English II STAAR Summary</b>			
Tested Year Dates:	2013	2014	2015
Met Standard	W 17.39% R 47.83%	30%	30.77%
Advanced Standard	W 0% R 4.35%	0%	0%

### **Student Achievement Strengths**

- Open communication between administration / teachers and students to assure students needs are being addressed
- Improvement in Reading but still a ways to go to meet standards

### **Student Achievement Needs**

- Improve reading fluency for all grade levels
- Decrease the number of students on the RTI plan
- Allow planning time for teachers to target student's needs and plan for interventions.
- Improve reading & writing scores to ensure all students meet State requirements
- Improve Social Studies and Science scores.

## **School Culture and Climate**

### **School Culture and Climate Summary**

Administrators and teachers meet quarterly to discuss matters related to providing and positive school culture and climate. Campus long range plans, policies and procedures, and safety issues are communicated to both parents and community members to assist the campus in providing a positive culture and climate. Parent & community meetings are held quarterly to provide information to support them in being educational stakeholders and provide a venue for open dialogue. A full time school nurse [2015-16] (using 199 funds at a cost of \$32,600.00) is always available to provide and assist medical treatment for students and staff. Parents are strongly encouraged to get involved in volunteering opportunities that will assist their child's education. C2G Pals (Commitment to Graduate® Parents/Adult Supporters Assisting Learners in Schools) has been created to generate volunteer support in the community. This group will support ACE, 21<sup>st</sup> Century, mentoring and tutoring needs of our students. Issues are reviewed and discussed with all stakeholders in order to create a plan to improve School Culture and Climate.

### **School Culture and Climate Strengths**

- Administration and teachers have a professional working relationship in which positive dialogue is exchanged
- Administrators, teachers & staff are passionate about working at Bartlett ISD and truly care for our students and their needs
- Administrators, teachers & staff are willing to put in long hours to support many extracurricular and after school opportunities for the Bartlett students.
- Teachers provide multiple services outside of the academic school day to support students

### **School Culture and Climate Needs**

- Maintain information boards listing all school activities and events
- Increase morale & support among staff members through co-planning, peer coaching, vertical alignment meetings, recognition and affirmation
- Increase student morale and accountability through addition of a behavior management system
- Establish consistent communication plan with staff and teachers
- Collaboration with community officials to address drugs, abuse, truancy and other issues that adversely affect student's lives and impact learning
- Address the bullying issue with in school and community environment
- Involve students groups on campus to help support initiatives and expectations

## **Staff Quality, Recruitment, and Retention**

### **Staff Quality, Recruitment, and Retention Summary**

New system in place (fall 2014) for lesson plans, walk throughs and classroom process. Administrators provide constructive feedback timely and all information is posted on Eduphoria in which teachers can access. If needed, administrators meet with teachers to provide further feedback in which goals are set and instructional procedures are discussed. New lesson plan format “Backwards Design” being implemented in Fall 2015.

### **Staff Quality, Recruitment, and Retention Strengths**

- Collaborative Support is present among teachers and administration
- Open communication to share resources and analyze data
- Small campus and student numbers allow our teachers to actively make a difference in the students lives
- PD opportunities provided during summer of 2015 with more than 35% of staff participating

### **Staff Quality, Recruitment, and Retention Needs**

- Increase Professional Development opportunities (questioning techniques (Summer '15), classroom management (Summer '15), test taking strategies, content area strategies)
- Increase salary schedule to be competitive with area districts (Salary Increase approved by Board – Spring 2015)
- Attend local job fairs to recruit new talent
- Create an agreement with areas colleges to supervision student teachers
- Document through questionnaires and staff surveys the response of applicants based on interviews, job selection decisions, etc
- System in place to monitor classroom instruction and provide prompt feedback to teachers (System in place Spring 2015; Full implementation expected Fall 2015)
- 1<sup>st</sup> – 3<sup>rd</sup> year teachers provided mentor along with monthly boot camp meetings focused on novice challenges
- Weekly walk-throughs to observe and assess the quality of teaching in each classroom (System in place Spring 2015, on-going Fall 2015)

## **Curriculum, Instruction, and Assessment**

### **Curriculum, Instruction, and Assessment Summary**

Bartlett ISD is working to provide a state-of-the art, high quality education. In order to provide an effective education, it is necessary to correlate Curriculum, Instruction, and Assessments. Curriculum, Instruction, and Assessment are the most important aspects of the campus. Bartlett implements district curriculum initiatives and assessments as required by the state of Texas and bases all of its instruction from the Texas Essential Knowledge and Skill (TEKS) to prepare students for state assessments. This process encourages teachers to plan lessons consistently. Administrators provide teachers with instructional resources and professional development opportunities that align with the needs of our staff to drive student achievement. Collaboration is encouraged so that teachers learn from one another. In order to meet the more rigorous educational requirements, Bartlett administrators and teachers work together to build assessments that assess the higher levels of Bloom's Taxonomy, plan effective instruction, provide students with a variety of opportunities to learn academic content, and ensure mastery of the TEKS. To help support the instructional program, Literac Grant funds (289) assist in funding a half-day dyslexia teacher in middle school and high school to assist teachers in instruction. In addition, Title I funds fund part-time reading specialist to support elementary teachers in literacy and intervention to accelerate student reading levels. All students' performance data is reviewed consistently to ensure achievement and mastery.

### **Curriculum, Instruction, and Assessment Strengths**

- Teacher create STAAR formatted Assessments to help students prepare for State Assessments
- ACE program is provided for students after school from 3:30 – 5:30
- Administrative Support is available to all personnel, students and parents
- Collaboration among administration and teachers
- Curriculum aligned with TEKS and state assessments
- Assessment and data analysis drives instruction Monitoring of student progress to ensure academic success

### **Curriculum, Instruction, and Assessment Needs**

- Increase English language proficiency levels among ELL
- Provide professional development on Language Enrichment / Esperanza (PD provided Spring 2015; on-going update PD August 2015)
- Provide up to date information through professional development on STAAR and updates in a timely manner to teachers
- Increase instructional and supplemental supplies for differentiated instruction to meet the needs of all populations (PD provided Summer 2015)
- Maintain and update the use of novels for instructional purposes (implemented Fall 2014; on-going Fall of 2015)
- Increase the level of rigor on instruction (PD provided Summer 2015)
- Improve classroom processes (bell to bell instruction, classroom management procedures, etc) (PD provided Summer of 2015; CHAMPS system in place beginning August 2015)



- Open an Elementary Library (Spring 2015)
- Open a Middle & High School Library (In process; should open Oct. 2015)
- Increase the technology available to teachers, provide adequate training of resources and integrate into instruction
- Make available leveled reading program to all students

## **Family and Community Involvement**

### **Family and Community Involvement Summary**

Bartlett is committed to engaging parents and community members to be involved in students' education. Parental involvement is critical to the success of their child's education. Community involvement allows students to be exposed to learning opportunities as well. C2G Pals (Commitment to Graduate® Parent/Adult Supporters Assisting Learners in Schools) is being implemented to engage more volunteers on campus to support student learning. Quarterly parent & community meetings are hosted to share information that is valuable to educational stakeholders.

### **Family and Community Involvement Strengths**

- Volunteers are encouraged to participate at campus
- Teachers make contact with parents in order to help students succeed; contact is made prior to all discipline referrals
- School Way is used as an instant communication device to connect with parents and community members
- Push messages are sent out 3 times a week with positive messages relating to educational topics
- 5<sup>th</sup> & 8<sup>th</sup> Grade Transition Meetings – Inspiration Station – (Spring 2015)

### **Family and Community Involvement Needs**

- Invite parents to more community activities
- Keep volunteers motivated to participate and continue volunteering
- Follow up with phone calls
- Consistent parent activities on school calendar
- Create read to a child opportunities at school
- Offer after school classes to teach English to our Spanish speaking parents
- Create an information area for special pops on website
- Host community events (culture night, pot lucks, bingo, movie nights) to create an inviting atmosphere for parents and community

## **School Context and Organization**

### **School Context and Organization Summary**

Bartlett ISD analyzes the school context and organization by looking at how school processes, structures, decision-making, and overall leadership positively affect classroom instruction. It is important to have systems in place so that there is not much interference or distractions from classroom instruction. Bartlett has serious fractures within the core school systems that require immediate evaluation and change (per TEA in needs of improvement plan 2014 - 2015). There are several systems that need updating but the focus now is on 3 key areas:

- a) Systems change regarding teacher planning of instructional day (lesson planning, using data, bell to bell, increasing rigor, etc); (Systems in place beginning Spring 2015; new lesson plan format integrated Fall 2015; PD support Summer 2015 on Increasing Rigor)
- b) Behavior management systems (discipline plan, students in class, students engaged in instruction, etc); (CHAMPS system put in beginning of August 2015)
- c) Administrator monitoring of classroom instruction (walkthroughs, lesson plan review, prompt feedback); Beginning Spring 2015; ongoing
- d) Special Populations and interventions (assuring interventions align with the needs and are implemented). Need to work on this system change for 2015 – 2016 school year

### **School Context and Organization Strengths**

- Teachers and staff willingness to make change
- Completely new administrative team with systems change experience
- Able to change and reorganize systems to accommodate students' needs

### **School Context and Organization Needs**

- Communication with staff and teachers need to be consistent and in a professional & timely manner
- Behavior Management system overhaul (beginning Jan. 2015)
- Classroom Instruction system overhaul (beginning Oct. 2014)
- Campus leadership overhaul w/ focus on instruction (beginning Aug. 2015)

# Technology

## Technology Summary

Technology improves student performance when the application directly supports the curriculum objectives and goals being assessed. Technology is most effective when it is integrated with the core curriculum content. In addition, the use of technology provides opportunities for students to design and implement projects that extend the core curriculum being assessed by the State of Texas Assessment of Academic Readiness (STAAR). Our campus needs more capital outlay items in order to keep up with the ever-expanding educational technology components and in order to help our students to reach Level III Advanced Performance status.

## Technology Strengths

- Use of Eduphoria by administration and teachers to keep abreast of student data
- Computers are available for students to check out for home use
- All 5th grade students have access to tablets in the classroom
- A+ Credit Recovery Lab
- 30 Smart board and 4 working labs w/ 24 computers
- A to Z Reading for 8 teachers for Reading (funds – 289\_ - added additional in 2014. This also includes RAZ for Kids software for our Elementary teachers to support special education intervention in reading (funds 289 - just purchased additional in Jan. 2015)
- Read Naturally for reading remediation (RTI – Tier III students)

## Technology Needs

- SuccessMaker software for our ESL teacher, computer lab, & Library Aide
- Teachers update websites regularly and include student extension activities relating to subject contents
- Increase use of instructional websites to supplement instruction
- Teachers will attend professional development to integrate and utilize web based instructional/intervention programs for students (Beginning the process in Summer 2015; PD provided for all staff)
- Increase teacher utilization of Aware Eduphoria

# Goals

## Goal 1: BISD students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens

**Performance Objective 1:** A minimum of 70% of our Bartlett students will achieve a Recommended Performance on STAAR ELA, Math, and Science Assessments. (% to increase incrementally to achieve 90% by 2017). A minimum of 10% of Bartlett students will achieve an Advanced Performance. (% to increase to 25% by 2017) [We did not achieve this objective. 4<sup>th</sup> writing, 5<sup>th</sup> reading, 8<sup>th</sup> reading, Alg. 1, and Bio. Achieved the 70% level in 2015. 3<sup>rd</sup> Reading, 4<sup>th</sup> Reading, 5<sup>th</sup> Reading, 8<sup>th</sup> Reading, and Alg. 1 achieved the 10% Advanced Performance in 2015.]

### Summative Evaluation: 2015-2016 STAAR Scores

Strategy Description	TITLE I Schoolwide Components	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p>1) Identify and address areas of students' needs in reading comprehension skills and Math to develop student language, and literacy skills to promote academic success. Federal program (Title 1) will fund a reading specialist to support strategy ½ time.</p> <p>Populations: All students, LEP, SE, AR, GT, EcD, DSY, TI</p> <p>Timeline: Identify first six weeks; address needs second through sixth six weeks</p>	1, 9	Teachers, Director of Curriculum & Instruction, Dyslexia consultant (Title 2), Title I Reading Teacher and Principal	<p>Formative: Lesson Plans, TPRI (K-3), Progress Monitoring, AIMsWeb</p> <p>Summative: STAAR Scores (Reading/Math Adv Perf)</p> <p>3<sup>rd</sup> Grade: 12.5%; 4<sup>th</sup> Grade: 12%; 5<sup>th</sup> Grade: 18.8%</p> <p>8<sup>th</sup> Grade: 15.38%; Algebra I: 10.34%</p>				
Funding Sources: 211 - Title I (Reading Teacher) - \$33,799.24; 199 (Dyslexia half-day)							
2) Federal Programs (Title 1) will fund teacher Aides to supplement allotted campus positions so that the needs of students can be met through more individualized and small group instruction.	2, 5, 9, 10	Teachers, Director of Curriculum & Instruction, Business Mgr, Finance Director,	<p>Formative: District and Campus Benchmark Scores, Teacher Observations, Student Progress Reports</p> <p>Summative: EOY Student Passing Rates</p>				

Populations:  
All Students, LEP, SE, AR, GT, EcD, TI, Dyslexia  
Students & Teacher

Timeline:  
Ongoing according to Testing Results; IEPs

Funding Sources: (199) – Elementary Aides; (211) – Middle School & High School Aides (\$28,584.00 & \$27053.00)

<p>3) Bartlett will implement a coordinated, systematic assessment plan at the classroom level that includes the use of TPRI, Language Enrichment, STAAR, benchmarks, TELPAS, language progress reports, and teacher created weekly assessments to target identified areas of need in reading such as fluency and comprehension and improve assessment scores. Teacher created test to assess higher order thinking skills</p> <p>Populations: ALL students, LEP, AR, TI, M1, GT, SE, DYS, EcoD</p> <p>Timeline: August 2015- June 2016 (weekly)</p>	2, 3, 8, 9	Teachers, Director of Curriculum & Instruction, Principal	Formative: Campus Benchmark Results, BOY, MOY, EOY, Progress Monitoring, walkthroughs, Lesson plans, student work, progress reports, grades Summative: State Assessment Results, TAPR, CIP, report cards				
Funding Sources: No Funds Required							
<p>4) Enhance Reading instruction in Kinder-12th through Novel Matrix instructional strategies in order enhance academic achievement, increase academic Performance and meet the rigor of the STAAR test.</p> <p>Populations: ALL K-12 students, LEP, AR, TI, GT, DYS, EcoD, SE</p> <p>Timeline: August 2015- June 2016 (weekly)</p>	1, 2, 3, 9, 10	Principal, Teacher, Director of curriculum & instruction, paraprofessional aides, Dyslexia Teacher	Formative: Teacher Lesson plans, student work, progress reports, grades, review of novel matrixes Summative : End of Unit Tests. State Assessment results, TAPR, report cards.  Weekly Grades, Progress Reports, Report Cards,				
Funding Sources: (199) - \$6500.00; (289) - \$3100.00							

<p>5) Purchase resources such as supplemental, instructional and general supplies to enhance instruction in the core areas through hands on manipulatives, the creation of projects, assessment reviews, worksheets, and educational activities correlated to skills &amp; TEKS being taught to raise student achievement.</p> <p>Populations: ALL PK - 12, AR, LEP, SE, DYS, EcoD, TI, GT</p> <p>Timeline: August 2015- June 2016 (weekly)</p>	1, 2, 3, 7, 8, 9	Teachers, Principal, Director of Curriculum & Instruction	Formative: Campus Benchmark Results, BOY, MOY Progress Monitoring, walkthroughs, Lesson plans, progress reports, weekly grades				
Funding Sources: (199) - \$65,851.00; (289) - \$20,627.00							
<p>6) Teachers will have the opportunity to select and purchase instructional and supplemental materials that will reinforce the daily classroom instruction, create instructional environment, and reinforce the daily classroom activities and help improve the students' areas of need in the core areas.</p> <p>Populations: ALL PK - 12 Grade Teachers</p> <p>Timeline: August 2015 -January 2016</p>	1, 2, 3, 9	Teachers, Director of Curriculum & Instruction, and Principal	Formative: Weekly Grades, Progress Reports, student work, Campus Benchmark Results, walkthroughs  Summative: EOY Report Cards, State Assessment Results, TAPR				
Funding Sources: (199) - \$8800.00 – each teacher allotted \$200.00 for supplies & materials							



<p>7) Federal Programs will fund an Elementary Library Aide to set up, organize, and create an inviting atmosphere in the Elementary Library to cultivate a lifelong love of reading so that students may be academically successful.</p> <p>Populations: Librarian Aide to support ALL PK-5, AR, GT, SE, LEP, TI, EcoD, DYS</p> <p>Timeline: Sept. 26, 2015 Oct. 31, 2015 Dec. 18, 2015 Feb. 20, 2016 Apr. 10, 2016 June 5, 2016</p>	1, 7, 10	Librarian, Principal, Director of Curriculum & Instruction, Supt., Business Mgr.	<p>Formative: District and Campus Benchmark Scores, Teacher Observations, Student Progress Reports</p> <p>Summative: EOY Student Passing Rates, EOY State Assessment Scores, EOY Report Cards</p>				
<p>Funding Sources: 199 &amp; 289 (to be determined; opening Feb. 16, 2015)</p>							
<p>8) PK - 12th teachers will identify students struggling in reading as TIER II/III. TIER II/III students will receive an additional forty-five minutes (five times a week) of differentiated instruction and RtI (Response to Intervention) based on outcomes of student assessment and progress monitoring in order to be at grade level.</p> <p>Populations: ALL Students, TI, LEP, SE, AR GT, DYS, EcoD</p> <p>Timelines: Sept. 26, 2015 Oct. 31, 2015 Dec. 18, 2015 Feb. 20, 2016 Apr. 10, 2016 June 5, 2016</p>	1, 2, 3, 9	Teacher, Teacher Specialists, Director of Curriculum & Instruction, Principal	<p>Formative: Campus Benchmark Results, BOY, MOY Progress monitoring,, walk-throughs, Lesson plans, student work, progress reports, grades</p> <p>Summative- State Assessment Results, EOY report cards, TAPR, report cards, TELPAS, SELP,SSLP, TPRI</p>				
<p>Funding Sources: No Funds Required</p>							

<p>9) Federal Programs will fund a Middle School / High School Library Aide to set up, organize, and create an inviting atmosphere in the Middle School &amp; High School Library to cultivate a lifelong love of reading so that students may be academically successful.</p> <p>Populations: Librarian Aide to support ALL 6-12, AR, GT, SE, LEP, TI, EcoD, DYS</p> <p>Timeline: September 2015 October 2015 November 2015 ongoing</p>	1, 7, 10	Classroom Teacher, Librarian, Principal, Director of Curriculum & Instruction, Business Mgr., Finance Mgr.	<p>Formative: District and Campus Benchmark Scores, Teacher Observations, Student Progress Reports</p> <p>Summative: EOY Student Passing Rates, EOY State Assessment Scores, EOY Report Cards</p>				
Funding Sources: (199) & (289) (to be determined; opening September, 2015)							
<p>10) Provide teachers with strategies and intervention activities to ensure the students' difficulties are identified and addressed on a timely basis. Interventions should align with student needs. (**Improvement Plan / PBMAS**)</p> <p>Populations: ALL K-12 students, LEP, AR, TI, GT, SE, DYS, EcoD</p> <p>Timeline: Sept. 26, 2015 Oct. 31, 2015 Dec. 18, 2015 Feb. 20, 2016</p>	1, 3, 4, 9	Director of Curriculum & Instruction, Principal, SE Teachers & Aides	<p>Formative: Teacher Lesson Plans, Walk Throughs, RtI folders, weekly grades, progress reports, progress monitoring</p> <p>Summative: Report Cards, EOY Assessments and</p>				
Funding Sources: No Funds Required							
<p>11) Director of Curriculum &amp; Instruction will provide staff development on instructional strategies as well as provide support in the Core subject areas so that students will be academically successful.</p>	1, 2, 4, 5, 9	Director of Curriculum & Instruction, Principal	<p>Formative: Sign-In Sheets, Lesson Plans, Weekly Assessments, Weekly Grades</p> <p>Summative: Evaluations, EOY Report Cards</p>				

<p>Populations: ALL PK-12 students, LEP, AR, TI, EcoD, GT, SE, DYS, Migrant</p> <p>Timeline: Sept. 26, 2015 Oct. 31, 2015 Dec. 18, 2015 Feb. 20, 2016 Apr. 10, 2016</p>	<p>Funding Sources: Materials (199) - \$20,482.00; (255) - \$24,066.00; (289) - \$15,317.00</p>						
<p>12) Administration will provide feedback &amp; guidance based on monitoring of instruction to support and promote student achievement. (**Improvement Plan, PBMA**)</p> <p>Populations: Librarian Aide to support ALL PK-5, AR, GT, SE, LEP, TI, EcoD, DYS</p> <p>Timeline: Sept. 26, 2015 Oct. 31, 2015 Dec. 18, 2015 Feb. 20, 2016 Apr. 10, 2016 June 5, 2016</p>	<p>1, 2, 3, 8, 9</p>	<p>Principal, Director of Curriculum &amp; Instruction, Supt.</p>	<p>Formative: District and Campus Benchmark Scores, Teacher Observations Summative: EOY Student Passing Rates, EOY State Assessment Scores, EOY Report Cards, TAPR</p>				
<p>13) Bartlett will bring in NeuHaus Language Enrichment (Esparanza) staff development on instructional strategies to renrich language literacy.</p> <p>Populations: ALL Students, TI, LEP, SE, AR GT, DYS, EcoD</p>	<p>1, 2, 3, 4, 9</p>	<p>Teacher, Director of Curriculum &amp; Instruction, Principal, Language Enrichment Consultants</p>	<p>Formative: Campus Benchmark Results, BOY, MOY Progress monitoring, walk-throughs, Lesson plans, student work, progress reports, grades, TPRI, AIMS Web  Summative- State Assessment Results, EOY report cards, TAPR, report cards,</p>				

Timelines:  
Jan. 2015  
Staff Update  
– To be  
completed  
August 2015

Funding Sources: 289 – Literacy Grant - \$3321.28 – Materials

<p>14) All PreK-12<sup>th</sup> grade students will increase their vocabulary and grammar skills in order to comprehend reading passages and become accomplished writers through Language Arts activities such as but not limited to: Language Enrichment, 6+1 Traits of Writing, Daily Journal Writing,</p> <p>Populations: ALL K-12 students, LEP, AR, TI, EcoD, GT, SE, DYS,</p> <p>Timeline: August 2015- June 2016 (weekly)</p>	1, 2, 3, 7, 8, 9	Teacher, Director of Curriculum & Instruction, Principal	<p>Formative: Sign-In Sheets, Lesson Plans, Walk-throughs, Student Work</p> <p>Summative: EOY Assessments, Writing Assignments, Report</p>				
Funding Sources: No Funds Required							
<p>15) Hold a vertical and horizontal alignment meeting to share teaching practices and strategies in order to facilitate students' transition from grade to grade. (**Improvement Plan / PBMAS**)</p> <p>Populations: ALL K-12 students, EcoD, AR, TI, LEP, GT, SE, DYS,</p> <p>Timeline: August 2015 and every 6 weeks</p>	3, 4, 7	Classroom teachers Principal Director of Curriculum & Instruction	<p>Formative: Walk-throughs, Lesson plans, Student work, BOY, MOY, EOY Progress monitoring, Progress reports, Grades, Report cards, Campus Benchmark Results</p> <p>Summative: State Assessment Results,</p>				
Funding Sources: No Funds Required							
<p>16) Gifted &amp; Talented students will be provided opportunities to work on spontaneous, creative activities, aligned to literacy in order to support their understanding of various genres. Teachers will attend GT inservices to obtain updates and teaching strategies for GT students. Core GT training will be offered to all teachers.</p> <p>Populations: ALL K-12 students, GT</p> <p>Timeline: June 5, 2015 Ongoing</p>	2, 3, 4, 5	Teachers, Director of Curriculum & Instruction, Principal	<p>Formative: Student projects, grades, Agenda and sign in sheets for PD</p> <p>Summative: EOY State Assessments, EOY Report Cards</p>				
Funding Sources: (199) - \$5,000.00 for UIL teacher stipends							

<p>17) Classroom Teachers and Special Education Teachers will prepare their students for their appropriate state assessments so that students at Bartlett will demonstrate knowledge and concept attainment in the content areas. (**Improvement Plan / PBMAS**)</p> <p>Populations: SE Students</p> <p>Timeline:</p>	3, 8, 9	Classroom Teacher, Resource/Inclusion Teacher, Principal, Director of Curriculum & Instruction	Formative: Six weeks benchmarks, and release tests, lesson plans, student grades				
Funding Sources: No Funds Required							
<p>18) Bartlett ISD will continue to provide inclusion services for students in 1st through 12th grade as appropriate. Students will receive instruction in the least restrictive environment in their area of need. A resource room is available for Content Mastery to address specific IEP goals and ARD decisions. (**Improvement Plan / PBMAS**)</p> <p>Populations: SE Students</p>	3, 9	Inclusion/Resource Teacher, Director of Curriculum & Instruction	Formative: Scheduled annual ARD meeting, Sp. Ed. Student Eligibility Folder  Summative: IEP, EOY grades				
Funding Sources: No Funds Required							
<p>19) Provide reading strategies through ESL instruction and the Esperanza program to bilingual students daily for 30-45 minutes to support student transition into English reading. All PK-5th grade bilingual/ESL students will increase oral language skills to develop listening, speaking, reading and writing proficiency in English through the use of the ELPS and ELAR strategies. The goal for all K-5th bilingual students is to receive Advanced to Advanced High TELPAS ratings. (**Improvement Plan / PBMAS**)</p> <p>Populations: K-12 students, LEP, AR, TI, EcoD, GT, SE, DYS</p> <p>Timeline: Sept. 26, 2015 Oct. 31, 2015 Dec. 18, 2015 Feb. 20, 2016 Apr. 10, 2016</p>	1, 2, 3, 4, 5	Teachers, Director of Curriculum & Instruction, Principal, Curriculum Specialists	F " Campus Benchmark Results, BOY and MOY progress monitoring, walk-throughs, Lesson plans, student work, progress reports, grades  S- State Assessment Results, EOY Grades, TAPR, TELPAS, SELP, SLP, TPRI, Tejas LEE, CPALLs				
Funding Sources: (289) - \$3547.05 for materials							

<p>20) Texas Literacy Initiative Specialist / Vaughn Goss Center will assist teachers to promote students growth and ensure that campus is in compliance with grant standards and guidelines</p> <p>Populations: K-12 students, LEP, AR, TI, EcoD, GT, SE, DYS</p> <p>Timeline: Jan. 2015 Feb. 20, 2015 Apr. 10, 2015 June 5, 2015 August 2015 – June 2016</p>	3, 4, 9	Director of Curriculum & Instruction, Principal	Formative: Campus Benchmark Results, BOY and MOY progress monitoring, walk-throughs, , Lesson plans, student work, progress reports, grades				
Funding Sources: (289) - \$21,194.00							
<p>21) Provide professional development on the specifications, format, item analysis and categories of the STAAR so that teachers can provide focused instruction to improve students' performance on STAAR. Assuring core instruction is aligned with TEKS at STAAR level. (**Improvement Plan / PBMAS**)</p> <p>Populations: PK-12 students, LEP, AR, TI, EcoD, GT, SE, DYS</p> <p>Timeline: Sept. 26, 2015 Oct. 31, 2015 Dec. 18, 2015 Feb. 20, 2016</p>	1, 4, 5, 9	Director of Curriculum & Instruction, Principal, Supt	Formative: Campus Benchmark Results, BOY and MOY progress monitoring, walk-throughs, , Lesson plans, student work, progress reports, grades				
Funding Sources: No funds required							
<p>22) Analyze, formulate and implement an intervention plan based on Benchmark Scores, STAAR results, teacher created/selected assessments, and campus level selected assessment for students that are performing below grade level in order to bridge instructional gaps and achieve academic success. (**Improvement Plan / PBMAS**)</p>	1, 3, 8, 9	Classroom Teachers, Teacher Specialist, Director of Curriculum & Instruction, Principal, 21 <sup>st</sup> Century Coordinator	Formative: Campus Benchmark Results, BOY and MOY progress monitoring, walk-throughs, , Lesson plans, student work, progress reports, grades				
Summative: State Assessment Results,							

<p>Populations: K-12 Teachers</p> <p>Timeline: Sept. 26, 2015 Oct. 31, 2015 Dec. 18, 2015 Feb. 20, 2016 Apr. 10, 2016 June 5, 2016</p>	<p>Funding Sources: No Funds Required</p>						
<p>23) Teachers will be inserviced on RTI interventions and special education accommodations and will maintain a special education and RTI student folder with modified or accommodated work. The instructional outcome will be to ensure all students needing intervention will be identified to ensure their academic success. (**Improvement Plan / PBMAS**)</p>	<p>4, 9</p>	<p>Principal, Director of Curriculum &amp; Instruction, Rtl Specialist. Classroom Teachers, Special Education Teachers, Reading Specialists</p>	<p>Formative: Walk-through Lesson plans Student work, BOY, MOY, EOY Progress monitoring, progress reports, grades, report cards, Campus Benchmark Results Summative: State Assessment Results, TAPR, TELPAS, SELP/SSLP, TPRI, IEP, Benchmarks, Teacher created assessments, AIMSWeb</p>				
<p>Populations: K-12 Teacher</p> <p>Timeline: Baseline overview August 2015; Next Steps Training Fall 2015  June 5, 2015</p>	<p>Funding Sources: (289) – AimsWeb \$716.00; (289) – A to Z \$1079.40</p>						
<p>24) ARD Chair, and Special Education Teacher, Director of Curriculum &amp; Instruction, ESL Teacher, Reading Specialist, Special Education Teachers &amp; Principal will review and analyze student specific data to analyze STAAR objectives and expectations to optimize</p>	<p>4</p>	<p>Special Education Supervisors, Special Education, Teachers, Director of Curriculum &amp; Instruction</p>	<p>Formative: Campus Special Education Department meetings sign in sheets S: STAAR Results</p>				



<p>instructional planning. (**School Improvement / PBMAS**)</p> <p>Populations: PK-5 Teachers</p> <p>Timeline: Sept. 26, 2015 Oct. 31, 2015 Dec. 18, 2015 Feb. 20, 2016 Apr. 10, 2016 June 5, 2016</p>	<p>Funding Sources: No Funds Required</p>						
<p>25) Create &amp; maintain a Science Lab to reinforce classroom activities related to STAAR objectives to ensure all students success on the science STAAR test. Ensure student engagement through hands on interactive project based lessons.</p> <p>Populations: 6-12 students, LEP, AR, TI, EcoD, GT, SE, DYS</p> <p>Timeline: August 2015- ongoing</p>	<p>3</p>	<p>Lab Equipment Room Teacher</p>	<p>Formative: Benchmarks, Lab Schedule, grades Summative: Science STAAR</p>				
<p>Funding Sources: (199) Materials \$10,000</p>							
<p>26) All 5th grade students will be provided with the opportunity to participate in a career day to promote awareness for college preparedness. (**Improvement Plan / PBMAS**)</p> <p>Populations: 5th grade students</p>	<p>1, 2</p>	<p>Teachers, Principal, Director of Curriculum &amp; Instruction, C2G Pals, Community Members, Supt.</p>	<p>Formative: School Calendar of Events, List of Presenters, Grades, Teacher Tests, Benchmarks  Summative: EOY Report Card, STAAR Results</p>				

<p>Timeline: May 2016</p>	<p>Funding Sources: (199) &amp; EWCC – SpecED COOP</p>						
<p>27) Implement and support reading and writing strategies in all content areas, such as, prediction, inference, summarizing, paraphrasing, and researching in order to increase and support student success in assessment. Staff development for electives to assure ongoing support for targeted assessed concepts. Staff Development for ELA/SS on writing strategies. Federal funds (Title 1) will support teacher for 2 periods a day to focus on reading with targeted sub-pops.</p> <p>Populations: PK-12 students, LEP, AR, TI, EcoD, GT, SE, DYS</p> <p>Timeline: Staff Development – Summer 2015 Ongoing</p>	<p>3</p>	<p>Principal, Director of Curriculum &amp; Instruction, Classroom Teachers</p>	<p>Formative: Walk-through, Lesson plans, students work, progress reports</p> <p>Summative: EOY Report cards</p>				
<p>Funding Sources: (199) - \$5000.00; (211) - \$20,000.00</p>							
<p>28) To promote and ensure physical fitness, students in grades Pre K-5 will be provided with moderate to vigorous physical activity each day in physical education for at least 30 minutes a day or a minimum of 135 minutes a week so that everyone will be in compliance with Senate Bill 530 effective 09/01/2007.</p> <p>Populations: PK-12 students, LEP, AR, TI, EcoD, GT, SE, DYS,</p> <p>Timeline: August 2015- June 2016 (daily)</p>	<p>2, 3</p>	<p>Principal, Director Of Curriculum &amp; Instruction, Physical Ed. Teachers</p>	<p>Formative: Classroom Observations, F-PE student attendance records, Updated District Policy</p> <p>Summative: School Health Index, Physical Fitness Assessment</p>				
<p>Funding Sources: No Funds Required</p>							

<p>29) Bartlett ISD will continue to fund campus nurse at 40% to assist with the execution of the health program aimed at monitoring and assisting low-performing students at school-wide campuses improve overall health in order to improve student attendance/performance.</p> <p>Populations: PK-5 students, LEP, AR, TI, EcoD, GT, SE, DYS</p> <p>Timeline: Aug 2015- June 2016</p>	1	<p>Health Services Administrator Special Programs Administrator Federal Programs Administrator Campus Administrators</p>	<p>Formative: Time and Effort Logs, Nurse Referrals, Grades</p> <p>Summative: EOY Attendance Rates, EOY Report Cards, Position Control</p>				
Funding Sources: (199) - \$29110.00							
<p>30) Planning days will be provided for teachers for curriculum planning.</p> <p>Populations: Teachers, ALL PK-12, LEP, EcoD, TI ,SE, AR, GT</p> <p>Timeline: December 2015 May 2016</p>	5	<p>Principal Director of Curriculum &amp; Instruction Teachers</p>	<p>Formative Evaluation: Lesson Plans Weekly Grades Progress Reports Summative Evaluation: TPRI; STAAR;</p>				
Funding Sources: No Funds Required							

**Goal 2: Through enhanced dropout efforts, all students will remain in school until they obtain a high school diploma and/or pursue a post-secondary education.**

**Performance Objective 1:** Bartlett ISD will develop prevention and intervention strategies that increase at-risk student achievement on STAAR by 5%.

**Summative Evaluation:** 2015 STAAR Scores and the Retention Rate

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p>1) The Director of Curriculum &amp; Instructor will conduct professional development sessions on instructional strategies and provide teacher support to meet the educational needs of At-Risk students. Supplemental and instructional resources will be utilized to effectively conduct professional development, digital presentations, provide handouts and informational resources. C2G® will be implemented and reinforced PK-12. (**Improvement Plan / PBMAS**)</p> <p>Populations: ALL PK-12, AR, LEP, T1</p> <p>Timeline: August 2014 - June 2015</p>	4	Principal, Supt, Director of Curriculum & Instruction	<p>Formative: Classroom Observation, Lesson plans, Student Progress Reports, BOY, MOY, EOY Progress monitoring, Campus Benchmark Results</p> <p>Summative: STAAR</p>				
				Funding Sources: (461)			
<p>2) The Dyslexia teacher will identify and provide language and literacy interventions to improve identified students' achievement.</p> <p>Populations: AR, DYS</p> <p>Timeline: August 2015 - May 2016 (Daily)</p>	3, 10	Principal, Director of Curriculum & Instruction, Supt.	<p>Formative: Lesson Plans Walk-thrus Benchmarks Student Progress reports</p> <p>Summative: STAAR Results</p>				
				Funding Sources: (289)			

<p>3) Implement backpack of food for weekends to provide identified youth with food items, hygiene products, school supplies, and clothes as needed to meet their academic, social, emotional, and physical needs.</p> <p>Populations: Pre-K -12<sup>th</sup>, AR</p> <p>Timeline: August 2015 - June 2016</p>	10	Campus Administration	Formative: Student Progress Reports and Benchmark scores				
	Funding Sources: Community Donations						
<p>4) Federal funds (Title 1) will support personnel to work individually with students on college and career ready. Provide College &amp; Career Readiness events for students, parents &amp; community members. College Visits for Students. (**Improvement Plan / PBMAS**)</p> <p>Populations: K-12 students, LEP, AR, TI, EcoD, DYS</p> <p>Timeline: December 2015 - May 2016 Quarterly beginning August 2015</p>	1	Principal, Director of Curriculum & Instruction, Teachers	<p>Formative: Agenda, sign-in sheets from events. Attendance records, newspaper articles</p> <p>Summative: ACT / SAT registrations, College &amp; University visits, College &amp; University Acceptance letters</p>				
	Funding Sources: (199) (461) (211) – Title 1 - \$10,000.00						

**Goal 3: The students will be encouraged and challenged to meet their full educational potential.**

**Performance Objective 1:** Increase the student attendance rate to at least 96% for Bartlett ISD. **Summative Evaluation:** Attendance

Rate

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
1) Recognition in place for 100% attendance. Incentives to ensure that all students will continue to meet attendance goals.  Populations: 9-12TH grade, AR, TI, SE, GT, DYS, LEP, EcoD  Timeline: August 2015-May 2016 (weekly)	2	Counselors, Teachers, Director of Curriculum & Instruction, Supt. and Principal	Formative: Review 3 week & 6 week attendance rates to determine recipients of attendance award Summative: EOY Attendance Rate EOY Attendance Record EOY Report Card				
				Funding Sources: No Funds Required			
2) Grade level with highest percentage of Perfect Attendance for the six weeks will receive recognition and celebration.  Populations: PK-12th grade, AR, TI, LEP, SE, GT, DYS, EcoD  Timeline: Feb. 2, 2016 Mar. 20, 2016 Apr. 10, 2016 June 5, 2016	1, 2	Teachers, Principal, and Data Entry Clerk	Formative: List of certificate recipients by grade level  Summative: Attendance Record				
				Funding Sources: No Funds Required			

<p>3) Reduce by 5% yearly the out-of-school suspensions on every campus by researching and evaluating 2013 - 2014 number of days students were absent due to OSS. To increase campus student attendance rates and improve student instructional levels. (**Improvement plan / PBMAS**)</p> <p>Populations: Campus Administration</p> <p>Timeline: Sept. 26, 2015 Oct. 31, 2015 Dec. 18, 2015 Feb. 20, 2016 Apr. 10, 2016 June 5, 2016</p>	2	Principal, PEIMS Supervisor, Attendance Clerk, Discipline Clerk. and Computer Services	OSS Rate: 2013-14 OSS 64 days; 2014-15 OSS 15 days				
Funding Sources: No Funds Required							
<p>4) Attendance clerks and teachers consistently monitor and communicate student's daily absences and tardiness to parents and staff to promote and ensure rapid system of communication using automatic phone call out to reduce student absences and tardiness and increase instructional opportunities for students.</p> <p>Populations: Campus &amp; District Staff</p> <p>Timeline: 2015 Fall Semester (Daily) 2016 Spring Semester (Daily)</p>	2, 6	Principal, Campus PEIMS Supervisor, Attendance Clerks, Student Accounting, and Data Entry Clerk	Formative: Principal will analyze OSS report at end of each 6 wks to determine increase or decrease in OSS  Summative: Report Cards				
Funding Sources: No Funds Required							
<p>5) Provide training as needed to effectively implement School Messenger Notification System procedures for effective monitoring of student attendance and maximize instruction. Incorporate School Way notification systems to assure timely notification and important updates to parents and community members.</p> <p>Populations: PEIMS Supervisor Clerks Technology coordinator</p>	4, 6	Technology Coordinator, Computer Services, PEIMS Supervisor, Pupil Services, and Data Entry Clerk	Formative: Agendas, Sign-in  Sheets Summative:  Attendance Report				
Funding Sources: No Funds Required							

<p>Timeline : 2015 Fall Semester 2016 Spring Semester</p>							
<p>6) Students will be subjected to higher order thinking questions in all subject areas to develop higher order thinking skills.</p> <p>Populations: PK-12 students, LEP, AR, TI, GT, SE, DYS, EcoD</p> <p>Timeline: August 2015- June 2016 (daily)</p>	3, 4	Teachers Principal Director of Curriculum & Instruction	<p>Formative: Lesson Plans, Progress Reports, Walk-throughs, Benchmarks</p> <p>Summative: STAAR Results, EOY Grades</p>				
<p>Funding Sources: No Funds Required</p>							
<p>7) Every week we will promote a college of the teacher's choice over the intercom system during morning announcements to inform and motivate students to attend college.</p> <p>Populations: PK-12 students, LEP, AR, TI, GT, SE, DYS, EcoD</p> <p>Timeline: September 2015- June 2016 (weekly)</p>	3	Teachers Director of Curriculum & Instruction	<p>Formative: Walk-throughs Benchmarks</p> <p>Summative: Student awareness of Colleges</p>				
<p>Funding Sources: No Funds Required</p>							



**Goal 4: School campuses will maintain a safe, disciplined and positive culture and climate conducive to student learning.**

**Performance Objective 1:** Discipline referrals ,office referrals and ISS/OSS suspensions will be less than 5%of student enrollment

**Summative Evaluation:** Disciplinary

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
1) A behavior incentive plan will be put in place for serious discipline problems, and reoccurring discipline problems to ensure student safety and academic goals are met.  Populations: PK-12TH grade, AR, TI, LEP, SE, DYS, GT, EcoD  Timeline: August 2015 – May 2016	2	Principal Teachers Supt.	Formative: Benchmarks				
			Summative: EOY Report Card				
2) Presentation on Conflict Resolution, Discipline Management, and Drop out Reduction will be given to all PK-12th grade students to ensure student safety and academic goals.  Populations: PK-12TH grade, AR, TI, LEP, SE, DYS, GT, EcoD  Timeline: Fall 2015	2, 3	Teachers and Principal	Formative: Benchmarks				
			Summative: STAAR Results, EOY Report Cards				
		Funding Sources: If needed (461)					

<p>3) Implement a Character Education Program to ensure all students achieve academic goals.</p> <p>Populations: PK-12TH grade, AR, TI, SE, DYS, GT, LEP, EcoD</p> <p>Timeline: September 2015 – Dec. 2015</p>	2, 3	Teachers Supt Principal	Formative: Lesson Plans Classroom Observation Decrease in referrals Benchmarks				
Funding Sources: No Funds Required							
<p>4) Provide scheduled professional development based on level of expertise and need in the following areas: a.) Bullying Prevention; b.) Violence/conflict resolution; c.) Recent drug use trends; d.) Resiliency/Developmental Assets; e.) Signs of Child Abuse; f.) Classroom Management; (Summer PD 2015) g.) Response to Intervention (RtI) Model for behavior research based interventions to allow all BISD staff to recognize and address the issue, as a preventive measure. (August 2015 PD) (**Improvement Plan / PBMAS**)</p> <p>Populations: K-12 students, LEP, AR, TI, EcoD, GT, SE, DYS</p> <p>Timeline: October 2015 – June 2016</p>	4	Supt., Principal, RtI Specialist, Director of Curriculum & Instruction	Formative: Attendance Roster, Professional Development, PEIMS, Discipline  Report Summative: EOY Report Card				
Funding Sources: (199) (461)							

## 2014-2015 Site-Based Decision Making Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
District Level Administrator	Brett Springston	Superintendent
Administrator	Jay Harris	Principal
District Level Administrator	Lisa Spain	Director of Curriculum & Instruction
Business Representative	Chris Hill	Graduate / Bartlett City Manager
School Administrator	Neil Jeffery	21 <sup>st</sup> Century Coordinator
Classroom Teacher	Debra Caldwell	High School ELA Teacher
Classroom Teacher	Theresa Valdez	Middle School Math
Classroom Teacher	Janet Walker	Elementary – 1 <sup>st</sup> Grade
Classroom Teacher	Jeff Wright	Middle School & High School – Science
Classroom Teacher	Donya McNeese	Special Populations
Classroom Teacher	Valerie Dorman	Special Populations
Parent	Melissa Rafay	
Student	Grace Martinka	

# **Title I**

## **Schoolwide Program Plan**

Federal requirements for campus planning mandate that schools develop a school wide program plan that includes all of the ten required components. The following ten components of a school wide program are embedded within the campus improvement plan and its activities.

Bartlett ISD uses its Title I, State Compensatory and other funds to upgrade the entire instructional program by implementing school-wide programs as authorized under the provisions of Public Law 107-110, Section 1114.

## **Ten School wide Components**

### **1: Comprehensive Needs Assessment**

The Site-Based Decision-Making (SBDM) Committee conducted a comprehensive needs assessment (CNA) to determine the strengths and needs of students, staff, parental & community involvement, and facilities before deciding how to use available local, state, and federal budget allocations.

Based on the current School in Need of Improvement status and PBMAS status, the improvement plan focuses on the passing rate of all students and specifically our special population of student groups including Bilingual, At-Risk, Dyslexia, Title I, Economically Disadvantaged and Special Education on state assessments. The goal is to have 70 percent of all students and all student groups passing all parts of state mandated assessments for the 2015-2016 school year and to increase the commended performance level in all content areas. In addition, the goal of the school is to increase the percentage of college readiness performance of all students.

### **2: School wide Reform Strategies**

To accomplish these objectives, the staff will use the budgeted funds to implement school-wide reform strategies that provide

opportunities for all children to meet the State’s proficient and advanced levels of academic performance. Teachers will use effective methods and instructional strategies that are established on scientifically based research that (1) strengthen the core academic program; (2) increase the amount and quality of learning time, including the funding of an after-school tutorial/ summer school/ enrichment program, for students who are At-Risk and in need of continuity in their instructional program to be successful in the succeeding school year; (3) include strategies for meeting the educational needs of historically underserved populations; (4) include strategies to address the needs of all children in school, particularly the needs of low-achieving students, At-Risk, or not meeting the State student academic achievement standards; (5) address how the school will determine if such needs have been met; and (6) are consistent with and are designed to implement the State and local improvements plans. In alignment with our school improvement plans we are addressing system-wide changes and realize the impact will be incremental. In the 2015-16 school year we are address the instructional systems in place and the behavioral systems in the goal to impact student achievement immediately.

### **3: Instruction by highly qualified professional teachers**

Highly-qualified teachers, will carry out the instructional program. Only teachers who are certified and who have met state testing requirements to teach the subjects/grade levels to which they are assigned will be hired by the school. In emergency situations, the school will consider teachers who have alternative certification. In addition to appropriate certification, teachers will be sought who are experienced, have bilingual certification and have been successful in previous assignments.

### **4: High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, student services personnel, parents, and other staff**

The school will provide access to high-quality ongoing professional development throughout the school year for all staff including teachers, principals, and paraprofessionals. Professional development activities will be geared to individual teachers’ specialties, along with any other identified needs as determined through the staff, student and parent needs assessment surveys, administration classroom observations and evaluations, and/or district identified needs.

Professional development will be conducted both at the school and the education service center as well as district conferences and workshops that will be intensive and sustained. Staff development needs are assessed regularly through official classroom observation summaries, classroom walk-throughs conducted by the school administration and by the Director of Curriculum & Instruction. The classroom walkthroughs conducted by the administration are for the purpose of assisting the teachers improve their teaching skills only and to determine if any staff development needs are warranted. The professional development needs for the campus are determined by

the following factors: STAAR test results, AEIS Campus Report Card, Curriculum Director, Superintendent, Principal and through feedback based from the faculty survey. The school principal, and campus staff members work to implement the state wide adopted curriculum; with high quality and research-based staff development.

#### **5: Strategies to attract highly qualified teachers**

Strategies to attract high-quality teachers to Bartlett will include our school's participation in annual Teacher Job Fairs, efforts to recruit teachers from nearby colleges & universities as well as, out of state, recruiting teachers from Teach for America Programs, opportunities for supplemental pay, and paying stipends for Bilingual certification.

#### **6: Strategies to increase parental involvement**

Part of our strategy to improve student achievement is focused on increasing parental involvement at the school including the creation of a parent resource center / workroom and to purchase special materials used in the parent volunteer program. We have started a C2G® PALS program. (Commitment to Graduate – Parents / Adult Supporters Assisting Learners in School) Quarterly meetings will be held and Parent education will be provided to parents by the campus leadership team and specific targeted outside resources. Parent training on how to help their students be successful at home, learning English, discipline management, and parenting skills will be provided to those parents who want to better meet the rigors of parenting. Parent support focused on college and career readiness is also provided. Examples include a workshop to help facilitate registration for a FAFSA electronic pin and FAFSA completion.

#### **7: Plans for assisting preschool children in the transition from early childhood programs to elementary school programs**

Bartlett ISD has moved to provide Pre-K solely on our school campus and have invited participants from the entire area. Beginning with August 2015 the program had 31 students enrolled. An orientation will be held annually in the Spring and for 5<sup>th</sup> grade students and their parents to assist with the transition into middle school and one for our 8<sup>th</sup> graders transitioning to high school. This transition meeting will be our Inspiration Station Evening.

#### **8: Measures to include teachers in the decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program**

Teachers will be included in decisions regarding the use and selection of academic assessments to measure student performance.

Teachers will use data obtained from state assessments as well as other instruments, including but not limited to the AimsWeb, TELPAS, and benchmark tests, to implement new instructional strategies, modify existing strategies and/or discontinue existing strategies to better address student needs as determined by use of these instruments. Teachers will develop weekly assessments that mirror the STAAR level of rigor and format to enhance student performance.

**9: Activities to ensure effective timely assistance for students who experience difficulty mastering the proficient or advanced levels of academic achievement standards**

Students experiencing difficulty in mastering the TEKS will be provided effective, timely additional assistance. All teachers will closely monitor all students' performance based on daily exercises and periodic tests. Students not mastering the objectives will be provided additional assistance in after school tutorial program and/or enrichment courses based on his/her individual needs. Teachers will also provide small group instruction and one to one individualized instruction in the areas of need.

**10: Coordination and integration of federal, state and local services and programs**

The school will coordinate and integrate federal, state, and local programs and services to maximize the effectiveness of these resources. Several of the strategies being implemented are jointly funded with Title I Funds along with Local, State Compensatory Education, the goal being accelerated instruction to close instructional gaps. Professional Development activities are paid for from Literacy Grant and State Funds. Title I Funds support the payroll of two of our aides in classrooms 6-12, our Reading Special position at the K-5 level part-time, and one position focused on Curriculum & Instruction and College & Career Readiness is supported 44% through Title I and the remainder through state funding. In addition, State Compensatory funds are used to purchase supplemental instructional material and supplemental resources used to improve and enhance the overall instructional program. Literacy Grant Funds are used to provide instructional and supplemental materials to help ensure that children who are limited English proficient attain English language proficiency and develop high levels of academic attainment. Bartlett ISD provides students with ESL support through the Esperanza programs.