

**Spring Branch Independent School District**  
**Cedar Brook Elementary School**  
**2015-2016 Campus Improvement Plan**

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Cedar Brook Elementary's enrollment hovers around 900 students. The student population is approximately: 7% African American, 81% Hispanic, 11% Anglo, and 1% Asian, 75.9% Economically Disadvantaged, 66% LEP, 5% GT, 6% 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 2013-14 school year was 69. In 2014-15, we received 40 referrals. This downward trend reflects positively on our discipline management system and philosophy.

## 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

According to the TEA Accountability Summary, an area of strength for CBE is performance and participation. With 100% of the students participating in the STAAR test. We have exhibited strengths in reading and writing, scoring near the top of all district schools on STAAR Writing. In reading, the chart below shows how reading levels in Kinder through 2nd grade improved by EOY:

<b>MOY March 2015 Reading Wall Updates</b>				
	<b>MDN</b>	<b>DAE</b>	<b>AD</b>	<b>Total</b>
<b>Kinder</b>	30 18.99%	31 19.62%	97 61.39%	158
<b>1st grade</b>	50 35.46%	23 16.31%	68 48.23%	141
<b>2nd grade</b>	75 47.47%	42 26.58%	41 25.95%	158

### Student Achievement Needs

Our 5th grade scores in science were down in 2015, with only 47% of all students meeting the standard on STAAR. This will impact what we do not only with 5th graders this coming school year but also throughout the school.

## **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.

### **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 (in comparison to the district scores) are:

- teachers show commitment to their students
- principal sets clear expectations
- students are generally cooperative during instruction

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

According to the most recent district climate survey, areas of need (in comparison to the district scores) are:

- the feeling of trust and confidence among the staff
- the principal does not always make extra materials available
- students do not see extra work to improve their scores

## **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. This year, interview questions have been revised to allow the interview panel to hear from potential new team members their experiences, challenges and desire to grow professionally. The interview panel is encouraged to ask clarifying questions in order to get the best picture of a new or potential team member.

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

Staff members are completing GT, ESL, and Bilingual certification requirements. Staff members are currently focusing on completing Balanced Literacy Training. At this time, over 50% of the staff has been trained in Balanced Literacy in the last 5 years. Many teachers updated their training this summer or received training for the first time.

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

The TWDL program is continuing to grow and the campus expectations and nonnegotiables have been solidified. Continued growth in the area of Balanced Literacy is crucial to ensure that student literacy goals are met. A campus goal is 100% of our staff trained in Balanced Literacy.

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

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

CBE will continue to use the district Curriculum Dashboard to guide planning when meeting on Wednesdays to brainstorm and develop the best possible high level, engaging lessons for students.

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

Thoughtful lessons, that engage students in higher level activities will continue to be the expectation. Lesson plans will be monitored for clear and concise objectives using Eduphoria.

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

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. We have implemented a structure to support new teachers through a mentoring system supervised by the campus iCoach and Principal.

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.

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.

## **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 a 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.



## **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

### **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.

# **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.

## **Technology Needs**

As a campus we will continue to see ways to engage students in lessons that incorporate technology in a meaningful way. Teachers will be asked to consider blended learning as a part of their instructional approach.

# 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.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<b>State System Safeguard Strategy</b> 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	Observations, EOY DRA/EDL/NRT/STAAR data			
				Funding Sources: 211 - Title I, Part A - \$11426.00, 211 - Title I, Part A - \$14170.00, 211 - Title I, Part A - \$8000.00, 211 - Title I, Part A - \$7000.00		
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.	2, 6	Admin, teachers, parent volunteers	ILT Feedback, student products			
				Funding Sources: 211 - Title I, Part A - \$3500.00, 211 - Title I, Part A - \$8000.00		
<b>State System Safeguard Strategy</b> 3) At-risk students may be invited to participate in tutoring, either before or after school or 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			
				Funding Sources: 211 - Title I, Part A - \$1000.00		
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	Meeting notes, EOY achievement data			
				Funding Sources: 211 - Title I, Part A - \$18000.00, 211 - Title I, Part A - \$8000.00		
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

**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.

Strategy Description	Title I	Staff Responsible for Monitoring	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.	2, 4, 7	Admin, iCoach, teachers	Formal and informal observations and conversation notes, EOY student achievement data			
<b>State System Safeguard Strategy</b> 2) We will work to improve science scores of our ELL students. Science teachers will work closely with district leaders to ensure curriculum alignment. Teachers will plan engaging lessons that will motivate students to do well. Students will engage in higher-order thinking and processing skills as a result of these lessons. Teachers will be provided staff development in science 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			
3) Bilingual Intervention Specialists (IS) will be used to provide modeling, coaching, and co-teach opportunities for teachers who teach ELL students. IS will meet regularly with teams and individuals to plan for effective instruction. IS team will also meet with small groups of students to provide intervention support in the classroom setting.	3, 9	administrators, Intervention team	EOY DRA/EDL, STAAR, and TELPAS results			
Funding Sources: 211 - Title I, Part A - \$153854.00						
= Accomplished              = Considerable              = Some Progress              = No Progress              = Discontinue						

**Goal 3: After three years, we will improve Campus OHI to achieve a Campus Health Index of 625 or greater (Very High range) along with an average score of 3.25 or higher in Teacher Affiliation-trust and confidence among the staff.**

**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.

Strategy Description	Title I	Staff Responsible for Monitoring	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. The System of Care will be introduced as a framework for building relationships with students and offering support for those struggling to self-manage their behaviors.	2, 4, 10	Admin, counselor, teachers and staff	discipline data, surveys			
2) CBE will facilitate a mentoring program that involves mentors from churches, the community, and secondary schools. Mentors will meet regularly with at-risk students to encourage and motivate them toward success.	1, 6	Admin, counselor	EOY student assessment data, surveys from mentor/community partners			
3) CBE will facilitate Library/Music/Technology Nights, TWDL Family Dinner, Health Fair, STAAR/Curriculum Nights, and Parent Coffees to strengthen the home-school connection, and to 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	Parent and staff surveys			
	Funding Sources: 211 - Title I, Part A - \$2100.00, 211 - Title I, Part A - \$110.00					
4) CBE Staff will be positive role models for students by emphasizing T-2-4 and post secondary education. We will have College Awareness Fridays, display college banners and pennants, and invite professionals into the building for Career Day events.	2, 6	Admin, Counselor, teachers	Surveys and questionnaires			
5) Staff will partner with Junior Achievement to provide students with the opportunity to experience real-world activities presented by members of our business community.	1, 2	teachers	staff/student surveys			
= Accomplished              = Considerable              = Some Progress              = No Progress              = Discontinue						

## 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.

**Summative Evaluation:** All strategies will be implemented.

Strategy Description	Title I	Staff Responsible for Monitoring	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			
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.	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"> <li>* Bullying Prevention-We will emphasize this through a student assembly during Red Ribbon Week.</li> <li>* Violence/conflict resolution-Our counselor will continue classroom lessons and small group interventions for students in need.</li> <li>* No Place for Hate-Teachers and students will rally together to complete various activities and sign the NPFH Pledge.</li> <li>* CSHAC-We will coordinate a Health Fair to provide positive role models for students regarding healthy living.</li> <li>* 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.</li> <li>* Love and Logic--We will continue to focus on using enforceable statements from the L&amp;L philosophy, as well as allowing natural consequences to occur when students make poor choices.</li> </ul>	2, 4	Admin, iCoach, Teachers and staff	Discipline and survey data			
<p>7) SPECIAL EDUCATION - Monitor LRE ratio.</p> <p>Develop campus capacity to support inclusive programming for students with disabilities.</p> <p>Evaluate campus LRE ratio.</p> <p>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.</p> <p>How accurately did ARD committee recommendations predict and guide student achievement on state assessments?</p> <p>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.</p> <p>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:</p> <ul style="list-style-type: none"> <li>* Language Arts</li> <li>* Math</li> <li>* Science</li> <li>* Social Studies</li> <li>* LEP Intervention Specialist</li> </ul> <p>The campus iCoach 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>Materials include: manipulatives, literacy materials, After-school extended day Computer assisted instruction.</p> <p>Our campus iCoach and 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>	3, 4, 5	Admin, iCoach, teachers	formal and informal observations			
<p>Funding Sources: 199 - General Fund: SCE - \$7070.00</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>We will partner with Spring Branch Presbyterian, Duchesne Academy, and Northbrook High 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>	6	Admin, teachers and staff, counselor	survey data and informal observations			

<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--We will provide this meeting time quarterly for all teachers after school from 3-4:30.</li> <li>* integration of technology into curricula and instruction for improving teaching, learning, and technology literacy--Our campus librarian and ACTIVtrainer will partner to provide training to teachers 1-2 per month after school from 3-4:30 for technology tools.</li> <li>* 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.</li> <li>* Dual Language Programs--We will partner with our DL consultant to continue ongoing staff development in the area of second language acquisition.</li> <li>* Small Group Instruction--All teachers are trained during inservice week on how to plan for, implement, and document small group instruction.</li> <li>* This includes opportunities for teachers to be coached, attend sustained training/inservices/ workshops and/or conferences together with structured follow-up.</li> </ul>	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 iCoach 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"> <li>a) Nature and needs of G/T students</li> <li>b) Assessing and identifying G/T student needs</li> <li>c) Differentiating Curriculum for G/T students</li> <li>d) Assessing social and emotional needs of G/T students</li> <li>e) Creativity and instructional strategies for G/T students.</li> </ul> <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"> <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:             <ol 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> </ol> </li> </ol>	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.</p> <ul style="list-style-type: none"> <li>*offer several opportunities for parent input.</li> <li>*develop, with parent input, current school year compact and policy in appropriate language(s) - English/Spanish.</li> <li>*share compact with parents and document.</li> </ul> <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:</p> <ul style="list-style-type: none"> <li>*standards and goals</li> <li>*parents' rights'</li> <li>*curriculum</li> <li>*School Report Card</li> <li>*Title I participation</li> <li>*Offer a flexible number of meetings.</li> </ul> <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			
<p style="text-align: center;">  = Accomplished            = Considerable            = Some Progress            = No Progress            = Discontinue       </p>						

## 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 may be invited to participate in tutoring, either before or after school or 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 science scores of our ELL students. Science teachers will work closely with district leaders to ensure curriculum alignment. Teachers will plan engaging lessons that will motivate students to do well. Students will engage in higher-order thinking and processing skills as a result of these lessons. Teachers will be provided staff development in science 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					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	11	At-Risk		\$7,070.00
<b>Sub-Total</b>					\$7,070.00
211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Employee Travel	211.13.6411.000.124.30.0.000.FBG16	\$11,426.00
1	1	1	Supply/Materials	211.11.6399.000.124.30.0.000.FBG16	\$14,170.00
1	1	1	Substitutes	211.13.6112.000.124.30.0.000.FBG16	\$8,000.00
1	1	1	Employee Travel	211.23.6411.000.124.30.0.000.FBG16	\$7,000.00
1	1	2	Transportation	211.11.6494.000.124.30.0.000.FBG16	\$3,500.00
1	1	2	Student Travel	211.11.6412.000.124.30.0.000.FBG16	\$8,000.00
1	1	3	Misc Operating	211.11.6499.000.124.30.0.000.FBG16	\$1,000.00
1	1	4	Reading Materials	211.11.6329.000.124.30.0.000.FBG16	\$18,000.00
1	1	4	Contract Services	211.11.6299.000.124.30.0.000.FBG16	\$8,000.00
2	1	3	Salaries, Wages & Benefits	6100	\$153,854.00
3	1	3	General Supplies	211.61.6399.000.124.30.0.000.FBG16	\$2,100.00
3	1	3	Misc Operating	211.61.6499.000.124.30.0.000.FBG16	\$110.00
<b>Sub-Total</b>					\$235,160.00
<b>Grand Total</b>					\$242,230.00