

# **Spring Branch Independent School District**

## **The Tiger Trail School**

### **2017-2018 Campus Improvement Plan**

**Accountability Rating: Met Standard**



# Mission Statement

*We are committed to a personalized learning experience for every child with community collaboration.*

## Vision

Our students will become self-motivated learners and contributing members of our community.

## Value Statement

**Teamwork** (Collaborating with peers for social emotional and academic growth)

**Innovation** (Inspiring critical thinking and limitless curiosity)

**Growth** (Ongoing learning)

**Every child** (Accepting diversity and personalized learning experiences)

**Relationships** (Promoting social emotional skills for positive interactions)

# Comprehensive Needs Assessment

## Needs Assessment Overview

The new PK assessment is the CIRCLE assessment (previously known as C-PALLS+) developed by researchers at the Children's Learning Institute (CLI). This Pre-K assessment tool is designed to measure young children's literacy and language skills (vocabulary, letter identification, and phonological awareness). It also includes scales for mathematical skills (numbers, counting shapes, and operations) and social-emotional skills.

Teachers and administrators will benefit from the technology-based administration and scoring feature that make data interpretation and usage efficient and effective. The entire system includes eight subtests in the following domains:

- **Literacy \*district required** – one minute letter naming subtest and a phonological awareness subtest that takes approximately 7 minutes to complete, and two observational checklists of early writing and book/print knowledge
- **Language \*district required** – one minute vocabulary subtest (images that children are asked to name were derived from multiple Prekindergarten curricula)
- **Mathematics \*district required** – skills are measured with 27 items that requires approximately 5 minutes
- **Science and Engineering \*optional** – knowledge is measured with 21 items, requiring approximately 5 minutes
- **Social and Emotional \*optional** – skills as well as approaches to learning, is measured with an observational checklist

# Demographics

## Demographics Summary

We are a PreK School in Spring Branch Independent School District and truly consider it a privilege to develop the whole child. Since we are a PreK School the majority of our families are new to us every year and our enrollment at times fluctuates. This year, we are glad to have a pretty strong enrollment of 300 students and 13 daycare employee children. What has remained consistent is that every year we have a high percentage of a classified at-risk and economically disadvantaged population. Our building is also used for after school care for district staff, which allows us to reach a larger population.

At our PreK campus we have the opportunity to mold young minds and strengthen their young bodies. We understand the importance of connecting the mind and body to have a healthy whole child. We continue to strengthen our students' social, emotional, and physical well being. We do not have a PTA and the funds from the numerous fundraisers we have each year is used for educational items that are needed in the classroom.

While our population is 71% economically disadvantaged, 96% minority, 68% LEP and 70% At Risk, Tiger Trail students are some of the highest performing on the district's literacy and math assessments. These assessments are done at the beginning, middle and end of the year to plan for each child's individual instruction and to monitor student progress. End of year assessments show our students leave Tiger Trail well prepared for Kindergarten.

The 2017-2018 classes will be:

- i. 6 Mainstream/ESL PK4 classes with 124 students
- ii. 6 Bilingual/Spanish PK4 classes with 122 students
- iii. 1 Self-Contained PPCD classroom with 02 students and 06 SpEd Inclusion students
- iV. 2 Bilingual/Spanish PK3 classes with 54 students

## Demographics Strengths

Each day students participate in three learning workshops: literacy, math, and projects. We maintain a balanced approach to literacy learning by taking each child where they are and building on their strengths to help them reach their full potential in early reading and writing. Our mathematics program concentrates on growing children's understanding of math concepts by laying a concrete foundation for later abstract thinking. Finally, our students participate in class projects that allow them to apply their recently acquired literacy and math skills in authentic situations. We take an interdisciplinary approach to our instruction, because we believe this better prepares students for life outside of school. Social Studies and Science concepts are integrated into the curriculum. There is an instructional focus on higher level thinking skills and problem solving. Students also participate in daily gross motor instruction and recess. Each day also includes a healthy dose of play, because we know "play is the work of young children."



## **Student Achievement**

### **Student Achievement Summary**

#### **To Move Toward Dr. Muri's Personalized Learning:**

1. We will still have our three Workshops: Literacy, Math, and Project Approach & Inquiry Learning
2. During centers, Teacher Assistants will work with a small group using the new adaptive software (iStation) on iPads, while Teachers are pulling small group literacy and math instruction
  - iStation is in Spanish and English in both Literacy and Math
  - training will be provided for iStation
  - SBISD has not established how much time each student needs per day on iStation

### **Student Achievement Strengths**

#### **CIRCLE Literacy Assessment Campus & District Average at End of Year 2016-2017**

- Rapid Letter Naming - Campus: 89% & District: 85%
- Rapid Vocabulary - Campus: 74% & District: 52%
- Phonological Awareness - Campus: 86% & District: 79%
- Story Retell and Comprehension - Campus: 80% & District: 85%
- Book and Print Knowledge - Campus: 86% & District: 89%
- Early Writing - Campus: 93% & District: 91%

#### **CIRCLE Literacy Assessment Bilingual & Mainstream Average at End of School Year 2016-2017:**

- Rapid Letter Naming - Bilingual: 90% & Mainstream: 87%
- Rapid Vocabulary - Bilingual: 86% & Mainstream: 61%
- Phonological Awareness - Bilingual: 87% & Mainstream: 84%
- Story Retell and Comprehension - Bilingual: 82% & Mainstream: 78%
- Book and Print Knowledge - Bilingual: 87% & Mainstream: 85%
- Early Writing - Bilingual: 94% & Mainstream: 91%

### **CIRCLE Math Assessment Campus & District Average at End of Year 2016-2017**

- Rote Counting - Campus: 72% & District: 70%
- Shape Naming - Campus: 72% & District: 76%
- Number Discrimination - Campus: 91% & District: 87%
- Number Naming - Campus: 72% & 74%
- Shape Discrimination - Campus: 86% & District: 84%
- Counting Sets - Campus: 79% & District: 76%
- Operations - Campus: 41% & District: 46%
- Overall Measure - Ccampus: 81% & District: 81%

There were no office referrals for the 2015-2016 school year and present 2016-2017. We believe it is not developmentally appropriate to send 4 year olds to the office when behavioral challenges arise; but rather it provides us with a learning opportunity to guide the student toward better behavioral choices within the context of the classroom. When needed, teachers called for additional assistance to come to the classroom to help teach through a behavior. This additional assistance was provided in a consultative nature to the teacher by the CIS, Speech Therapist, and/or Director.

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

**Problem Statement 1:** Students meeting end of year literacy expectations on CIRCLE assessment range from 86% to 93% across all areas except for the area of Rapid Vocabulary measure which is 74%.

**Problem Statement 2:** Eliminate 25 percent point gap in CIRCLE Progress Monitoring Instrument between Bilingual classes (86% Spanish benchmark) and Mainstream/ESL classes (61% English benchmark) in our PK4 program by the End of the Year.

## **School Culture and Climate**

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

We have had a stable staff for three years until this year when three teachers relocated outside of Harris County. A vision and mission of the school is to build a culture of High Expectations by supporting student success every step of the way. As part of our continuous staff development goals we have aligned our practices to our school district that "By 2017, SBISD will double the number of students completing a technical certificate, two-year degree or four-year degree."

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

Teachers planned and implemented small group literacy instruction to include differentiation of leveled readers, interactive writing and peer observations. Teachers implemented modeled/shared/guided/independent reading and writing.

All Tiger Trail staff continues implementing the use of instructional technology throughout the daily routine using netbook software and iTouch/iPad apps as a way to provide additional literacy and math skill practice. Staff used book making software to design readers for students to use at school and at home. Staff shares student technology use with colleagues during campus faculty and staff meetings.



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

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

We have retained most of our teachers except for 3 who relocated outside of Harris County. As far as our teacher assistants we kept 100% of them employed at Tiger Trail.

# Curriculum, Instruction, and Assessment

## Curriculum, Instruction, and Assessment Summary

- **Texas Pre-K Grant** - Bringing over \$1m to PK during tough budget times for SBISD.
- **New assessment** - We will be using CIRCLE from CLI. We will have training in August and throughout the school year. We will not be doing OS, DRA, or Kathy Richardson Math assessments for BOY, MOY and EOY. Tiger Trail School will still have the option to use them as formative assessments.
- **Adaptive Software/Station.** We will be adding adaptive software to our rotation during small group instruction. This software will be for reading and math and will be available in Spanish for reading. It will also have an assessment piece. Teacher assistants will work with students as they rotate through this station. Training will be coming and we will roll this out slowly in the Fall.

## Curriculum, Instruction, and Assessment Strengths

In order to meet, "Curriculum, Instruction, and Assessment Strengths", All the Tiger Trail School teachers are complying to the below expectation:

**Teacher Certification** - PK teachers will have to have additional credentials to be allowed to teach PK. To meet "highly qualified" status they must have one of the following...

To be eligible to receive grant funding under this program, each teacher of a high-quality prekindergarten grant program must be certified under the TEC, Chapter 21, Subchapter B, and have one of the following additional qualifications:

- (1) a Child Development Associate (CDA) credential;
- (2) a certification offered through a training center accredited by Association Montessori International or through the Montessori Accreditation Council for Teacher Education;
- (3) at least eight years' experience of teaching in a nationally accredited child care program;
- (4) a graduate or undergraduate degree in early childhood education or early childhood special education; or
- (5) be employed as a prekindergarten teacher in a school district that has ensured that:
  - (A) prior to assignment in a prekindergarten class, teachers who provide prekindergarten instruction have completed at least 150 cumulative hours of continuing professional education (CPE) over a consecutive five-year period;
  - (B) teachers who have not completed training required in subparagraph (A) of this paragraph prior to assignment in a prekindergarten class complete the first 30 hours before the end of the 2016-2017 school.

## **Family and Community Involvement**

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

**Results from the survey regarding the Organizational Health Index and T-2-4 showed**

- 100 % agreed they encourage parents to participate in their child's education.
- 100 % agreed they were well informed about school and district news and events.

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

We had the majority of students represented by parents/guardians at Orientation, Open House, Parent Conferences, and Family Literacy Days. Family Literacy Days were continued in the spring semester by ALL the teachers across the campus. Parents responded well, provided input, and carried over strategies at home.

- Triple P - Positive Parenting Program is the flexible, practical way to develop skills, strategies and confidence to handle any parenting situation.
- Daily Dose English Program instructed by church community members
- Cooking Matters Class through the Houston Food Bank
- Parents Get Moving - exercise class by school nurse and Communities In school person.

# **Technology**

## **Technology Summary**

Teachers use the internet to find research and resources to support their instructional content, planning and implementation. Need to continue to build collaborative networks (i.e. wikis, blogs, goggle docs, campus web page, etc.) to share information across teachers. Students use the apps on iTouch and iPad and netbook software to practice literacy and math skills; generate collections of stories/books; etc

# 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

- Community and student engagement rating data

## Student Data: Assessments

- Texas English Language Proficiency Assessment System (TELPAS) results
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- 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
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- 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
- Response to Intervention (RTI) student achievement data

## Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

## Employee Data

- Professional learning communities (PLC) data

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

#### **Parent/Community Data**

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

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

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

# Goals

## Goal 1: Student Growth




### Demonstrate improved performance in Literacy and Math.

**Performance Objective 1:** To integrate a variety of content areas into our project design, 100% of students will engage appropriate experiences through designing and participating in interdisciplinary projects.

**Evaluation Data Source(s) 1:** Student achievement will be evident through CIRCLE Progress Monitoring System; Literacy Istation and Math DreamBox personalized data and reports; teacher observations and informal checklists and cumulative student performance/classroom data.

#### Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) Students will participate in Project Based Learning and field investigation experiences on and/or off campus to provide them with meaningful and relevant connection to learning.	1, 2, 4, 8	+ Principal + Literacy Professional Services + Classroom Walkthroughs + Teachers + Teacher Assistant + Campus Literacy Committee	+ Teacher Appraisal Goals/May 2017-18 + Sign In sheets per Training + Student Data/Running Records + DRA Level Assess/ May 2018 + Oil Ranch Study Trip Oct. 2018 + Zoo Study Trip March 2018  Campus Summary/Description Funding + Professional Staff Development + Substitutes + Transportation + Supplies/Materials + Other Reading Materials			
Funding Sources: 211 - Title I, Part A - \$5,065.84						

<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>2) Provide the opportunity for teachers to attend conferences and bring back new teaching strategies to be implemented in the classroom.</p> <p>+ SBISD Mini Conference + Region IV trainings + TAASPYC + HCDE + Tots for Technology</p>	4, 7	+ Principal + Administrative Assistant	+ Certificate of Attendance  Campus Summary/Description Funding + Professional Staff Development + Substitutes + Supplies/Materials + Other Reading Materials			
	Funding Sources: 211 - Title I, Part A - \$1,527.52					
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						



**Goal 1: Student Growth**

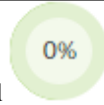
Demonstrate improved performance in Literacy and Math.

**Performance Objective 2:** 85% of students will reach or exceed grade level expectations in the area of math operations.**Evaluation Data Source(s) 2:** End of the year CIRCLE assessment, Istation data, informal teacher observation, nine-week checklist.**Summative Evaluation 2:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) Develop and practice early mathematics based on PK Guidelines, DreamBox, Project Based Learning, Teaching Strategies and Kathy Richardson Math Strategies for classroom and individual students.	3, 7, 8, 9, 10	+ Principal + High Quality Prekindergarten Grant Officer + Teachers	+ Campus data, classroom and individuals: November 2017, January 2018 and March 2018.  Lesson Plans  Campus Summary/Description Funding + Professional Staff Development + Substitutes + Supplies/Materials + Other Reading Materials			
2) Student achievement will increase through the use of differentiated instruction in math using small group, whole group, and individual learning centers in the content area of number concepts.	3, 4, 5, 7, 8, 9, 10	+ Principal + Pre-K Grant Consultant: Math Professional Services  + Campus Math Representative  + Teachers  + Multi-Classroom Leader  + Teacher Assistants	+ Lesson Plans/Weekly + Collaborative Team Lesson Planning + Teacher Informal Assessments  Campus Summary/Description Funding + Professional Staff Development + Substitutes + Supplies/Materials + Other Reading Materials			



= Accomplished



= No Progress



= Discontinue

## Goal 2: Student Connectedness




### Increase parent involvement by maintaining three school-wide strategies.

**Performance Objective 1:** 90% of parent/guardian will reach or exceed collaboration with staff members to encourage the growth of student's academic and social emotional development.

**Evaluation Data Source(s) 1:** Sign-In sheets, attendance data, Ready Rosie, parent and staff collaborative events.

#### Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) Project CLASS Program will conduct classroom guidance lessons with students in each classroom 2 days a week addressing self-concept skills, self-control skills, social competence skills and social awareness skills.		+ Principal + Project CLASS + Community In Schools + Teachers	+ Student Referral Group List + Summary of Project CLASS Services  This training is easily integrated into Pre-K classrooms with hands-on learning, center activities, and parental involvement through Home Connections. Lessons and strategies are used to improve the classroom climate and promote community and connection.			
	Funding Sources: 211 - Title I, Part A - \$3,044.38					
2) Build to Nurture lessons will prepare students with social and emotional skills they need to become caring, nurturing, and contributing members of families and communities.	3, 4, 7	+ Principal + Communities In Schools + Teachers	+ School Orientation Sign-In Sheet + Hands-on Learning + Center Activities + Parent Involvement through Home Connections + PEIMS Student Attendance Audits + Open House Sign-In Sheet + Daily Communication Folder + Director's Coffee Sign-In Sheet + Campus Summary/Description Funding + Professional Staff Development + Substitutes + Supplies/Materials + Other Reading Materials			
				Funding Sources: 211 - Title I, Part A - \$3,145.98		

3) Promote parent/community support through communication and collaboration about their child's learning by: sending the child to school on time ready to learn, attending parent /teacher conferences and other school functions, volunteering, newsletters, and school related announcements.	6, 10	+ Principal + Communities In Schools + Teachers	Rosters of attendance at various school functions: + Orientation + Open House + Adult ESL classes  Additional Evidence: + PEIMS Student Attendance Audits + Daily Communication Folder + Director's Coffee,			
	Funding Sources: 211 - Title I, Part A - \$1,618.45					
4) Ready Rosie, a video modeling mobile technology, will be used by parents and staff to encourage daily interaction in math and literacy activities.	1, 2, 6, 7, 9, 10	+ Teachers + Communities in School	Ready Rosie Parent Participation Report			
	Funding Sources: 211 - Title I, Part A - \$1,505.88					
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>100% = Accomplished</p> </div> <div style="text-align: center;">  <p>0% = No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						

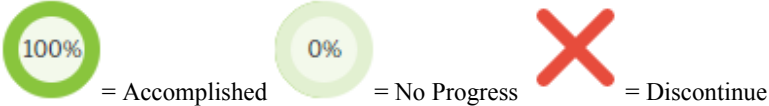
**Goal 2: Student Connectedness**

Increase parent involvement by maintaining three school-wide strategies.

**Performance Objective 2:** Meet and maintain an ADA of 96% during the 2017-2018 school year.

**Evaluation Data Source(s) 2:** Increased Attendance Rates on Skyward Reports and AEIS Reports

**Summative Evaluation 2:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) Students are recognized for perfect attendance at the end of the year and each nine weeks.		+ Principal + Attendance Clerk + Communities In Schools + PEIMS Clerk	+ Awards + Time and effort + Certificates			
	Funding Sources: 211 - Title I, Part A - \$1,505.88					
2) Notify parents of excessive absences by parent link through email, phone calls, or voice activated messaging when a student is having excessive absences; intervene when/if necessary with an Attendance Intervention Plan.		+ Principal + Attendance Clerk + Communities In Schools + PEIMS Clerk	+ Hanson Truancy Management System + Attendance Improvement Plans			
	Funding Sources: 211 - Title I, Part A - \$1,505.88					
3) Communicate with parents educating them about the importance of attendance, compulsory attendance laws, and the effect of attendance on student performance.		+ Principal + Attendance Clerk + Communities In Schools + Nurse + Administrative Assistant + Teachers	+ Hanson Truancy Management System + Attendance Improvement Plans  Increased Attendance Rates on Skyward Reports			
	Funding Sources: 211 - Title I, Part A - \$1,505.88					
4) Communities In Schools will strive to achieve 85% of students targeted for case management services will improve in Academic, Behavior and Attendance. * The targeted students - to be identified in cooperation with Texas Education Agency Guidelines and needs of campus.	1, 9	+ Principal + Communities In Schools	Increased Attendance Rates on Skyward Reports			
	Funding Sources: 211 - Title I, Part A - \$1,505.88					
						




### Goal 3: Postsecondary Readiness Achievement

#### Increase student performance on CIRCLE Progress Monitoring Instrument.

**Performance Objective 1:** Increase student performance on CIRCLE Progress Monitoring Instrument so that 85% or more students score at or above on all components during the EOY administration.

**Evaluation Data Source(s) 1:** Student achievement will be evident through CIRCLE Progress Monitoring System; Literacy Istation and Math DreamBox personalized data and reports; teacher observations and informal checklists and cumulative student performance/classroom data.

#### Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) Student achievement will increase through the use of differentiated instruction in literacy using small group, whole group, individual learning centers, shared reading, and interactive writing.	3, 4, 5	+ Principal + Pre-K Grant Consultant: Literacy Professional Services + Teachers + Team Leaders + Multi-Classroom Leader + Teacher Assistants	+ Team Meeting Minutes/Monthly + Lesson Plans  Campus Summary/Description Funding + Professional Staff Development + Substitutes + Supplies/Materials + Other Reading Materials			
		Funding Sources: 211 - Title I, Part A - \$3,065.98				
2) Monitor and evaluate the implementation of research-based vocabulary development strategies to ensure all students have access and teachers skills to implement the strategies in order to increase students meeting end-year Rapid Vocabulary expectations by 5% from prior year.		+ Principal + Teachers + Team Leaders + Multi-Classroom Leader	+ Implementation plan of research-based vocabulary development strategies + Schedule of learning walk participation + Formative assessment and CIRCLE assessment data			
 = Accomplished  = No Progress  = Discontinue						

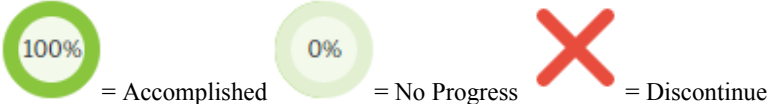
**Goal 4: Postsecondary Readiness Equity/Gap-Closing**

**Close percentage point gap in CIRCLE Progress Monitoring Instrument between Bilingual classes and Mainstream/ESL classes.**

**Performance Objective 1:** Eliminate 25% point gap in CIRCLE Progress Monitoring Instrument between Bilingual classes (86% Spanish benchmark) and Mainstream/ESL classes (61% English benchmark) in our PK4 program by the End of the Year.

**Evaluation Data Source(s) 1:** CIRCLE Progress Monitoring Instrument

**Summative Evaluation 1:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) Provide professional development for teachers so they can naturally facilitate children's vocabulary learning using a variety of strategies, including making conversation and posing thoughtful questions.	1, 2, 3, 4, 7, 8, 9	+ Principal	Records of Progress for Language and Literacy showing growth each nine week period.			
	Funding Sources: 211 - Title I, Part A - \$800.24					
						

**Goal 5: Remain in compliance with Federal and State law.  
Continue with the implementation of all applicable strategies for Pre-K.**

**Performance Objective 1:** To remain in compliance with Federal and State law, the campus will implement the following strategies.

**Evaluation Data Source(s) 1:** All applicable strategies for Pre-K will be implemented and have formative reviews through out the school year.

**Summative Evaluation 1:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<p>1) Conduct annual program evaluation (CATE, SCE G/T, LEP, ) utilizing student performance data derived from special populations for the purpose of program review and revision.</p> <p>(List programs to be evaluated. Include all programs receiving state or federal funds.) + One Way Dual Language</p>	1, 2, 4, 8, 10	+ Principal + Community In Schools + Teachers + Teacher Assistants + Nurse	+ Parent Conferences + Progress Reports + Report Cards + Initial Entry LPACs + Anecdotal Records + ARLAS + Promotion/Retention + End of year LPACs			
Funding Sources: 211 - Title I, Part A - \$1,505.88						
<p>2) Develop/strengthen/monitor capacity of teachers, grade levels and departments to support measurable growth in reading proficiency as measured by an increase in the percentage of students in "Developing As Expected" and "Advanced Development" categories in the Reading Standards.</p> <p>(Describe your campus program for developing, strengthening, accelerating, and monitoring reading instruction.)</p> <p>+ Literacy Professional Consultant + Vertical Transition Visits + Guided Reading</p>	1, 2, 3, 4, 5, 7, 10	+ Principal + Literacy Professional Services + Math Professional Services	+ Fall DRA Assessments + Running Records + Progress Reports + Report Cards + End of Year DRA Assessments  Campus Summary/Description Funding + Professional Staff Development + Substitutes + Supplies/Materials + Other Reading Materials			
Funding Sources: 211 - Title I, Part A - \$3,065.98						



<p>3) Monitor progress of students failing to meet SSI promotion requirements in the previous academic year and provide remediation via supplemental materials and services. Progress will be recorded on the accelerated instruction plan; interim reports and opportunities to conference will be provided to parents of students so identified.</p> <p>(Provide specific information about the remediation and monitoring of SSI students on your campus.)</p> <p>+Parent Conferences +RTI +By weekly Literacy sessions</p>	1, 3, 4, 8, 9, 10	+ Principal + Teachers	<ul style="list-style-type: none"> <li>+ Fall and Mid Year Assessments</li> <li>+ Beginning of Year IPT Results</li> <li>+ Report Cards</li> <li>+ End of Year Assessments</li> <li>+ End of Year IPT Results</li> <li>+ End of Year Report Cards</li> </ul>			
<p>4) TECHNOLOGY - Provide opportunities, inclusive of professional development, to build capacity of teachers, principals, and other staff to integrate technology effectively into (a) challenging curricula and (b) related instructional strategies that are aligned to the Texas Essential Knowledge and Skills (TEKS) and the State of Texas Assessment of Academic Readiness (STAAR). Participate in mentor-mentee grant. Continue to provide support for new teachers through the induction program. Involve staff in recruiting and interviewing highly-qualified applicants.</p> <p>(You may add additional activities if you choose).</p> <p>Involve staff in recruiting and interviewing highly-qualified applicants. + Continue to provide support for new teachers through the induction program.</p>	2, 7, 8, 10	+ Principal + Teachers and paraprofessionals	<ul style="list-style-type: none"> <li>+ Lesson Plans</li> <li>+ Road Maps</li> <li>+ End of Year Data</li> <li>+ TCEA Summer Technology Conference</li> </ul> <p>Campus Summary/Description Funding</p> <ul style="list-style-type: none"> <li>+ Professional Staff Development</li> <li>+ Substitutes</li> <li>+ Supplies/Materials</li> <li>+ Other Reading Materials</li> </ul>			
<p>Funding Sources: 211 - Title I, Part A - \$10,285.52</p>						
<p>5) Promote parent and community involvement in drug and violence prevention programs/ activities.</p> <p>(Provide specific information about the activities on your campus.)</p> <p>+ Principals Coffee + Triple P - Positvie Parent Programs + Love and Logic Sessions + Tiger Trail Website &amp; Marquee Sign + Red Ribbon Week + No Place for Hate</p>	1, 2, 3, 5	+ Principal + Nurse + Community In Schools + Teachers	<ul style="list-style-type: none"> <li>+ Agendas</li> <li>+ Sign In Sheets</li> <li>+ Website</li> <li>+ Marquee Sign</li> <li>+ Parent Surveys</li> <li>+ Program Calendar</li> <li>+ Parent Center Participation</li> </ul>			
<p>Funding Sources: 211 - Title I, Part A - \$1,618.45</p>						

<p>6) Provide professional development based on level of expertise and need in the following areas:  + Bullying Prevention  + Violence/conflict resolution  + Resiliency/Developmental Assets  + Prevention Curriculum Training  + No Place for Hate  + SEL  + Developmental Assests  + Love and Logic</p> <p>The Counselor, Nurse, Project Class and Communities In Schools personel will conduct on-going staff professional development.</p> <p>(Using this list, select those that apply to your campus and describe how they are implemented.)</p>	1, 2, 4, 5, 10	+ Director + Project Class + Communities In Schools + Teachers + Teacher Assistants	+ Agendas + Sign In Sheets + Marquee + School Messenger System + Newsletter + Staff Surveys + Program Calendar  Campus Summary/Description Funding + Professional Staff Development + Substitutes			
Funding Sources: 211 - Title I, Part A - \$3,844.58						
<p>7) SPECIAL EDUCATION - Monitor LRE ratio. Develop campus capacity to support inclusive programming for students with disabilities. Evaluate campus LRE ratio.</p> <p>(Describe what is being done on your campus to promote or increase inclusion.)  Campus has recieved extensive Region IV trainings through Building Inclusive Schools Initiative (BISI) program.</p>	1, 2, 3, 4, 5, 7, 8, 9, 10	+ Principal + Diagnostician + Teachers + Teacher Assistants + Nurse Speech Pathologist	+ Agendas + Sign In Sheets + LRE Ratio Annual Report  Campus Summary/Description Funding + Professional Staff Development + Substitutes + Supplies/Materials + Other Reading Materials			
Funding Sources: 211 - Title I, Part A - \$1,527.52						
<p>8) SPECIAL EDUCATION - Examine state assessment reports to evaluate progress of students with disabilities relative to ARD committee recommendations and predictions.</p> <p>How accurately did ARD committee recommendations predict and guide student achievement on state assessments?</p> <p>(Describe how you will improve this process on your campus this year.)  + There are no state assessments in this grade level but if there were the listed people would be responsible.</p>	1, 7, 8, 9, 10	+ Principal + Diagnostician + SSC Facilitator	+ SSC Referral Process + Annual Analysis of Individual Education Program (IEP) with respect to percentage of student achieving mastery on annual goals (as per ARD committee).			

<p>9) SPECIAL EDUCATION - Ensure that Special Education staff, building administrators, and counselors are trained on and adhere to Special Education timelines and compliance requirements.</p> <p>(What is your campus plan and timeline to meet this expectation.)</p> <p>On-going staff development provided by our Diagnostician and Speech Pathologist.</p>	<p>2, 3, 4, 7, 8, 9, 10</p>	<p>+ Principal + Diagnostician + Teachers + Speech Pathologist + Nurse + Teacher Assistants</p>	<p>+ Agendas + Sign In Sheets + Analyze Annual Appraisal report for baseline in referrals and corresponding "hit rate" compared with previous year.</p> <p>Campus Summary/Description Funding + Professional Staff Development + Substitutes</p>			
<p>Funding Sources: 211 - Title I, Part A - \$800.24</p>						
<p>10) STATE COMP ED - Provide supplemental At-Risk services/support in the content areas:</p> <p>+ Language Arts + Math + Science + Social Studies + Other includes: ESOL support, Reading Intervention Specialist</p> <p>(Describe how iCoaches and other support staff are being used on your campus to meet this expectation.)</p> <p>+ The Professional Services Consultant and Teacher Assistants will provide in-class support for students falling behind through small group instruction</p>	<p>1, 3, 4, 8, 9</p>	<p>+ Principal + Teachers + Teacher Assistants + Pre K Grant Consultant: Literacy Professional Services and Math Professional Services</p>	<p>Agendas + Sign In Sheets + End of Year Assessments + End of Year IPT + End of Year Report</p>			
<p>Funding Sources: 211 - Title I, Part A - \$2,338.70</p>						

<p>11) Identify At-Risk students; provide them with supplemental services; and monitor progress (including continual English language development for LEP students)</p> <p>Materials include: manipulatives, literacy materials, bilingual material Summer School Computer assisted instruction includes: Compass, Larsens Math, Fast Math, etc... Ready Rosie, Istation</p> <p>(Identify the materials appropriate to your campus from the list that can be used to meet this expectation. Describe how and by whom these will be used on your campus.)</p> <ul style="list-style-type: none"> <li>+ Story Awareness: Language Structure</li> <li>+ Story Awareness: Talking Like a Book</li> <li>+ Story Awareness: How Print Works</li> <li>+ Language of the Day</li> <li>+ Bilingual Centers</li> <li>+ Word Walls</li> <li>+ Level Books</li> </ul> <p>Students participating in a bilingual or ESL program are during the school year are recommended to attend summer school to increase their oral language development.</p>	<p>1, 3, 8, 9, 10</p>	<ul style="list-style-type: none"> <li>+ Principal</li> <li>+ Literacy Professional Service</li> <li>+ Team Leaders</li> <li>+ Teachers</li> <li>+ Teacher Assistants</li> <li>+ Speech Pathologist</li> </ul>	<ul style="list-style-type: none"> <li>+ Initial IPT Assessment</li> <li>+ Fall Year Literacy Assessment</li> <li>+ Mid Year Literacy Assessment</li> <li>+ End of Year Literacy Assessment</li> <li>+ DRA</li> <li>+ Report Cards</li> <li>+ STAT Referrals</li> </ul> <p>Campus Summary/Description Funding</p> <ul style="list-style-type: none"> <li>+ Supplies/Materials</li> <li>+ Other Reading Materials</li> </ul>			
<p>Funding Sources: 211 - Title I, Part A - \$3,065.98</p>						
<p>12) Develop, monitor, and evaluate campus volunteer/partnership programs that include:</p> <ul style="list-style-type: none"> <li>* recruitment</li> <li>* training/support</li> <li>* recognition of volunteers/partnerships</li> </ul> <p>(Complete this activity by describing how you will meet this expectation on your campus.)</p> <p>These will be done through Principal Coffee meetings and Communities In School through the use of our Parent Center.</p>	<p>1, 3, 5, 8, 9</p>	<ul style="list-style-type: none"> <li>+ Principal</li> <li>+ Communities In Schools Project Class</li> </ul>	<ul style="list-style-type: none"> <li>+ Agendas</li> <li>+ Parent Involvement</li> <li>+ Sign In Sheets</li> <li>+ CIS Parent Surveys</li> <li>+ Evidence of End of Year growth of volunteers and partnerships from previous year</li> </ul>			
<p>Funding Sources: 211 - Title I, Part A - \$3,156.91</p>						




<p>13) TITLE II A - Provide professional development to CIT, teachers, and administrators that increases knowledge and skills related to:</p> <ul style="list-style-type: none"> <li>* vertical alignment</li> <li>* instructional strategies to meet the needs of diverse student populations</li> <li>* integration of technology into curricula and instruction for improving teaching, learning, and technology literacy</li> <li>* state curriculum standards (TEKS) in the content areas of English/Language Arts, social studies, and/or science, and/or math.</li> <li>* DDI</li> <li>* Dual Language Programs</li> <li>* Co-Teach Training</li> <li>* Small Group Instruction</li> </ul> <p>This includes opportunities for teachers to be coached, attend sustained training/inservices/ workshops and/or conferences together with structured follow-up.</p> <p>Training/support recognition of volunteers/partnerships</p> <p>These will be done through Principal Coffee meetings and Communities In School through the use of our Parent Center.</p>		<ul style="list-style-type: none"> <li>+ Principal</li> <li>+ Communities In Schools</li> <li>+ Project Class</li> </ul>	<ul style="list-style-type: none"> <li>+ Agendas</li> <li>+ Sign In Sheets</li> <li>+ CIS Parent Surveys</li> <li>+ Evidence of End of Year growth of volunteers and partnerships from previous year</li> </ul> <p>Campus Summary/Description Funding</p> <ul style="list-style-type: none"> <li>+ Professional Staff Development</li> <li>+ Substitutes</li> </ul>			
<p>Funding Sources: 211 - Title I, Part A - \$3,844.58</p>						
<p>14) Teachers/Administrators/Staff will develop understanding of the (a) Professional Development Framework and continue participation in professional development in the areas of Teaching and Learning and Leadership for Results; including (b) The Process for Designing and Delivering Effective Instruction through differentiation and technology integration.</p> <p>(Complete this activity by describing how you will meet this expectation on your campus.)</p> <p>Tier I teachers who have mastered DDI will mentor new teachers. Professional Development will be done on a weekly bases by our Literacy and Math Professional consultant.</p>	<p>1, 2, 3, 4, 7, 10</p>	<ul style="list-style-type: none"> <li>+ Principal</li> <li>+ Team Leaders</li> <li>+ Teachers + Consultant:</li> <li>Literacy Professional Services</li> <li>Math Professional Services</li> </ul>	<ul style="list-style-type: none"> <li>+ T-TESS Walk Thru</li> <li>+ Parent Conferences</li> <li>+ Lesson Plans</li> <li>+ Eduphoria Workshop Report</li> <li>+ Levels of Implementation Survey</li> </ul> <p>Campus Summary/Description Funding</p> <ul style="list-style-type: none"> <li>+ Professional Staff Development</li> <li>+ Substitutes</li> <li>+ Supplies/Materials</li> <li>+ Other Reading Materials</li> </ul>			
<p>Funding Sources: 211 - Title I, Part A - \$3,065.98</p>						

<p>15) Provide support for new teachers with ongoing mentoring and planning with certified staff.</p> <p>(Complete this activity by describing how you will meet this expectation on your campus.)</p> <p>Assigned mentors will support beginning teachers to develop strong relationships with all learners, their parents or guardians, and the community through reflective practice on issues of equality and diversity.</p> <p>Key elements of the standard include supporting relationships with students, families, peers and the community, honoring and respecting diversity, creating classroom environments that optimize learning, and reaching students of all learning needs.</p>	<p>1, 3, 4, 7, 8, 9</p> <ul style="list-style-type: none"> <li>+ Principal</li> <li>+ Team Leaders</li> <li>+ Mentors</li> <li>+ Team Buddy/Partner</li> <li>+ Consultant: Literacy Professional Services</li> <li>Math Professional Services</li> </ul>	<ul style="list-style-type: none"> <li>+ Team Planning Meeting minutes</li> <li>+ Campus Mentor Log</li> <li>+ Campus Planning Meeting minutes</li> <li>+ End of Year Mentor/Mentee</li> <li>+ Survey and/or reflections</li> <li>Campus Summary/Description Funding</li> <li>+ Professional Staff Development</li> <li>+ Substitutes</li> </ul>			
<p>Funding Sources: 211 - Title I, Part A - \$2,338.70</p>					
<p>16) Recruit and retain highly-qualified staff, defined through state, No Child Left Behind (NCLB) and local criteria, by highlighting the school and its students on the website and by participating in job fairs. Provide recruitment information on website</p> <p>(Complete this activity by describing how you will meet this expectation on your campus plan.)</p> <p>Continue to assist district recruiters in local and out of town job fairs. The campus website will have on-going updates.</p>	<p>1, 2, 3, 4, 7, 8, 9, 10</p> <ul style="list-style-type: none"> <li>+ Principal</li> <li>+ Technology Team</li> <li>+ Team Leaders</li> </ul>	<ul style="list-style-type: none"> <li>+ Update Website (on-going)</li> <li>+ Job Fairs (Spring) Staff Allocations</li> <li>+ Staff Retention</li> </ul>			
<p>17) The CIT, teachers, administrators, other staff members, and parents will collaborate and coordinate planning efforts and implementation of staff development that will build ties between parents and school.</p> <p>(Complete this activity by describing how you will meet this expectation on your campus.)</p> <ul style="list-style-type: none"> <li>+ Monthly Principal Coffees</li> <li>+ Campus Improvement Team Meetings</li> <li>+ Parent Center Meetings</li> </ul>	<p>1, 3, 4, 5, 7, 9, 10</p> <ul style="list-style-type: none"> <li>+ Principal</li> <li>+ Communities In Schools</li> <li>+ Team Leaders</li> <li>+ Campus Improvement Team</li> <li>+ Teachers</li> <li>+ Parents</li> </ul>	<ul style="list-style-type: none"> <li>+ Agendas and Sign In Sheets</li> <li>+ Training Evaluation Feedback</li> <li>+ Parent Involvement</li> <li>+ Parent Surveys</li> </ul>			
<p>Funding Sources: 211 - Title I, Part A - \$1,618.45</p>					

<p>18) PreK and K teachers develop transition strategies. Elementary campuses provide kindergarten orientation at different times and in a variety of settings.</p> <p>This activity for PK and elementary schools only. Other campuses may delete.</p> <p>(Complete this activity by describing how you will increase parent involvement in the kindergarten transition process.) To increase parent involvement in campus transition activities: The school-family connection will help ensure that the potential of each child is fulfilled as well as bridge the achievement gap.</p> <p>Through careful planning, Tiger Trail will engage families in helping children get ready for school and transition from PreK to K.</p>	2, 5, 6, 10	<ul style="list-style-type: none"> <li>+ Principal</li> <li>+ PreK and K Teachers</li> <li>+ Teacher Assistants</li> </ul>	<ul style="list-style-type: none"> <li>+ Schedule visit to feeder campuses</li> <li>+ Invite parents</li> <li>+ provide transportation</li> <li>+ Transition Strategies Survey</li> <li>+ Agendas and Sign In Sheets</li> </ul>			
<p>19) GIFTED AND TALENTED - Provide opportunities for G/T professional development, based on level of expertise and need, in one of the following areas: a) Nature and needs of G/T students b) Assessing and identifying G/T student needs c) Differentiating Curriculum for G/T students d) Assessing social and emotional needs of G/T students e) Creativity and instructional strategies for G/T students.</p> <p>(Select at least one area of focus from the list and describe how you will implement this on your campus.) +This campus is a Pre-K campus only. +Differentiated Instruction is given through the curriculum.</p>	1, 4, 9, 10	<ul style="list-style-type: none"> <li>+ G/T Consultants, Gretchen Holtsinger</li> </ul>	<ul style="list-style-type: none"> <li>+ Certificate of attendance for G/T</li> <li>+ G/T Professional development</li> <li>+ Sign-in Teacher walk thru/observations</li> <li>+ G/T Professional Development</li> <li>+ Teacher Appraisals</li> <li>+ Teacher classroom observation</li> </ul>			
<p>20) GIFTED AND TALENTED - Implement and evaluate development of differentiated curriculum for meeting needs of gifted students using instructional techniques from gifted and talented education.</p> <p>(Complete this activity by describing how you will meet this expectation on your campus.) +This campus is a Pre-K campus only. +Differentiated Instruction is given through the curriculum.</p>	1, 4, 9	<ul style="list-style-type: none"> <li>+ Principal</li> </ul>	<ul style="list-style-type: none"> <li>+ Certificates of Attendance for G/T (per session)</li> <li>+ G/T Professional Development Sign-in (per session)</li> <li>+ Teacher walk thru/observations (per visit)</li> <li>+ G/T Professional Development</li> <li>PDAS Appraisals</li> <li>+ Walk Thrus/Observations</li> </ul>			

<p>21) GIFTED AND TALENTED - Conduct annual G/T evaluation by following the districtwide procedures for referral, testing and identification of students. Emphasis on finding and identifying minority G/T students, low SES G/T students, and those students showing great potential but who are difficult to identify as intellectually-gifted.</p> <p>(Conduct an annual G/T parent meeting to develop awareness of the program, identification, and requirements.)</p> <p>Complete this activity by describing how you will meet these expectations on your campus. Conduct an annual G/T parent meeting to develop awareness of the program, identification, and requirements.</p> <p>This is only a PK campus Only.</p>	7, 10	<ul style="list-style-type: none"> <li>+ Principal</li> <li>+ District Personnel</li> </ul>	<ul style="list-style-type: none"> <li>+ G/T Participation Rosters</li> <li>+ Semester Ethnicity Reports</li> <li>+ per semester</li> <li>+ Screening Reports</li> <li>+ District Calendar</li> <li>Student Nominations</li> <li>+ Sign-in Sheets</li> </ul>			
<p>22) COORDINATED SCHOOL HEALTH (CSH) and CIP -</p> <p>Steps to incorporate CSH -</p> <ol style="list-style-type: none"> <li>1. Review the School Health Index completed by the C-SHAC</li> <li>2. Identify focus area(s) for campus</li> <li>3. Choose focus area(s) to place in this area of Required Elements</li> <li>4. Recommended indicators for assessing CSH may be chosen from this list of approved indicators that are completed each year: <ul style="list-style-type: none"> <li>a. District Five Year Goal Campus Survey</li> <li>b. School Health Index</li> <li>c. SEL/40 Developmental Asset Survey</li> </ul> </li> </ol> <p>The following will be addressed simultaneously through a coordinated approach:</p> <ul style="list-style-type: none"> <li>+ Improve health knowledge, attitudes, and skills</li> <li>+ Improve health behaviors and health outcomes</li> <li>+ Improve educational outcomes</li> <li>+ Improve social outcomes</li> </ul>	1, 4, 8, 10	<ul style="list-style-type: none"> <li>+ Principal</li> <li>+ Nurse</li> <li>+ Communities In Schools</li> <li>+ Faculty and Staff</li> </ul>	<ul style="list-style-type: none"> <li>+ Hazardous Material Inventory (completed in the Fall)</li> <li>+ Campus Safety Walk Thrus (Fall &amp; Mid-Year)</li> <li>+ Monthly Safety Fire Drills</li> <li>+ Classroom Guided Lessons</li> <li>+ Lesson Plans</li> <li>+ Five Year Plan Goals Survey</li> <li>+ Campus Safety Walk Thrus (End of Year)</li> <li>+ Completed Hazardous Material Inventory (Fall)</li> <li>+ Classroom Guided Lesson outcomes (Spring Report)</li> <li>+ Teacher Summative Appraisal (Spring)</li> </ul>			<p>Funding Sources: 211 - Title I, Part A - \$1,505.88</p>



<p>23) Review and revisit both the Home/School Compact and Parental Involvement Policy.  *offer several opportunities for parent input.  *develop, with parent input, current school year compact and policy in appropriate language(s) - English/Spanish.  *share compact with parents and document.</p> <p>(This activity is completed in the first 9 weeks of school with a meeting held to discuss the compact's and Parent Involvement Policy's importance with the parents. The compact and Parent Involvement Policy are included in the Title I portfolio.)</p> <p>The Home/School compact and the Parental Involvement Policy is developed by staff and parents at Back to School Night and are included in the on-line Title I portfolio.</p>	1, 5, 10	+ Principal + Campus Improvement Team + Communities In Schools + Teachers + Teacher Assistants	+ Flyers + Agendas + Sign-in sheets + Parent Involvement + Parent Compact + Parent Involvement Policy + Final revised Parent Compact + Final revised Parent Involvement Policy			
Funding Sources: 211 - Title I, Part A - \$1,618.45						
<p>24) Increase parent attendance at Title I Annual Meeting to share:  *standards and goals  *parents' rights'  *curriculum  *School Report Card  *Title I participation  *Offer a flexible number of meetings.</p> <p>(The Title I annual meeting will be held during a Parent Coffee to which all parents will be invited. The above topics will be served.)  + Orientation + Fall Open House</p>	5	+ Principal + Communities In Schools + ChildBuilders + Teachers + Teacher Assistants + ADA + Administrative Assistant	+ Flyers + Agendas + Parent Involvement + Sign-in sheets Parent Compact + Parent Involvement Policy + Final revised Parent Compact + Final revised Parent Involvement Policy			
Funding Sources: 211 - Title I, Part A - \$1,618.45						
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>100% = Accomplished</p> </div> <div style="text-align: center;">  <p>0% = No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						

# State Compensatory

## Personnel for The Tiger Trail School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Angie Veliz	Teacher	Bilingual	
Catalina Estrada	Teacher	Bilingual	
Catheryn Hefner	Teacher	Mainstream/ESL	
Cynthia Dunn	Teacher	Mainstream/ESL	
Esther Lynn	Teacher	Bilingual	
Jacqueline Dickey	Teacher	PPCD	
Kinsey Yopez	Teacher	Mainstream/ESL	
Lilia Amaro	Teacher	Bilingual	
Maricela Akshar	Teacher	Mainstream/ESL Teacher	
Nicola Pilon	Teacher	Mainstream/ESL	
Patricia Santillan	Teacher	Bilingual	
Rita Simon	Teacher	Bilingual	
Tuoi Robichaux	Teacher	Mainstream/ESL	

# Title I

## Schoolwide Program Plan

The goal for incorporating these components is to enable all students, including those furthest behind, to reach the challenging academic standards established for all students. The schoolwide program, therefore, is intended to *raise achievement and close performance gaps*.

## Ten Schoolwide Components

### 1: Comprehensive Needs Assessment

The use of schoolwide planning teams helped create a school culture that engaged staff in a data-driven process to conduct a comprehensive needs assessment, allowing them to:

- clarify their vision for reform,
- create a school profile,
- identify data sources, and
- analyze data to ensure that the learning needs of every student was met.

### 2: Schoolwide Reform Strategies

Schoolwide reform strategies provided opportunities for all children to meet the state's proficient or advanced levels of student performance. These strategies were based on effective means of improving achievement of children. Instructional strategies and initiatives in the comprehensive were based on scientifically-based research, strengthen the core academic program, increase the quality and quantity of learning time, and address the learning needs of all students in the school.

### 3: Instruction by highly qualified professional teachers

Instruction by highly qualified teachers was provided to all students. All teachers of core academic subjects and instructional paraprofessionals in our schoolwide program school met the qualifications required to be highly qualified. Students achieved at higher levels taught by teachers who know their subject matter and were skilled in teaching.

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

Teachers and other staff were equipped to face the challenge of helping all students meet the State’s academic achievement standards. To do this, they were familiar with the goals and objectives of the schoolwide plan, and receive the sustained, high-quality professional development required to implement them. We followed the statute requiring that professional development be extended, as appropriate, to those who partner with teachers to support student achievement, such as principals, paraprofessionals, and parents.

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

The schoolwide plan described the strategies it used to attract and retain highly qualified teachers.

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

Research continues to demonstrate that successful schools have significant and sustained levels of parental involvement. Therefore, the schoolwide plans contain strategies to involve parents, especially in helping their children do well in school. In addition, parents were involved in the planning, implementation, and evaluation of the schoolwide program. Meaningful parental involvement strategies were used to engage all parents in supporting student learning that occurs in the home and at school.

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

Plans for assisting preschool students in the successful transition from early childhood programs to local elementary school-wide programs—This component emphasizes the value of creating a coherent and seamless educational program for at-risk students. Early childhood programs, including Early Reading First and others, provided a foundation for later academic success, and effective schoolwide programs capitalize on this strong start. Title I, Part A preschool programs provided young children with the early learning experiences that will enable them to meet academic standards throughout elementary and secondary school.

#### **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**

Incorporated a datadriven instructional process that relied on standardized testing as well as classroom and informal assessment tools and provided staff with professional development to assist them in using and generating a variety of data forms.

In addition to assessment results, teachers were given current and ongoing assessment data that described student achievement. These data came from less formal assessments, such as observation, performance assessments, or forms. The schoolwide program provided teachers with professional development that increased their understanding of the appropriate uses of multiple assessment measures and how to use assessment results to improve instruction.

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

Addressed the needs of every student by developing structures to identify struggling students and implement targeted strategies to support student learning

through routine data analysis. The schoolwide program identified students who needed additional learning time to meet standards and provided them with timely, additional assistance that was tailored to their needs. This assistance was available to all students in the school who need it.

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

Effective schools draw on a wide range of resources from within and outside of the system and monitor the impact of their use in order to ensure that all students receive a quality education and achieve high academic expectations. Schoolwide program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, schoolwide program schools may combine most Federal, State and local funds to provide those services. Exercising this option maximizes the impact of the resources available to carry out the schoolwide program.

# Campus Funding Summary

199 PIC 11 - Instructional Services					
Goal	Objective	Strategy	Resources Needed	Account Code	
				Amount	
				\$0.00	
				<b>Sub-Total</b>	\$0.00
				<b>Budgeted Fund Source Amount</b>	\$12,424.00
				+/- Difference	\$12,424.00
199 PIC 32 - Pre-Kindergarten					
Goal	Objective	Strategy	Resources Needed	Account Code	
				Amount	
				\$0.00	
				<b>Sub-Total</b>	\$0.00
				<b>Budgeted Fund Source Amount</b>	\$5,230.00
				+/- Difference	\$5,230.00
199 PIC 34 - Pre-K At Risk/SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	
				Amount	
				\$0.00	
				<b>Sub-Total</b>	\$0.00
				<b>Budgeted Fund Source Amount</b>	\$5,130.00
				+/- Difference	\$5,130.00
199 PIC 99 - Undistributed					
Goal	Objective	Strategy	Resources Needed	Account Code	
				Amount	
				\$0.00	
				<b>Sub-Total</b>	\$0.00
				<b>Budgeted Fund Source Amount</b>	\$2,845.00
				+/- Difference	\$2,845.00
211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	
				Amount	

1	1	1	Substitutes	211.11.6122 and 211.13.6112	\$300.16
1	1	1	Professional Conference	211.13.6411, 211.23.6411	\$500.00
1	1	1	Other Reading Materials	211.11.6329	\$272.70
1	1	1	Supply/Matl.	211.11.6399	\$454.50
1	1	1	Transportation	211.11.6494	\$2,000.00
1	1	1	Professional Services/Houston Achievement Place (Project Class)	211.13.6299	\$1,538.48
1	1	2	Substitutes	211.11.6122 and 211.13.6112	\$300.24
1	1	2	Prof. Development	211.13.6411 and 211.23.6411	\$500.00
1	1	2	Supply/Matl.	211.11.6399	\$454.55
1	1	2	Other Reading Materials	211.11.6329	\$272.73
1	2	1	Substitutes	211.11.6122 and 211.13.6112	\$300.24
1	2	1	Prof. Development	211.13.6411 and 211.23.6411	\$500.00
1	2	1	Other Reading Materials	211.11.6329	\$272.73
1	2	1	Supplies/Materials	211.11.6399	\$454.55
1	2	1	Prof. Services/Houston Achievement Place (Project Class)	211.13.6299	\$1,538.46
1	2	2	Substitutes	211.11.6122 and 211.13.6112	\$300.24
1	2	2	Prof. Development	211.13.6411 and 211.23.6411	\$500.00
1	2	2	Other Reading Materilas	211.11.6329	\$272.73
1	2	2	Supplies and Materilas	211.11.6399	\$454.55
1	2	2	Pro. Services and Houston Achievement Place (Project Class)	211.13.6299	\$1,538.46
2	1	1	Professional Services/Houston Achievement Place (Project Class)	211.13.6299	\$1,538.46
2	1	1	Community In School	211.31.6299	\$1,505.92
2	1	2	Substitutes	211.11.6122 and 211.13.6112	\$300.24
2	1	2	Parent Involvement	211.61.6399 and 211.61.6499	\$112.58
2	1	2	Communities in School	211.31.6299	\$1,505.88
2	1	2	Other Reading Materials	211.11.6329	\$272.73
2	1	2	Supplies/Matl	211.11.6399	\$454.55
2	1	2	Prof. Development	211.13.6411 and 211.23.6411	\$500.00

2	1	3	Communities in School	211.31.6299	\$1,505.88
2	1	3	Parent Involvement	211.61.6399 and 211.61.6499	\$112.57
2	1	4	Communities in Schools	211.31.6299	\$1,505.88
2	2	1	Communities in School	211.31.6299	\$1,505.88
2	2	2	Communities in School	211.31.6299	\$1,505.88
2	2	3	Communities in School	211.31.6299	\$1,505.88
2	2	4	Communities in School	211.31.6299	\$1,505.88
3	1	1	Substitutes)	211.11.6122 AND 211.13.6112	\$300.24
3	1	1	Professional Development	211.13.6411, 211.23.6411 and 211.13.6411	\$500.00
3	1	1	Other Reading Materials	211.11.6329	\$272.73
3	1	1	Supply/Matl.	211.11.6399.	\$454.55
3	1	1	Prof. Services and Houston Achievement Place (Project Class)		\$1,538.46
4	1	1	Prof. Development	211.13.6411 and 211.23.6411	\$500.00
4	1	1	Substitutes	211.11.6122 and 211.11.6112	\$300.24
5	1	1	Community in Schools	211.31.6299	\$1,505.88
5	1	2	Prof. Conference	211.23.6411 and 211.13.6411	\$500.00
5	1	2	Substitutes	211.11.6122 and 211.13.6112	\$300.24
5	1	2	Other Reading	211.11.6329	\$272.73
5	1	2	Supplies/Matl.	211.11.6399	\$454.55
5	1	2	Prof. Services and Houston Achievement Place (Project Class)	211.13.6299	\$1,538.46
5	1	4	Substitutes	211.13.6112 and 211.11.6122	\$300.24
5	1	4	Professional Development	211.13.6411 and 211.23.6411	\$500.00
5	1	4	Other Reading	211.11.6329	\$272.73
5	1	4	Technology	211.11.6398	\$8,758.00
5	1	4	Supplies/Matl.	211.11.6399	\$454.55
5	1	5	Community in Schools	211.31.6299	\$1,505.88
5	1	5	Parent Involvement	211.61.6399 and 211.61.6499	\$112.57
5	1	6	Community in Schools	211.31.6299	\$1,505.88



5	1	6	Substitutes	211.13.6112 and 211.11.6125	\$300.24
5	1	6	Prof. Development	211.13.6411 and 211.23.6411	\$500.00
5	1	6	Prof. Services/Houston Achievement Place (Project Class)	211.13.6299	\$1,538.46
5	1	7	Substitutes	211.11.6122 and 211.13.6112	\$300.24
5	1	7	Prof. Development	211.13.6411. and 211.23.6411	\$500.00
5	1	7	Other Reading	211.11.6329	\$272.73
5	1	7	Supplies/Matl.	211.11.6399	\$454.55
5	1	9	Substitutes	211.13.6112 and 211.11.6125	\$300.24
5	1	9	Prof. Development	211.13.6411 and 211.23.6411	\$500.00
5	1	10	Substitutes	211.11.6122 and 211.13.6112	\$300.24
5	1	10	Prof. Development	211.13.6411 and 211.23.6411	\$500.00
5	1	10	Prof. Services and Houston Achievement Place (Project Class)	211.13.6299	\$1,538.46
5	1	11	Other Reading Materials	211.11.6329	\$272.73
5	1	11	Supply/Matl.	211.11.6399	\$454.55
5	1	11	Substitutes	211.11.6122 and 211.11.6112	\$300.24
5	1	11	Prof. Development	211.13.6411 and 211.23.6411	\$500.00
5	1	11	Prof. Services and Houston Achievement Place (Project Class)	211.13.6299	\$1,538.46
5	1	12	Community in Schools	211.31.6299	\$1,505.88
5	1	12	Supply/Materials (Parent Involvement)	211.61.6399	\$112.57
5	1	12	Prof. Services and Houston Achievement Place (Project Class)	211.13.6299	\$1,538.46
5	1	13	Prof. Services and Houston Achievement Place (Project Class)	211.13.6299	\$1,538.46
5	1	13	Professional Development	211.13.6411 and 211.23.6411	\$500.00
5	1	13	Substitutes	211.13.6112 and 211.11.6122	\$300.24
5	1	13	Community in Schools	211.31.6299	\$1,505.88
5	1	14	Substitutes	211.13.6112 and 211.11.6122	\$300.24
5	1	14	Prof. Development	211.13.6411 and 211.23.6411	\$500.00
5	1	14	Supplies/Matl.	211.11.6399	\$454.55
5	1	14	Other Reading Materials	211.11.6329	\$272.73

5	1	14	Prof. Services and Houston Achievement Place (Project Class)		\$1,538.46
5	1	15	Substitutes	211.11.6122 and 211.13.6112	\$300.24
5	1	15	Prof. Development	211.13.6411 and 211.23.6411	\$500.00
5	1	15	Prof. Services and Houston Achievement Place (Project Class)	211.13.6299	\$1,538.46
5	1	17	Community in Schools	211.31.6299	\$1,505.88
5	1	17	Supplies/Materials (Parent Involvement)	211.61.6399	\$112.57
5	1	22	Community in Schools	211.31.6299	\$1,505.88
5	1	23	Community in Schools	211.31.6299	\$1,505.88
5	1	23	Supply/Materials (Parent Involvement)	211.61.6399	\$112.57
5	1	24	Community in Schools	211.31.6299	\$1,505.88
5	1	24	Supplies/Materials ( Parent Involvement)	211.61.6329	\$112.57
<b>Sub-Total</b>					\$78,750.00
<b>Budgeted Fund Source Amount</b>					\$78,750.00
<b>+/- Difference</b>					<b>\$0</b>
<b>Grand Total</b>					\$78,750.00

# Addendums

## Tiger Trail School: Multiple Measure Goals

### 1. Postsecondary Readiness Achievement Goal

Increase student performance on CIRCLE Progress Monitoring Instrument so that 85% or more students score at or above on all components during the EOY administration.

*Campus Literacy Average at End of Year 2017*

CIRCLE Measures	Bilingual	Mainstream/ ESL	Campus	District Percentage
Rapid Letter Naming	90%	87%	89%	85%
Rapid Vocabulary	86%	61%	74%	52%
Phonological Awareness	87%	84%	86%	79%
Story Retell & Comprehension	82%	78%	80%	85%
Book & Print Knowledge	87%	85%	86%	89%
Early Writing	94%	91%	93%	91%

*Campus Math Average at End of Year 2017*

CIRCLE Measures	Campus	District Percentage
Rote Counting	72	70%
Shape Naming	72	76%
Number Discrimination	91	87%
Number Naming	72	74%
Shape Discrimination	86	84%
Counting Sets	79	76%
Operations	41	46%
Overall Measure	81	81%

## Tiger Trail School: Multiple Measure Goals

### 2. Postsecondary Readiness Equity/Gap-Closing Goal

Eliminate 25 percent point gap in CIRCLE Progress Monitoring Instrument between Bilingual classes (86% Spanish benchmark) and Mainstream/ESL classes (61% English benchmark) in our PK4 program by the End of the Year.

*Percent for gap closing per demographic:*

*Literacy Rapid Vocabulary for Bilingual 86% vs. Mainstream/ESL 61% EOY 2017 Results:*

CIRCLE Measures	Bilingual	Mainstream/ ESL	Campus	District Percentage
Rapid Vocabulary	86%	61%	74%	52%