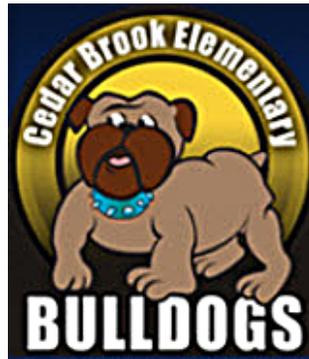


Spring Branch Independent School District
Cedar Brook Elementary School
2016-2017 Campus Improvement Plan



Comprehensive Needs Assessment

Demographics

Demographics Summary

Cedar Brook Elementary's enrollment hovers around 900 students. The student population is approximately: 5% African American, 83% Hispanic, 9% Anglo, and 1% Asian, 2% at Two-or-more ethnicities; 80% At-risk; 78% Economically Disadvantaged, 67% LEP, 5% GT, 6.5% SPED, and <1% 504.

The staff population is approximately: 14% male, 86% female, 6% African American, 51% Hispanic, and 43% Anglo with average years of experience at 11 years.

Mobility rate for the campus is approximately 22%. The average daily attendance is approximately 97%. The number of discipline referrals in the 2014-15 school year was 40. In 2015-16, we received 59 referrals.

Demographics Strengths

CBE continues to be the most diverse school setting, bringing in groups of people from all over SBISD.

Demographics Needs

It is a challenge to bring so many people together to focus on the most important thing--student achievement. Our staff take the responsibility of doing this to heart!

Student Achievement

Student Achievement Summary

According to the recent TEA accountability summary, CBE "Met Standards". Specifically, CBE met standards in the following areas; Student Achievement, Student Progress, Closing Performance Gaps, and Post secondary Readiness.

Student Achievement Strengths

We are happy to report that science scores improved dramatically for the 2016 testing season. 66% of our students met standard in science, which is a 19% increase from 2015. Additionally, 81% of our 5th grade OW and TWDL students passed the HS Spanish Credit by Exam in 2016, which means these students left CBE with one year of HS Spanish credit.

Student Achievement Needs

Only 62% of our students passed Reading and Math STAAR. Likewise, writing scores were down from 70% to 56%. Continued need to calibrate DRA/EDL remains. Vocabulary development in English and Spanish is important. Science improved, but scores are still low in the 66% range.

We will continue to need supplies and materials purchased for core content areas: math, science, and SS/LA. Students require consumables and workbooks as well as manipulatives to complete tasks and show mastery. We need more guided reading books as well as teacher resources and books to continue to move forward.

School Culture and Climate

School Culture and Climate Summary

CBE is a large campus and therefore has a large staff. This past school year, the staff engaged in many activities that encouraged collegiality and team building. These activities included staff luncheons, birthday celebrations, and team building activities during faculty meetings. We also participate in Share-a-smile in order to build positive relationships and campus culture among students, teachers, and staff.

School Culture and Climate Strengths

Staff members report in committee meetings and in conferences that they enjoy working collaboratively with their team members and for the most part appreciate the collaborative nature of school leadership. According to the most recent district climate survey, areas of strength are:

- Ø Teachers exhibit friendliness to each other.
- Ø Principal lets faculty know what is expected.
- Ø Students respect others who get good grades.

Other strengths include: working well together across grade levels, positive energy, celebrations.

School Culture and Climate Needs

According to the most recent district climate survey, areas of need are:

- Ø The feeling of trust and confidence among the staff
- Ø The principal is not always able to influence the actions of superiors.
- Ø Students neglect to complete homework.

Other needs include: more team building, and more positive messages during the year.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

CBE strives to hire the most qualified staff available and then develop these staff members to provide the best possible instruction to all our students. We implemented a new hiring process which included multiple interviews and model lessons given by postential candidates. Also, this year we will implement a new mentor program co-lead by two master teachers who will ensure new memebtrs of our team will feel supported, equipped and encouraged.

Staff Quality, Recruitment, and Retention Strengths

All staff members in 2016 finished their GT intial hours and update, so we are happy to be on model for GT hours. Also, all OW and TWDL teachers participated in ongoing staff development sessions with Dr. Mercuri. These sessions were differentiated to meet the needs of individual teachers. Staff strengths include flexibility, friendliness, devotion to our students.

Staff Quality, Recruitment, and Retention Needs

2nd and 3rd grade teams lost more than half of their team members in spring and summer of 2016. We are pleased with the new hires that have been made, but must work closely with the new mentor program leaders this year to ensure that we retain good staff members this year. Increased communication of vertical teams will assist in this area.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

CBE will introduce itsLearning as our curriculum platform. Here, teachers will be able to access resources and post student-friendly lesson plans. For starters, we will ask all teachers to access curriculum on itsLearning, but we will pilot with a few the student use of itsLearning this fall.

Curriculum, Instruction, and Assessment Strengths

Our dual language students are progressing well with acquiring a second language. Our LEP exit rate increased to 55% this year in 5th grade, and 81% of DL 5th graders met passed the Spanish Credit by Exam.

Teachers appreciate creating their own assessments that align with state tests and priority standards.

Teachers like the fact that they are able to move students flexibly through groups and classes in order to best meet their needs.

Curriculum, Instruction, and Assessment Needs

Teachers continue to need training in second language practices, movement in the classroom (brain-based), and core subjects such as math, LA, and science.

Support and modeling from administrators and interventionists will continue to be necessary as we begin the year with new teachers and those new to CBE.

Continued staff development in the area of literacy will be important to ensure that students are making progress. This will be accomplished through professional development sessions, after school sessions, modeling, and coaching.

Our new Lead Interventionist will specialize in math instruction and data analysis.

A need for more movement in the classroom remains, and teachers will be encouraged to use Action Based Learning techniques in daily lessons.

Team planning will continue to be encouraged, however, teachers will work toward tailoring their team plans to meet the specific needs of their students.

We will continue to train all teachers in language acquisition strategies for ELLs.

More needs: More training on Running Records needs to be administered to all teachers. More flexibility in the time it takes for students to master content

should be given--personalization. Instructional time should be valued more with less interruptions.

Family and Community Involvement

Family and Community Involvement Summary

Because CBE has a diverse population, family and community involvement mirrors that diversity. Our PTA has a large group of parents that provide support in the classrooms, teacher work room, participates in parent conferences, and encourages involvement at all levels.

Family and Community Involvement Strengths

Our growing PTA has planned and executed another successful school carnival that involves the entire CBE community. Most parents participate in some way whether by volunteering to set up, work in a booth or by bringing their children to support the activity.

Our CIS social worker engages parents in ESL classes, nutrition classes and encourages them to volunteer in our teacher workroom, creating teacher materials.

Family and Community Involvement Needs

Parent outreach activities will continue to be a focus for our CIS, as well as, our staff. Encouraging parent support is a necessary part of student success in the classroom. We want parents to continue to see the school as a whole community, not three separate programs within the school.

We will need to purchase books and materials/supplies for parents and family members who attend after school and parental involvement events.

More ideas are needed to overcome the barriers of parent commitment due to time constraints and lack of personalized volunteer opportunities.

School Context and Organization

School Context and Organization Summary

CBE is a large school the northeast part of the Spring Branch School district. Our enrollment hovers around 900 students, in a building that was built for approximately 600 students. Because of the large enrollment, we must focus on building community with our staff and students to ensure that student procedures are taught, practiced and mastered. This ensures that students are provided the best opportunity for academic growth in a safe environment.

School Context and Organization Strengths

According to the recent district survey our students report the following:

- My teacher pushes everybody to work hard
- I like the way my teacher treats me when I need help
- My teacher checks to make sure we understand what he/she is teaching us

CBE continues to lead in the district with Dual Language and healthy lifestyles.

School Context and Organization Needs

Teachers will continue to monitor student progress using concrete data that is kept in a central location in their classroom. This data will be monitored quarterly in 1:1 meetings with administrators to ensure that each teacher and administrator has their "finger on the pulse" of what are the celebrations and concerns in each classroom. This will allow administrators to move through the RtI tiers, as needed and with a better sense of urgency and focus on the student.

Teachers at CBE can become more involved in the district by being district presenters on a more regular basis. We need to showcase the work done in our classrooms.

Technology

Technology Summary

Each classroom at CBE is provided a set of technological devices. These include a variety of net-books, iPod Touches and iPads. Students are encouraged to interact with technology daily.

Each classroom 1st -5th grade has an ActivBoard that is used to provide the students with interactive instruction.

Technology Strengths

Teachers use their classroom devices to allow students opportunities for interactive and engaging instruction daily. Teachers feel empowered and equipped to use technology, in most cases.

Technology Needs

Some teachers must become better acquainted with technology in their rooms. More trainings should be offered and mandated on and/or off campus. Teachers must then collaborate with team members to maximize tech use in the classroom.

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

Accountability Data

- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Accountability Distinction Designations

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data

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
- Special education population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.

Student Data: Behavior and Other Indicators

- Discipline records

Employee Data

- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Other additional data

Goals

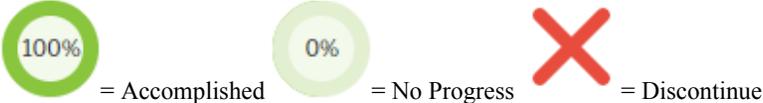
Goal 1: After three years, 80% of students K-2 will be reading at or above grade level.

Performance Objective 1: We want students to achieve in all academic areas and be ready for advanced placement courses in middle school and beyond. We believe that reading at or above grade level will have the greatest impact on this goal.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
State System Safeguard Strategy 1) Teachers, administrators, students and staff will be provided materials, resources, and staff development to impact student reading levels and learning across the areas of: science & math, differentiation, best practices, continuous improvement, second language acquisition, technology integration, behavior management, health/fitness & brain-based learning, and small group instruction. Substitutes will be provided in some cases during staff developments or teacher conferences.	1, 2, 3, 4	Admin, Counselor, Teachers, iCoach, Intervention	We will use formal and informal assessments (Observations, EOY DRA/EDL/STAAR data, classroom walk through data)			
	Funding Sources: 211 - Title I, Part A - 57136.00					
2) CBE will continue study trips that are aligned with the content area TEKS and objectives for improving reading levels and learning across the content areas. Students will be able to show what they have learned from a study trip by creating a product that could be literacy based and involve writing.	2, 6	Admin, teachers, parent volunteers	We will use ILT Feedback and student-created products to determine success.			
	Funding Sources: 211 - Title I, Part A - 13000.00					
State System Safeguard Strategy 3) At-risk students will be tiered and placed into intervention groups during the day, in order to build literacy, science and math skills. STAAR snacks will be purchased to help prepare students to perform to their highest potentials.	1, 2, 3, 8, 9, 10	Admin, counselor, teachers and staff	Formative and summative assessment results, such as DRA, EDL, or STAAR will be used.			
	Funding Sources: 211 - Title I, Part A - 500.00					

4) CBE will promote a classroom environment of high expectations regarding literacy and differentiated instruction. Students will be provided books, readers, and workbooks for practice, remediation and enrichment. We will invite authors or speakers to visit the school to increase motivation to read. To facilitate teacher development, we will lead book studies focused on literacy, language acquisition, meeting diverse needs, and positive organizational health.	1, 2, 5	Admin, iCoach, Counselor, teachers	Running records, developmental reading assessments, and classroom observations will be used to demonstrate success.			
	Funding Sources: 211 - Title I, Part A - 16000.00					
5) CBE Staff will be positive role models for students by emphasizing T-2-4 and post secondary education. We will have Wild About College Wednesdays, display college banners and pennants, and invite professionals into the building for Career Day events.	2, 6	Admin, Counselor, teachers	We will depend on surveys and questionnaires from all stakeholders to find ways to improve this initiative.			
						

Goal 2: After three years, at least 80% of LEP grade 5 students (5 years or more) will meet LEP exit criteria.

Performance Objective 1: We want our LEP students to reach advanced high levels in listening, reading, writing, and speaking. We believe this will give them the edge they need to be successful in advanced placement courses in secondary school and beyond.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) CBE will continue to strengthen and support our Dual Language programs by supporting our ongoing staff development model with Dr. Mercuri. Dual Language teachers will meet throughout the year as a committee to make decisions and share ideas for continuous improvement of our Pre-K through 5th programs. Teachers will attend conferences and staff development sessions that align with this goal. T-TESS Observations will reflect best practices for ELLs and implementation of the CBE Dual Language Non-negotiables.	2, 4, 7	Admin, iCoach, teachers	We will use formal and informal observations and conversation notes, EOY student achievement data, such as Credit by Exam results, to demonstrate success.			
State System Safeguard Strategy 2) We will work to improve reading, math, and writing scores of our ELL students. Teachers will work closely with district leaders to ensure curriculum alignment. Teachers will plan engaging lessons that will improve our ELLs proficiency levels. Students will engage in higher-order thinking and processing skills as a result of these lessons. Teachers will be provided staff development in these specific areas to meet their individual needs and the needs of their students.	2, 8	Teachers, admin, intervention staff	EOY portfolio check and sharing of writing pieces, as well as STAAR results will be used to determine success.			

<p>3) Intervention Specialists will be used to provide modeling, coaching, and co-teach opportunities for teachers who teach ELL students. Intervention Specialists will lead TEKS Studies. A Planning Protocol has been created to assist teachers in planning--both for units of study, and for weekly lessons. The protocols include a study of current TEKS, as well as an agenda for planning at the team/collaborative level. There are also implications for individual planning, such as guiding questions to lead teachers through the planning process and for use during instruction.</p>	3, 9	Administrators, Intervention team	We will look at EOY DRA/EDL, STAAR, and TELPAS & mock-TELPAS results, as well as lesson plans and small group documentation to determine success.			
<p>Funding Sources: 211 - Title I, Part A - 157614.00</p>						
<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 3: After three years, _____ will show that school culture and climate are positive and healthy.

Performance Objective 1: We believe that the organizational health of our school directly impacts the success of our students. Our relationships among staff, with students, parents, and the community are important.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) CBE will continue to utilize Love & Logic components to increase self-disciplined student behavior, responsibility, and ownership. Admin team, teachers and our counselor will collaborate with one another and will work at building relationships with students and offering support for those struggling to self-manage their behaviors.	2, 4, 10	Admin, counselor, teachers and staff	We will look at discipline data, office referral forms, and survey data to demonstrate success.			
2) CBE will facilitate a mentoring and partnership program that involves mentors from CEPC and the community. Our partners will work to support students and staff at CBE.	1, 6	Admin, counselor	We will use formal means through surveys, but also informal conversations to assess success.			
3) CBE will facilitate Library/Music/Technology Nights, TWDL Family events, Health Fair, STAAR/Curriculum Nights, Parent Classes and Parent Coffees to strengthen the home-school connection, support students behavior, and reinforce classroom teaching and learning. Our CIS worker will facilitate student and parent classes and events to strengthen parental involvement.	6	Admin, teachers and staff	We will rely on parent, teacher, and student surveys to determine effectiveness of parental involvement events and initiatives.			
Funding Sources: 211 - Title I, Part A - 2500.00						
<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 4: To remain in compliance with Federal and State law.

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 strategies will be implemented.

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
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. GT, SPED, and LEP programs and services will be evaluated for compliance and effectiveness.	10	Admin, teachers, counselor	Audit reports, student achievement results, report cards			
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. We will continue a literacy focus as we train teachers on small group guided reading instruction, running records, and the administration of the DRA and EDL.	4	Admin, teachers, iCoach	Assessment records, student achievement results			
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. Remediation for these students will be provided before school, during the day, and after school by teachers and intervention specialists through tutorial sessions.	3, 9	Admin, teachers, iCoach	Student achievement results			

<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>	4, 5	Admin, teachers and staff	Teacher Attrition rates, formal and informal observations by administrators.			
<p>5) Promote parent and community involvement in drug and violence prevention programs/ activities.</p> <p>We will emphasize drug awareness and bully prevention throughout the year when our counselor prepares and delivers lessons to students in the classroom. We will also kickoff these initiatives during Red Ribbon Week.</p>	2, 6	Admin, teachers, counselor	Discipline data, survey data			
<p>6) Provide professional development based on level of expertise and need in the following areas:</p> <ul style="list-style-type: none"> * Bullying Prevention-We will emphasize this through a student assembly during Red Ribbon Week. * Violence/conflict resolution-Our counselor will continue classroom lessons and small group interventions for students in need. * No Place for Hate-Teachers and students will rally together to complete various activities and sign the NPFH Pledge. * CSHAC-We will coordinate a Health Fair to provide positive role models for students regarding healthy living. * SEL-We will encourage all teachers to become familiar with the System of Care as a program and philosophy for building relationships with students and fostering self-discipline. * Love and Logic--We will continue to focus on using enforceable statements from the L&L philosophy, as well as allowing natural consequences to occur when students make poor choices. 	2, 4	Admin, iCoach, Teachers and staff	Discipline and survey data			

<p>7) SPECIAL EDUCATION - Monitor LRE ratio. Develop campus capacity to support inclusive programming for students with disabilities. Evaluate campus LRE ratio. Teachers have been trained on the Six Models of In Class Support as a tool to assist SPED students in being successful in the regular ed classroom.</p>	9	admin, teachers	EOY reports, records, and assessment results			
<p>8) SPECIAL EDUCATION - Examine state assessment reports to evaluate progress of students with disabilities relative to ARD committee recommendations and predictions. How accurately did ARD committee recommendations predict and guide student achievement on state assessments? We will meet with SPED teachers and the Diagnostician to examine and evaluate goal documents from last year, as well as assessment results. From these meetings, we can create a plan for further success on meeting ARD recommendations this year.</p>	9, 10	Admin, teachers	EOY assessment results and meeting notes			
<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. Our diagnostician will train staff in ARD and IEP expectations at the beginning of the year. Administrators will meet with SPED staff in district trainings to receive a refresher on SPED law.</p>	4	Admin, teachers, counselor	Meeting notes			
<p>10) STATE COMP ED - Provide supplemental At-Risk services/support in the content areas: * Language Arts * Math * Science * Social Studies * LEP Intervention Specialist The campus Lead Interventionist will help teachers plan meaningful, rigorous lessons on a weekly basis. She and the intervention teachers will work together to model lessons and work with small groups of students. Teachers will also receive staff development in these areas from campus leadership.</p>	4, 10	Admin, iCoach, teachers	formal and informal observations			

<p>11) Identify At-Risk students; provide them with supplemental services; and monitor progress (including continual English language development for LEP students)</p>	<p>3, 4, 5</p>	<p>Admin, iCoach, teachers</p>	<p>formal and informal observations</p>			
<p>Materials include: manipulatives, literacy materials, After-school extended day Computer assisted instruction.</p> <p>Our campus intervention teachers will provide for and checkout these materials for teachers to use on a regular basis to enhance classroom whole and small group instruction.</p>	<p>Funding Sources: 199 - General Fund: SCE (At-Risk) - 8866.00</p>					
<p>12) Develop, monitor, and evaluate campus volunteer/partnership programs that include: * recruitment * training/support * recognition of volunteers/partnerships</p> <p>We will partner with CEPC and Duchesne Academy to develop and implement mentor programs and school partnerships that will increase student success. We will honor our volunteers during Volunteer Appreciation Month in the spring semester.</p>	<p>6</p>	<p>Admin, teachers and staff, counselor</p>	<p>survey data and informal observations</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"> * vertical alignment--We will provide this meeting time quarterly for all teachers after school from 3-4:30. * integration of technology into curricula and instruction for improving teaching, learning, and technology literacy--Our campus librarian and Vanguard teachers will partner to provide training to teachers 1-2 times per month after school from 3-4:30 for technology tools. * STAAR testing and the state curriculum standards (TEKS) in the content areas of English/Language Arts, social studies, and/or science, and/or math--Admin and iCoach will train all 3rd-5th teachers in November how to best prepare for and meet the rigorous demands of state testing. * Dual Language Programs--We will partner with our DL consultant to continue ongoing staff development in the area of second language acquisition. * Small Group Instruction--All teachers are trained during inservice week on how to plan for, implement, and document small group instruction. * This includes opportunities for teachers to be coached, attend sustained training/inservices/ workshops and/or conferences together with structured follow-up. 	4, 5, 9	admin, teachers, iCoach	EOY observations and assessment data			
<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>We will provide for or send teachers to sessions that will help them to integrate technology into their lessons while keeping with the DDI process.</p>	4	admin, iCoach	formal and informal observations			
<p>15) Provide support for new teachers with ongoing mentoring and planning with certified staff.</p> <p>Each new teacher has been assigned a mentor or buddy. They will meet once per week to plan and discuss teaching and learning. The Lead Mentors will meet with new teachers once per month to answer questions and receive feedback.</p>	4, 5	Admin, iCoach, teachers	formal and informal observations, meeting notes			

<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>We will continue to participate in the Choice Fair and district job fair to recruit students and teachers to join our school program.</p>	5	Admin, counselor, teachers	Attrition rate data, surveys			
<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>CIT will meet to approve plans for continued work with our DL consultant, as well as planning for events that involve parents, such as Family and Curriculum Nights and PTA sponsored events such as Parent Coffees and Spring Carnival.</p>	6	Admin, teachers and staff	survey data			
<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>We will hold a Pre-K visit to campus in the spring that will allow feeder campus to visit our Kinder classrooms. We also will hold two DL site visits and two DL Orientation sessions for incoming Pre-K and Kinder parents.</p>	6, 7	admin, teachers	enrollment data, survey data			
<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:</p> <ul style="list-style-type: none"> 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>A book study on Nature and Needs will be led in the fall semester for all teachers to receive 6 credit hours.</p>	4	admin, intervention teachers, staff	GT hour requirement reports			

<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>We will meet the needs of GT students through PGP pullouts twice per week, and intermediate students will attend Bendwood school each Tuesday for an all day problem/project based learning experience.</p>	3	admin, teachers, interventionists	EOY achievement results, and student portfolios			
<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>We will meet with parents to answer their questions about GT education and identification. We will send home GT identification deadline info during the first month of school. We will communicate with parents GT results as soon as they are available.</p>	6	admin, intervention team, counselor	survey data, GT ID data			
<p>22) COORDINATED SCHOOL HEALTH (CSH) and CIP -</p> <p>Steps to incorporate CSH -</p> <ol style="list-style-type: none"> 1. Review the School Health Index completed by the C-SHAC 2. Identify focus area(s) for campus 3. Choose focus area(s) to place in this area of Required Elements 4. Recommended indicators for assessing CSH may be chosen from this list of approved indicators that are completed each year: <ol style="list-style-type: none"> a. District Five Year Goal Campus Survey b. School Health Index c. SEL/40 Developmental Asset Survey 	2	Admin, Health/Fitness team, staff	formative results from CSHAC events, survey data, EOY assessment results			

<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>During Open House week, we will share the previous parent compact and ask for parent input. After this the compact will be revised and sent home during parent conference week.</p>	6	admin, teachers and staff	EOY Survey data			
<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>During Open House week, we will invite parents to come to the annual meeting at which time we will share campus results and goals, parent's rights, and other components listed above.</p>	6	admin, CIS worker, teachers	Collection #s on parent forms			
<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 System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	Teachers, administrators, students and staff will be provided materials, resources, and staff development to impact student reading levels and learning across the areas of: science & math, differentiation, best practices, continuous improvement, second language acquisition, technology integration, behavior management, health/fitness & brain-based learning, and small group instruction. Substitutes will be provided in some cases during staff developments or teacher conferences.
1	1	3	At-risk students will be tiered and placed into intervention groups during the day, in order to build literacy, science and math skills. STAAR snacks will be purchased to help prepare students to perform to their highest potentials.
2	1	2	We will work to improve reading, math, and writing scores of our ELL students. Teachers will work closely with district leaders to ensure curriculum alignment. Teachers will plan engaging lessons that will improve our ELLs proficiency levels. Students will engage in higher-order thinking and processing skills as a result of these lessons. Teachers will be provided staff development in these specific areas to meet their individual needs and the needs of their students.

State Compensatory

Personnel for Cedar Brook Elementary School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Maria Tovar	Intervention Specialist	Title I	1.0
Norma Pena	Teacher Assistant	Title I	.5
Stella Aramayo	Intervention Specialists	Title I	1.0

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Maria Tovar	Intervention Specialist		
Norma Pena	LEP Assistant		
Stella Aramayo	Intervention Specialist		

Campus Funding Summary

199 - General Fund: SCE (At-Risk)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	11	At-Risk	6399	\$8,866.00
Sub-Total					\$8,866.00
211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Supply/Materials	211.11.6399	\$24,844.00
1	1	1	Substitutes	211.13.6112.000.124.30.0.000.FBG17	\$14,292.00
1	1	1	Employee Travel	211.13.6411	\$10,000.00
1	1	1	Employee Travel--admin	211.23.6411.000124.30.0.000FBG17	\$5,000.00
1	1	1	Misc Contract Services	211.11.6299	\$3,000.00
1	1	2	Transportation	211.11.6494	\$5,000.00
1	1	2	Student Travel	211.11.6412	\$8,000.00
1	1	3	Misc Operating	211.11.6499	\$500.00
1	1	4	Reading Materials	211.11.6329	\$12,000.00
1	1	4	Reading Materials--staff	211.13.6329.000.124.30.0.000.FBG17	\$4,000.00
2	1	3	Salaries, Wages & Benefits	211.11.6119.000.124.30.0.000.FBG17	\$157,614.00
3	1	3	General Supplies	211.61.6399	\$2,500.00
Sub-Total					\$246,750.00
Grand Total					\$255,616.00