

**Beaumont Independent School District**  
**Fletcher Elementary School**  
**2017-2018 Campus Improvement Plan**

**Accountability Rating: Met Standard**



# Mission Statement

## Mission Statement

We believe that our mission at Fletcher Elementary is to provide for continuous student achievement

### IN A WAY THAT:

- All students will be challenged to achieve their greatest potential
  - Each child's individuality will be recognized
  - Everyone will be treated with dignity and respect
- Everyone will perceive our mission as a vested interest and commit to full support of our endeavors in the implementation and achievement of our mission

# Vision

## Vision Statement

Fletcher Elementary is "committed to student growth."

# Value Statement

## Statement of Beliefs

WE BELIEVE IN.....

- The assurance of safety in the school environment
- The continual development and implementation of quality schools
- Bridging the gap between the majority and minority learner
- An appreciation of various cultures
- Academic success for each child will occur in a safe and positive environment

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

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

**Fletcher Elementary School** is home to a culturally diversified population of 463 students. The student demographics of Fletcher reflect the ethnic composition of the community from which Fletcher draws its population. The student body is comprised of the following:

#### Total Population of Students: 463

Demographic	Number of Students	Percentage
African American	69	14.9%
Asian	7	1.51%
Hispanic	379	81.86%
2 or More races	1	0.22%
Economically Disadvantaged	420	91%

Fletcher Elementary offers instructional programs designed to meet the individual needs of all students. The regular education program is the largest instructional program which includes Bilingual, ESL, Dyslexia, and Gifted/Talented. The Special Education Program focuses on the unique needs and services of students. Inclusion and Academics for Life are included in the Special Education Program.

#### Total Population of Students: 463

Program	Number of Students	Percentage
Bilingual Education	94	20.3%
Dyslexia	18	3.9%

Gifted/Talented	39	8.4%
Limited English Proficient	232	50.1%
Special Education	15	3.2%

### **Demographics Strengths**

- The demographics at Fletcher Elementary continue to become increasingly diverse.

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** The enrollment at Fletcher Elementary has decreased consistently every school year.

**Problem Statement 2:** There is a need to ESL endorse our current teachers.

## Student Academic Achievement

### Student Academic Achievement Summary

Below is a three year comparison (2015-2017) of the STAAR results.

#### Student Achievement Summary Grades 3-5

<b>Fletcher Elementary</b>	2015	2016	2017
Reading	72%	71%	66%
Math	-	70%	67%
Writing	67%	68%	59%
Science	57%	66%	65%

#### 3rd Grade STAAR Reading

<b>Fletcher Elementary</b>	2015	2016	2017
<b>3<sup>rd</sup> Grade Reading</b>	72%	72%	60%
Hispanic	72%	77%	58%
African American	83%	-	78%
Economically Disadvantaged	72%	74%	59%
ELL	65%	71%	46%

#### 3rd Grade STAAR Math

<b>Fletcher Elementary</b>	2015	2016	2017
<b>3<sup>rd</sup> Grade Math</b>	-	62%	56%
Hispanic	-	65%	52%
African American	-	-	78%

Economically Disadvantaged	-	61%	57%
ELL	-	62%	44%

#### 4th Grade STAAR Reading

<b>Fletcher Elementary</b>	2015	2016	2017
<b>4<sup>th</sup> Grade Reading</b>	59%	68%	56%
Hispanic	59%	65%	62%
African American	-	100%	-
Economically Disadvantaged	58%	67%	55%
ELL	44%	57%	53%

#### 4th Grade STAAR Math

<b>Fletcher Elementary</b>	2015	2016	2017
<b>4<sup>th</sup> Grade Math</b>	-	59%	59%
Hispanic	-	56%	64%
African American	-	100%	-
Economically Disadvantaged	-	58%	58%
ELL	-	47%	50%

#### 4th Grade STAAR Writing

<b>Fletcher Elementary</b>	2015	2016	2017
<b>4<sup>th</sup> Grade Writing</b>	67%	68%	59%
Hispanic	66%	66%	64%
African American	-	100%	-
Economically Disadvantaged	65%	68%	58%
ELL	51%	52%	50%

## 5th Grade STAAR Reading

<b>Fletcher Elementary</b>	2015	2016	2017
<b>5<sup>th</sup> Grade Reading</b>	86%	73%	82%
Hispanic	87%	76%	81%
African American	-	-	100%
Economically Disadvantaged	85%	73%	81%
ELL	73%	63%	73%

## 5th Grade STAAR Math

<b>Fletcher Elementary</b>	2015	2016	2017
<b>5<sup>th</sup> Grade Math</b>	-	90%	88%
Hispanic	-	92%	89%
African American	-	71%	-
Economically Disadvantaged	-	91%	88%
ELL	-	85%	93%

## 5th Grade STAAR Science

<b>Fletcher Elementary</b>	2015	2016	2017
<b>5<sup>th</sup> Grade Science</b>	57%	66%	65%
Hispanic	60%	68%	63%
African American	-	-	100%
Economically Disadvantaged	58%	66%	65%
ELL	21%	49%	56%

## Student Academic Achievement Strengths

- Fletcher Elementary met standard on Index 1, Index 2, Index 3 and Index 4 for the 2017 STAAR tests as reflected on the School Report Card.
- Targeted students will receive additional instruction from STAAR tutors.



## **Problem Statements Identifying Student Academic Achievement Needs**

**Problem Statement 1:** There was a considerable percentage decrease in students meeting standard in Grades 3 Math and Reading.

**Problem Statement 2:** There was a considerable percentage decrease in students meeting standard in Grades 4 Reading.

# School Processes & Programs

## School Processes & Programs Summary

### Instructional and Personnel

Fletcher Elementary will maintain standards for meeting the requirement for "ESSA" as it pertains to receiving Title 1-A funds to ensure the economically disadvantaged and minority students are not taught by inexperienced, "ineffective", or out-of-field teachers at higher rates than other children.

The following strategy will be used to meet the criteria of "ESSA":

Providing high-quality, on-going, staff development to maintain and retain 100% of classes taught by highly qualified teachers in the core academic subject areas to enable all students to meet the state's academic achievement standards.

### Curricular

At Fletcher Elementary, the TEKS (Texas Essential Knowledge and Skills) drive instruction and assessment through the district mandated curriculum located in Eduphoria Forethought. Campus-based instructional and extracurricular programs that enhance academic achievement include:

Program	Description
Accelerated Reader	Accelerated Reader and Accelerated Math are computer-based programs offered through Renaissance learning. These programs are designed to improve students' fluency, vocabulary, reading comprehension, and math.
Accelerated Math	

Arts Related Curriculum and Young Audience	Young Audience and Arts Related Curriculum are a community and school partnership that brings interactive dance, theatre, music, visual arts, crafts, and literacy arts to students on our campus.
Basketball	This program is offered to 4 <sup>th</sup> and 5 <sup>th</sup> grade students, and is used to promote self-esteem, school spirit, a basketball skill set, and good sportsmanship
Cheerleading Grades 3 <sup>rd</sup> -5 <sup>th</sup>	Cheerleading is an extracurricular activity for 3 <sup>rd</sup> through 5 <sup>th</sup> grade students. The program builds confidence, self-esteem, and school spirit.
Dyslexia	The Dyslexia Program provides screenings, instruction, intervention, and parent meetings and trainings for students with Dyslexia. Students may qualify for the program according to the TEA guidelines in the areas of reading, handwriting, phonics, and spelling.
Drug Free Schools	The Drug Free School and Communities Program is a plan including components for the entire school community to promote and maintain drug free citizens.
Eduphoria	Eduphoria is an online tool for student assessment data. It provides teachers and administrators with data disaggregation by grade level, subgroups, etc. Classroom walkthrough data, T-TESS, district professional development, 504 and RTI are all housed on Eduphoria.
JASON Project 5 <sup>th</sup> Grade	JASON Learning a non-profit organization and is in partnership with National Geographic. JASON provides multimedia curricular experiences in science, technology, engineering, and math (STEM) for K-12 students, and corresponding professional development for educators in a wide variety of formal and informal education environments.
UIL	The University Interscholastic League offers the most comprehensive literary and academic competitive program in the nation. These activities, which exist to complement the academic curriculum, are designed to motivate students as they acquire higher levels of knowledge, to challenge students to confront issues of importance, and to provide students with the opportunity to demonstrate mastery of specific skills.
Student Council	Student Council is an extracurricular activity for students. They are elected by their peers and gain a wealth of leadership and community service experience through the program.

Track Meet	This program is offered to 5 <sup>th</sup> grade students, and is used to promote self-esteem, school spirit, and good sportsmanship.
Lead4Ward	This is a computer based program that contains curriculum resources that focus on disaggregating data to assist administrators and teachers with planning.
Tutorials 3 <sup>rd</sup> -5 <sup>th</sup> Grades	Targeted students are offered this intervention program after school to assist with Reading, Math, Writing, and Science.
Experience Corps	Experience Corps SE Texas, a division of the South East Texas Regional Planning Commission, is a nationwide intergenerational tutoring program utilizing senior volunteers in elementary schools. Three volunteers commit to serve a minimum of 15 hours per week providing one on one tutoring for students in Kindergarten through 2 <sup>nd</sup> grade.
ROAR Program	This reading initiative will target 2 <sup>nd</sup> grade students who are not meeting reading proficiency standards according to Renaissance 360 testing. The plan is to assemble a group of committed, trained and purposeful volunteers who will have assigned students read to them. Students admitted to the program will have at least one person to whom they will read for approximately thirty minutes one to three times per week.

## Organization

Fletcher is one of 16 elementary schools in Beaumont ISD. It consists of 463 students and 60 staff members. The Campus Educational Improvement Committee is the governing campus body.

### Campus Educational Improvement Committee (CEIC)

Name	Committee Role
Gloria Guillory	Principal
Victoria Landry	Assistant Principal (non-teacher)

Hope Green	Counselor (non-teacher)
Courtney Castille	Para-librarian (non-teacher)
Tavanika Broussard	Teacher
Melanie Cutler	Teacher
Megan Griffin	Teacher
LaCosta Guidry	Teacher
Lauren Harpe	Teacher
Yolander Davis	Teacher
Celene Mayo	Teacher
	Teacher
Martha Rodriguez	Parent
Felicia Martinez	Parent
Katherine Rice	Community Member
Toni Prados	Community Member
Mary Ellen Guerrero	Business Representative

## Administrative

Formal leadership is structured by the Leadership Team, which is comprised of the principal, assistant principal, counselor, and curriculum coordinator. Informal leadership is structured by grade level chairs.

## School Processes & Programs Strengths

- Newly certified teachers are paired with a mentor teacher to assist with the improvement of classroom management and instructional skills.
- Teachers are provided the opportunity to receive campus based and district wide professional development related to their field throughout the year.
- Instructional coaches are available to assist teachers with effective teaching strategies and classroom management.
- Provide a variety of extracurricular activities for the students.

- Grade Level PLC meetings weekly with teachers
- A staff member is part of the District's Educational Improvement Committee, which meets on a regular basis to address the District Campus Plan.

### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1:** Our campus will strive to provide novice and inexperienced teachers the opportunity to observe and shadow experienced and effective teachers on and off campus.

**Problem Statement 2:** We would like to focus on providing more opportunities for parents to be involved in the educational process.

## Perceptions

### Perceptions Summary

The students and staff at Fletcher Elementary are aligned with the mission and beliefs of the school. It is our goal to create a positive school culture that includes high expectations for learning and achievement, a safe and caring environment, shared values, and beliefs, a viable curriculum, high student motivation and engagement, a professional faculty culture, and partnerships with families and the community. In an effort to assess our campus culture, we administered a Culture and Climate Survey to staff, students, and parents.

### Perceptions Strengths

- The students at Fletcher Elementary feel safe in the classrooms, their teachers care about them and that the teachers and administrators treat them fairly.
- The teachers at Fletcher Elementary feel that the students are proud to be part of this school, parents feel welcomed, and that students are taught the rules and expectations of the common areas.

### Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Teachers feel that the communication between staff and administration team needs improvement.

**Problem Statement 2:** The teachers feel that student concerns in regards to bullying need to be improved.

# 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
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data
- Community and student engagement rating 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), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates



- Running Records results
- Observation Survey results

### **Student Data: Student Groups**

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

### **Student Data: Behavior and Other Indicators**

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject

### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- PDAS and/or T-TESS

### **Parent/Community Data**

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

- Community surveys and/or other feedback

### **Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results









# Goals

## Goal 1: 1. To increase student academic achievement.

**Performance Objective 1:** By November 2017, 100% of teachers will establish a Math and Reading Strategy.

**Evaluation Data Source(s) 1:** Assessments

### Summative Evaluation 1:











Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>System Safeguard Strategy</b> <b>PBMAS</b> <b>Critical Success Factors</b> <b>CSF 1</b> 1) All first-fifth grade students will use school-wide strategies for Reading passages and Math word problems They will be scaffolded and will gradually let go of the strategies.	1, 2, 3, 8, 9	Teachers Curriculum Coordinator	Strategies are observed during classroom walkthroughs. 100% of the struggling students can properly use strategies. Strategies will be observed on daily work and assessments.				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

**Goal 1:** 1. To increase student academic achievement.

**Performance Objective 2:** By June 2018, 100% of teachers will conduct weekly Professional Learning Community (PLC) meetings to discuss student achievement and ensure that they are meeting the needs of all students.

**Evaluation Data Source(s) 2:** PLC minutes

**Summative Evaluation 2:**













Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>System Safeguard Strategy</b> <b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 7  1) Subgroups are monitored through detailed achievement reports generated for benchmark, 9 week assessments and state assessments.	1, 2, 3, 8	Teachers	PLC Minutes  80% of students in each subgroup will demonstrate progress in achievement from one reporting period to the next.				
<b>System Safeguard Strategy</b> <b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4  2) Individualized intervention plans will be devised for Tier 3 students that will include 30 minutes of intervention.	1, 2, 3, 8, 9	Teachers Administrators	Weekly intervention assignments and assessments, Response to Intervention data.  Weekly assessments will be used to show mastery of targeted objectives.				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

**Goal 1:** 1. To increase student academic achievement.

**Performance Objective 3:** By June 2018, 100% of targeted ESL/BE students will be offered assistance to ensure improved student performance.

**Evaluation Data Source(s) 3:** Data from STAR 360, 9 week assessments, STAAR

**Summative Evaluation 3:**















Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>System Safeguard Strategy</b> <b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 7  1) Teachers will attend the Sheltered Instruction Training offered by the ESL department. Additional materials and training will be provided to teachers and staff members based on ESL/Bilingual student needs	1, 2, 3, 4, 9	Teacher Principal Curriculum Coordinator	50% of the students will demonstrate an increase of one year on TELPAS by the end of year.  An increase in CALP level on an oral proficiency test, nine weeks assessments and STAAR Assessment scores will demonstrate success.				
<b>System Safeguard Strategy</b> <b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 4  2) "New Comer" Intervention Pull-outs	9	ESL/Bilingual Paraprofessional	Weekly assessments, portfolios, journals, progress monitoring reports				
<b>System Safeguard Strategy</b> <b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 5  3) Students in ESL/BE classes in K-2nd grades will be provided reading partnerships with Experience Corps volunteers.		Curriculum Coordinator Experience Corps Volunteers	Weekly Assessments, journals, AR 360 Assessments, 9 week assessments				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

**Goal 1:** 1. To increase student academic achievement.

**Performance Objective 4:** By June 2018, Acceleration and Intervention will be offered to 100% of targeted students in an effort to increase student achievement.

**Evaluation Data Source(s) 4:** STAAR Assessments, 9 week assessments

**Summative Evaluation 4:**









Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2  1) Tutorials	3, 8, 9	Curriculum Coordinator, Teachers	100% of students attending tutorials will show growth in weekly assessments, three week assessments and six weeks assessments.				
	Funding Sources: Title I, Part A - \$12,040.00						
<b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1  2) Enrichment		Curriculum Coordinator, Teachers	100% of students enrolled in the Enrichment Program will show growth in weekly and nine week assessments. Overall goal is to increase the number of students scoring Advance Academic Performance on the STAAR Assessment by 5%.				
<b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1  3) Gifted and Talented	1, 2, 3	G/T certified Teachers Assistant Principal	Identification of 100% of students who qualify for GT and placement into GT classrooms with certified personnel.  We will increase the advanced scores by 5% in comparison to last year.  All students to achieve 80% or better in all subjects				
4) New Experiences/Field Trips		Administrators	Provide all students new experiences by providing field trips to a variety of local areas				
Funding Sources: Student Activity Funds - \$5,000.00							
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							









**Goal 1:** 1. To increase student academic achievement.

**Performance Objective 5:** By June 2018, teachers will be provided 100% of necessary instructional supplies and resources to support the academic achievement of their students.

**Evaluation Data Source(s) 5:** Reports from a variety of programs (AR 360, Motivation, Prodigy)

**Summative Evaluation 5:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Critical Success Factors</b> CSF 1 1) Office and instructional supplies (including copy paper)		Secretary Principal Assistant Principal	100% of teachers will have needed supplies to effectively teach students.				
Funding Sources: SCE - \$10,983.00							
<b>System Safeguard Strategy</b> <b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 2) Library Books and Supplies		Principal, CC, Para-librarian	Library inventory, AR points earned by students				
Funding Sources: SCE - \$5,230.00							
<b>Critical Success Factors</b> CSF 1 CSF 7 3) Technology Updates (monitors, speakers, projectors, printers, headsets, bulbs)	1	Principal, Assistant Principal, Curriculum Coordinator, Technology Liaison	Increase usage of current technology by 50% (usage reports)				
Funding Sources: SCE - \$7,000.00							
<b>System Safeguard Strategy</b> <b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 7 4) Title I Funds will be used to implement the following strategies for Academic Support in an effort to increase student achievement.  Renaissance Learning, Star 360 Reading and Math Screeners, Reading A-Z, GPS Readiness focus kits, 3-5, ECS Learning, Lonestar Initiatives, Jason Project, 5th Stemsopes Kits, Science Fusion, CLI Engage, Motivation, Prodigy, Xtra Math	1, 9	Title I Supervisor, Principal	4.5 week assessments, nine weeks assessments, district diagnostic assessments, STAAR Assessment, TELPAS, AR reports, TTM reports, Renaissance reports				
Funding Sources: Title I, Part A - \$12,000.00							

<b>System Safeguard Strategy</b> <b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 4  5) STAAR Tutors	1, 2	Curriculum Coordinator	Targeted students will show growth on weekly assessments, 9 week assessments, and STAAR				
	Funding Sources: Title I, Part A - \$7,290.00						
<div> = Accomplished</div> <div> = Continue/Modify</div> <div> = Considerable</div> <div> = Some Progress</div> <div> = No Progress</div> <div> = Discontinue</div>							












## Goal 2: To ensure safe and secure schools.

**Performance Objective 1:** By June 2018, School-wide Behavior Norms and a School-wide Discipline Plan will be implemented 100% of the time and will be consistently followed.

**Evaluation Data Source(s) 1:** TEAMS Discipline Reports

### Summative Evaluation 1:









Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Critical Success Factors</b> CSF 6  1) The Foundations Leadership team will train teachers at every staff meeting on behavior in the common areas of the school and will present and teach students the expectations every Monday morning during assembly.	2	Foundations Team	TEAMS discipline reports will reflect a decrease in the number office referrals due to offenses addressed by the behavior norms.				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

**Goal 2:** To ensure safe and secure schools.

**Performance Objective 2:** 100% of teachers and staff will be able to safely follow the Crisis Management Plan.

**Evaluation Data Source(s) 2:** Fire Safety Report (Drills)

**Summative Evaluation 2:**









Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Critical Success Factors</b> CSF 6  1) The Crisis Management Plan will be reviewed during Campus Based Staff Development. Teachers will know the proper reaction to situations such as: fire drill, lock down, reverse-evacuation, shelter in place, etc.	10	Principal, Assistant Principal, Safety Office	100% of teachers and students are able to perform each drill successfully during the course of the school year.				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

**Goal 2:** To ensure safe and secure schools.

**Performance Objective 3:** The Administrative staff will work closely with Beaumont Independent School District Police Officers to ensure the safety of 100% of the students and staff.

**Evaluation Data Source(s) 3:** Safety Plans

**Summative Evaluation 3:**






Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Critical Success Factors</b> CSF 6  1) Periodic Meetings will be held with Police Chief or designee to discuss campus safety concerns.	10	Principal, Assistant Principal, Police Chief	Safety Plan of Action developed by Administrators and Police Department.				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

**Goal 2:** To ensure safe and secure schools.

**Performance Objective 4:** By June 2018, incentives will be used to encourage appropriate behavior by 100% of the students.

**Evaluation Data Source(s) 4:** TEAMS Discipline Reports

**Summative Evaluation 4:**









Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Critical Success Factors</b> CSF 6  1) The Incentive Committee will implement behavior incentives for students.		Principal, Incentive Committee	TEAMS discipline reports will reflect a decrease of 10%  Teacher feedback				
Funding Sources: Student Activity Funds - \$1,000.00							
<div>✔ = Accomplished   ➡ = Continue/Modify    = Considerable    = Some Progress    = No Progress   ✖ = Discontinue</div>							

### Goal 3: To attract and retain an outstanding workforce.

**Performance Objective 1:** The Administrative Staff will attend job fairs to recruit highly qualified teachers and fill 100% of existing vacancies.

**Evaluation Data Source(s) 1:** Personnel Records

#### Summative Evaluation 1:















Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Critical Success Factors</b> CSF 1 CSF 7 1) Attend recruiting events offered by Region Service Centers and Universities in an effort to hire highly qualified staff.	5	Principal, Human Resources Department	100% of newly hired teachers will be certified in their subject and content areas.  Specific measurement: Personnel records				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

**Goal 3:** To attract and retain an outstanding workforce.

**Performance Objective 2:** By June 2018, 100% of new and struggling teachers will be provided the opportunity for on-going training.

**Evaluation Data Source(s) 2:** Professional Development Reports in Eduphoria

**Summative Evaluation 2:**









Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Critical Success Factors</b> CSF 1 CSF 7  1) Professional development will be provided to new and struggling teachers in an effort to retain highly qualified staff who provide quality education to all students.	5	Principal CC	100% of new teachers will sign teacher contracts at the end of the year.				
Funding Sources: Title I, Part A - \$1,920.00							
<b>Critical Success Factors</b> CSF 1 CSF 7  2) Ongoing professional development will be available to grow teachers professionally.	4, 5	Principal AP CC	Improvement in teaching strategies				
Funding Sources: SCE - \$1,500.00							
<b>Critical Success Factors</b> CSF 1 CSF 7  3) Schedule time for new and struggling teachers to observe other classes on and off campus.	3, 4	Principal AP CC	Improvement in teaching strategies				
<b>Critical Success Factors</b> CSF 7  4) Mentor program for new and struggling teachers, and permanent substitutes.	3, 4	Principal AP CC	Improvement in teaching strategies and in turn growth in student achievement.				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

**Goal 3:** To attract and retain an outstanding workforce.

**Performance Objective 3:** By June 2018, we will continue to seek out partnerships with higher education agencies in order to pair 100% of Lamar interns with teacher mentors.

**Evaluation Data Source(s) 3:** HR Records

**Summative Evaluation 3:**









Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Critical Success Factors</b> CSF 1  1) Lamar Interns will be assigned to teacher mentors. This collaborative effort will allow these interns to learn from experienced teachers and seek employment with B.I.S.D.	5	Principal, Curriculum Coordinator	100% of teachers will be highly qualified.				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

## Goal 4: To improve school climate and student engagement.

**Performance Objective 1:** By June 2018, 100% of our students and staff will be on board with our superhero theme and instilling and teaching the students to do their best.

**Evaluation Data Source(s) 1:** 9 week assessment data, AR 360 data, STAAR data

### Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Critical Success Factors</b> CSF 1 CSF 6  1) We will discuss the importance of being superheroes during assemblies, in classrooms, foundations, and any time available.	2	All Staff	90 % of students will demonstrate an increase of 15+ points on mid grading period data, nine week data, student data boards, data charts, and STAAR assessments.				
Funding Sources: SCE - \$500.00							
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							











**Goal 4:** To improve school climate and student engagement.

**Performance Objective 2:** By June 2018, all staff will be knowledgeable and will implement high yield classroom strategies in at least 80% of their lessons

**Evaluation Data Source(s) 2:** PLC minutes, walkthroughs, lesson plans

**Summative Evaluation 2:**









Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>System Safeguard Strategy</b> <b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 6 CSF 7  1) Lead4Ward high yield strategies and research based best practices will be introduced to teachers in PLC's and staff development meetings.	9	Principal, Assistant Principal, Curriculum Coordinator	100% of teachers will use strategies as evidenced through classroom walkthroughs and lesson plans				
Funding Sources: SCE - \$2,000.00							
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

**Goal 4:** To improve school climate and student engagement.

**Performance Objective 3:** By June 2018, there will be a student incentive program will be implemented to reward 100% of targeted students.

**Evaluation Data Source(s) 3:** Attendance Reports, Honor Roll Reports, Grade Distribution Reports

**Summative Evaluation 3:**











Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Critical Success Factors</b> CSF 1 CSF 6  1) At the end of each grading period, the various committees will create a campus incentive calendar that targets the following areas, academics, attendance, behaviors, and growth to reward and motivate students.	2	Principal, Assistant Principal, Curriculum Coordinator, Counselor, Incentive Committee	"A" and "A-B" honor roll reports from TEAMS will indicate an increase in honor roll students each grading period by 10%  Teacher grade distributions will reflect an increase in students scoring >70% in all subjects by 10%.  Attendance Reports  Blitz Assessment Results				
Funding Sources: Activity Funds - \$2,000.00							
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

**Goal 4:** To improve school climate and student engagement.

**Performance Objective 4:** By June 2018, 100% of students will participate in counseling and Prevention Programs to teach civility and help improve campus climate and culture.

**Evaluation Data Source(s) 4:** TEAMS Discipline Reports

**Summative Evaluation 4:**









Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Critical Success Factors</b> CSF 6  1) Counseling classes will be held bi-monthly that focus on but are not limited to: Bullying Awareness, Character Counts, Suicide Prevention, Sexual Abuse, Physical and Verbal Abuse, Harassment, and Career Education. transition procedures.	1, 2, 7	Principal, Counselor	TEAMS discipline reports will reflect a decrease in the number of out of school suspensions by 10%.  Student survey data will reflect that students feel safe at school by 10%.				
Funding Sources: SCE - \$500.00							
<b>Critical Success Factors</b> CSF 6  2) Students will participate in Drug-Free and Violence Free School Programs and Curriculum, Red Ribbon Week, Conflict Resolution and Crisis Management and participate in dress up days to promote awareness.	10	Counselor, Principal, Assistant Principal, Teachers, Parent Involvement Coordinator	TEAMS discipline reports show a decrease in office referrals.				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

## Goal 5: To increase community collaboration.

**Performance Objective 1:** By June 2018, we would like to increase the number of parent and community participants in the volunteer program, PTA, and parent meetings by 10%.

**Evaluation Data Source(s) 1:** Volunteer Logs

### Summative Evaluation 1:









Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 5  1) Communicate the importance of parental and community involvement through flyers, newsletters, telephone calls and social media in an effort to increase participation in the volunteer program, PTA, and parent meetings.	6, 10	Principal, Parent Involvement Coordinator, Curriculum Coordinator, Counselor	An increase of 10% of parent participation will be evident in sign-in sheets (volunteers, PTA meetings, parent Involvement meetings), Facebook likes.				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

**Goal 5:** To increase community collaboration.

**Performance Objective 2:** By June 2018, the campus will continue to partner with local churches and businesses in an effort to increase student achievement in at least 75% of the population.

**Evaluation Data Source(s) 2:** Volunteer Logs

**Summative Evaluation 2:**









Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 5 CSF 6  1) The school will continue to seek out opportunities to partner with the community.	6, 9, 10	Principal, Volunteer Coordinator, B.I.S.D. Business Partner Coordinator	Increased partnerships and programs offered to students: tutoring, mentoring, back-pack food program, neighborhood block parties, etc.				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

**Goal 5:** To increase community collaboration.

**Performance Objective 3:** By June 2018, the nurse will have held at least 3 events to involve the community and provide necessary services to students in need.

**Evaluation Data Source(s) 3:** Sign-in sheets, Referrals

**Summative Evaluation 3:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 5  1) Heath Clinics: Flu Clinic, Dental Screenings, Vision referrals (glasses)	6, 10	Principal, School Nurse	Referrals, sign-in sheets				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

## System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	All first-fifth grade students will use school-wide strategies for Reading passages and Math word problems They will be scaffolded and will gradually let go of the strategies.
1	2	1	Subgroups are monitored through detailed achievement reports generated for benchmark, 9 week assessments and state assessments.
1	2	2	Individualized intervention plans will be devised for Tier 3 students that will include 30 minutes of intervention.
1	3	1	Teachers will attend the Sheltered Instruction Training offered by the ESL department. Additional materials and training will be provided to teachers and staff members based on ESL/Bilingual student needs
1	3	2	"New Comer" Intervention Pull-outs
1	3	3	Students in ESL/BE classes in K-2nd grades will be provided reading partnerships with Experience Corps volunteers.
1	4	1	Tutorials
1	4	2	Enrichment
1	4	3	Gifted and Talented
1	5	2	Library Books and Supplies
1	5	4	Title I Funds will be used to implement the following strategies for Academic Support in an effort to increase student achievement. Renaissance Learning, Star 360 Reading and Math Screeners, Reading A-Z, GPS Readiness focus kits, 3-5, ECS Learning, Lonestar Initiatives, Jason Project, 5th Stemsopes Kits, Science Fusion, CLI Engage, Motivation, Prodigy, Xtra Math
1	5	5	STAAR Tutors
4	2	1	Lead4Ward high yield strategies and research based best practices will be introduced to teachers in PLC's and staff development meetings.
5	1	1	Communicate the importance of parental and community involvement through flyers, newsletters, telephone calls and social media in an effort to increase participation in the volunteer program, PTA, and parent meetings.
5	2	1	The school will continue to seek out opportunities to partner with the community.
5	3	1	Heath Clinics: Flu Clinic, Dental Screenings, Vision referrals (glasses)

## State Compensatory

### Personnel for Fletcher Elementary School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Margaret Kelly	Nurse	SCE	0.5



# Title I

## Schoolwide Program Plan

The purpose of Title Programs is to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and state academic assessments. Title Programs strive to increase student performance and assist campuses through data-driven decision making and ensuring all facets of the district are equipped with optimal resources in order to achieve student success.

## Ten Schoolwide Components

### 1: Comprehensive Needs Assessment

A Comprehensive Needs Assessment serves as a driving force to the planning process and development of the campus improvement plan. Data is gathered and analyzed throughout the school year.

### 2: Schoolwide Reform Strategies

To prepare students to meet the challenging state academic standards, we have implemented the following Schoolwide Reform Strategies:

- Schoolwide Reading, Math, Writing, Science Strategies
- Differentiated Instruction
- Authentic Assessments
- Intervention Pull-outs
- Professional Learning Communities (PLC's) Weekly
- Data Meetings (each grading period)
- Vertical Team Meetings (Monthly)

### 3: Instruction by highly qualified professional teachers

Fletcher Elementary will maintain standards for meeting the requirement for ESSA as it pertains to hiring and retaining of Effective Teachers. To be considered effective, teachers must have: (a) a Bachelor's Degree (b) be certified in their subject area (c) prove that they know what they teach.

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

Each teacher will be assigned professional development opportunities that will help them improve their teaching capabilities and meet the needs of their

students. Professional development opportunities will include:

- CHAMPS Training
- Lead4Ward
- Rigor/Relevance
- Effective Reading Strategies (Inferencing/Drawing Conclusions/Main Idea)
- Empowering Writers
- Problem Solving Math Strategies
- Differentiated Instruction
- Dual Language Training (Gomez and Gomez)
- GT Training
- ESL Training
- Special Education Inclusion Training

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

Plan of Action to attract highly qualified teachers:

- New teachers will be paired with a mentor teacher.
- new teachers will be provided the opportunity to observe classrooms of veteran teachers on and off campus.
- Teachers will be provided the opportunity to receive campus-based and district wide professional development related to their field throughout the year.
- Highly qualified teachers will be screened through the personnel office prior to an interview to make sure they meet criteria of highly qualified.

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

Fletcher Elementary is dedicated to creating an ongoing partnership with parents and community members. Effective family engagement will be provided through:

- Goal's Night
- STAAR Family Night
- Parent Meetings
- Programs/Assemblies
- PTA Meetings
- Reading, Math, and Science Nights

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

Transition opportunities will be offered to incoming Pre-Kindergarten students.

- Pre-K Roundup
- Pre-K Open House
- Transition Visit (Bingman Headstart)

#### **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 are included in the decision making process regarding academic assessments to improve student academic achievement. These measures include:

- Eduphoria access for district and state data analysis.
- Teachers participate in district curriculum writing in all content areas.
- Routine campus and district professional development in content areas.
- Teachers are an integral part of the Campus Educational Improvement Process (CEIC).

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

Students who experience difficulty mastering the proficient or advanced levels of academic achievement standards will be enrolled in the following programs:

- Intervention Pull-outs
- After School Tutorials

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

The Beaumont ISD is the recipient of federal funding through Titles I, II, III, and V of the Every Student Succeeds Act. With a view toward efficiency and future sustainability, funding through these programs will be utilized to maximize the effectiveness of grant funds.

## Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Jada Saveat	Instructional Curriculum Coordinator	Title IA	1.0
Maria Brack	Title IA Instructional Aide	Title IA	1.0
Maria Mendez	Parent Center Coordinator	Title IA	0.25

## 2017-18 Site Based Decision Making Team

Committee Role	Name	Position
Administrator	Gloria Martinez-Guillory	Principal
Administrator	Victoria Landry	Assistant Principal
Non-classroom Professional	Hope Green	Counselor
Paraprofessional	Courtney Castille	Para-librarian
Classroom Teacher	Tavanika Broussard	Teacher
Classroom Teacher	Melanie Cutler	Teacher
Classroom Teacher	Megan Griffin	Teacher
Classroom Teacher	LaCosta Guidry	Teacher
Classroom Teacher	Lauren Harpe	Teacher
Classroom Teacher	Yolander Davis	Teacher
Classroom Teacher	Celene Mayo	Teacher
Parent	Felicia Martinez	Parent
Parent	Martha Rodriguez	Parent
Business Representative	Mary Guerrero	Business Representative
Community Representative	Katherine Rice	Community Representative
Community Representative	Tony Prados	Community Representative
Classroom Teacher	Meagan Hergert	Teacher

# Campus Funding Summary

SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	1	copy paper, construction paper, colored paper, card stock, velcro, glue, expo markers, pens, pencils, pencil sharpeners, clocks, etc.	199.11.6399.01.110.11.000	\$10,983.00
1	5	2	Reading materials and media	199.12.6329.40.110.99.000	\$5,230.00
1	5	3	Bulbs and headphones w/microphones	199.11.6399.04.110.30.000	\$5,000.00
1	5	3	Projectors	199.23.6395.04.110.30.000	\$2,000.00
3	2	2	Professional Development	199.13.6411.04.110.30.000	\$1,500.00
4	1	1	superhero incentives for staff	199.11.6399.04.110.30.000	\$500.00
4	2	1	Conference Table, Chairs in PLC conference room	199.11.6399.04.110.30.000	\$2,000.00
4	4	1	anti-bullying materials, character building materials	199.31.6399.04.110.30.000	\$500.00
<b>Sub-Total</b>					\$27,713.00
Student Activity Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	4	Entrance fees to different field trips, transportation	461.23.6499.00.110.99.c47	\$5,000.00
2	4	1	Incentives		\$1,000.00
<b>Sub-Total</b>					\$6,000.00
Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	1	Personnel	211.11.6121.00.110.30.000	\$12,040.00
1	5	4	Additional high rigor resources	211.11.6399.00.110.30.000	\$12,000.00
1	5	5	Tutors	211.11.6121.00.110.30.000	\$7,290.00
3	2	1	Professional Development	211.11.6411.00.110.30.000	\$1,920.00
<b>Sub-Total</b>					\$33,250.00
Activity Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount

4	3	1	Honor Roll Incentives, Perfect Attendance Incentives		\$2,000.00
<b>Sub-Total</b>					\$2,000.00
<b>Grand Total</b>					\$68,963.00