

Spring Branch Independent School District
Edgewood Elementary School
2017-2018 Campus Improvement Plan

Accountability Rating: Met Standard



Mission Statement

Mission Statement

Edgewood Elementary is a professional learning community with the mission of ensuring high levels of student achievement for every child.

La escuela primaria de Edgewood es una comunidad de aprendizaje, profesional, con la misión de asegurar altos niveles de logro estudiantil para cada uno de los estudiantes.

Vision

Vision Statement

We aspire to develop globally-conscious citizens of strong character who are critical thinkers and can contribute to the world.

Aspiramos desarrollar ciudadanos conscientes globalmente, de carácter fuerte quienes son pensadores críticos y que puedan contribuir al mundo.

Value Statement

Value Statement

We believe that all students deserve:

Authentic learning experiences that are rigorous, individualized and collaborative.

The opportunity for their gifts and talents to be discovered and nurtured.

Creemos que todos los alumnos merecen:

Experiencias auténticas que son rigurosas, individualizadas y colaborativas.

La oportunidad de que sus dotes y talentos sean descubiertos y alimentados.

Comprehensive Needs Assessment

Demographics

Demographics Summary

Edgewood Elementary serves PK-5th. The student campus population as shown in 2015-2016 TAPR is 3% African American, Hispanic 85%, White 7%, Asian and other 5%, Economically Disadvantaged 83%, English Language Learners 60%, At Risk 81% and 66% of the students at the school are enrolled in the One Way Dual Language Bilingual Program or ESL. GT 3% and Special Ed. 7.4% Mobility rate 13%. Our Economically Disadvantaged students increased from 57% to 83% from 2015 to 2016. At Risk students also increased from 79% to 81%. Enrollment for the 2014-2015 school year was 749, 2015-2016 school year was 678 and enrollment for the 2016-2017 school year was 660.4-15 was 749. Current Enrollment in September 2016 is 640. There has been a steady decrease in student enrollment. Most of our students come from multi-family housing. Due to the revitalization of our attendance area and the increase in housing costs for our families, many students have been displaced or are living with families and friends.

Student Academic Achievement

Student Academic Achievement Summary

Edgewood is a Met Standard Campus based on the Texas Education Agency 2016-2017 Accountability Summary. We met all System Safeguards.

	2013-2014	2014-2015	2015-2016	2016-2017
Index 1 Achievement	66	72	59	70
Index 2 Progress	44	44	36	44
Index 3 Closing performance gaps	36	35	35	42
Index 4 Post secondary readiness	25	23	26	31

School Processes & Programs

School Processes & Programs Summary

Teacher attrition is low at Edgewood. Often we lose staff because enrollment is down, promotions or teachers choose to work closer to home, but not due to low teacher morale. This school year we only have 5 new teachers to EWE. 3 are brand new and 2 are experienced. We have a campus induction coach. She meets with mentors and shares information on how to best support new teachers. A blended professional development model is provided to all teachers at EWE. Blended in terms of campus provided through coaching, feedback as well as sessions led by teachers to teachers. Additionally, consultants are hired to support literacy, math and ELLs. Greatest organizational strength is collaboration amongst grade levels. Teachers at EWE are incredibly supportive of each other and care about the success of our students throughout their educational time at EWE.

Perceptions

Perceptions Summary

The campus culture is supportive and caring. The teachers go above and beyond the call of duty and will do anything for the students. Teachers are keenly aware of the students academic and socio-emotional needs and collaborate as a grade level and as a campus to collectively ensure student learning. Staff offer after school activities such as soccer and tutorials for students to benefit both physically and academically. This year we will implement the Panorama survey inventory. This will help us gather information on perception data from students, staff and parents.

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- At-Risk 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

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus department and/or faculty meeting discussions and data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Communications data
- Budgets/entitlements and expenditures data
- Action research results

Goals

Goal 1: Student Growth

Performance Objective 1: 70% of third and fifth grade students will meet or exceed their MAP Growth Goal (Fall to Spring) in Math and Reading.

Evaluation Data Source(s) 1: MAP reports

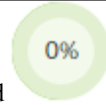
Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<p>System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>1) Teachers will meet with Melissa Stadtfeld in August for an overview of MAP testing.</p> <p>Teachers will meet with Melissa Stadtfeld to interpret MAP results and create goal-setting conferences for students and parents, create differentiated student plans and track their progress.</p>	1, 2, 4	Principal Melissa Stadtfeld School Counselor CIS staff member	MAP reports Parent conferences			
Funding Sources: 211 - Title I, Part A - \$4,000.00, 199 PIC 11 - Instructional Services - \$10,000.00						
<p>System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>2) Teachers will provide after school and Saturday tutorials and L2 program to increase student achievement. Teachers will track student performance and provide incentives as students meet their growth goals.</p>	1, 3, 8, 9	Principal MCL Interventionist	In class data trackers MAP reports Common assessments Incentives for students			
Funding Sources: 211 - Title I, Part A - \$27,000.00, 199 PIC 11 - Instructional Services - \$6,000.00						
<p>System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>3) Teachers will work with our MCL and Interventionist in PLC meetings to learn instructional strategies to apply in the instructional plans in order to meet the needs of all learners.</p>	2, 3, 4	Principal MCL Interventionist	STAAR Grade level meeting PLC planning sessions			
Funding Sources: 211 - Title I, Part A - \$80,000.00						

<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>4) We will provide substitutes and extra help as needed in order for teachers to attend professional development and to provide intervention support.</p>	4	Principal	STAAR & Internal Accountability Plan			
Funding Sources: 211 - Title I, Part A - \$6,150.00						
<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 3 CSF 7</p> <p>5) Dr. Sandra Mercuri Consultant for English Language Learners will provide training to Pk-2 teachers on meeting the needs of Bilingual learners. Teachers and staff will attend instructional conferences such as the Bilingual Conference to learn new strategies and apply the learning with our students.</p>	4, 10	Principal Teachers	Framework for OWDL in grades PK-2 Units of inquiry TELPAS			
Funding Sources: 211 - Title I, Part A - \$6,000.00, 199 PIC 25 - ESL/Bilingual - \$1,995.00						
<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>6) Teachers will create student data profile and use the information gathered from MAP reports, TELPAS data, and other information to create a small group instructional plans. Teachers will use textbook and other reading materials for students, in addition to other resources to help differentiate for students.</p> <p>Teachers will use ItsLearning as one tool to differentiate learning in order to help students meet their growth goals. We will need to purchase additional chrome books for students to be able to use technology as a differentiated tool in class.</p>	1, 3, 4, 8, 9, 10	Principal Assistant Principal MCL Interventionist	Data trackers Student grades MAP reports Intervention binders			
Funding Sources: 211 - Title I, Part A - \$15,500.00						
<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>7) Students will be provided extended school year to meet any academic needs. This will support students after the school year ends on June 1. It will help decrease achievement gaps and help students reach grade level expectations as they prepared for the new school year.</p>	1, 2, 8, 9, 10	Principal Summer School Coordinator School Counselor CIS staff member	Students will show progress on formative assessments and reading growth charts.			
Funding Sources: 211 - Title I, Part A - \$4,000.00						



= Accomplished



= No Progress



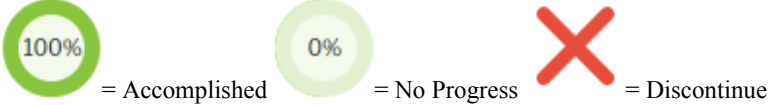
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Goal 1: Student Growth

Performance Objective 2: Assist preschool children in the transition from early childhood programs to elementary school programs.

Evaluation Data Source(s) 2: PK Roundup information

Summative Evaluation 2:




Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
System Safeguard Strategy Critical Success Factors CSF 1 CSF 4 1) Prekindergarten students will visit Edgewood Elementary in the Spring as they prepare to enter Kindergarten.	7	Assistant Principal Kindergarten Team Leader	Documentation of the Kindergarten visit. Enrollment in Prekindergarten May 2018			
Funding Sources: 211 - Title I, Part A - \$1,000.00						
						

Goal 2: School Connectedness

Performance Objective 1: Implement a mentoring program in partnership with Spring Spirit.

Evaluation Data Source(s) 1: Increase number of students at EWE receiving mentoring through Spring Spirit from 40 to 50 students.

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<p>System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 4</p> <p>1) CIS staff member will collaborate with Spring Spirit to increase the number of students provided a mentor. Students with mentors will show improvement in study habits, goal setting, which will result in improved academic performance on the MAP testing.</p>	9, 10	Principal Counselor CIS staff member	MAP reports Mentor sign in sheets			
<p>Funding Sources: 211 - Title I, Part A - \$1,000.00</p>						
<p style="text-align: center;">  = Accomplished  = No Progress  = Discontinue </p>						

Goal 2: School Connectedness

Performance Objective 2: To improve parental and community engagement on our campus by providing opportunities and programs that help parents and community participate in the education of their children so that higher education is a reality for every child at EWE.

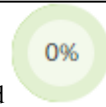
Evaluation Data Source(s) 2: Increase number of parents receiving the information and attending the sessions.

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<p>System Safeguard Strategy Critical Success Factors CSF 5</p> <p>1) Parent involvement activities to support academic performance and social-emotional learning.</p> <p>Food, materials and resources to supplemental library fund, increase technology, as well as the communities in school fund.</p> <p>Donuts for Dad Muffins for Mom ESL Adult Classes Curriculum Night Swim program Soccer program NRT Meetings Library Nights Parent Conferences Home Visits Texas A&M nutrition classes</p>	6	Principal CIS staff member School Counselor	Parent surveys CIS reports			
Funding Sources: 211 - Title I, Part A - \$2,000.00						
<p>System Safeguard Strategy Critical Success Factors CSF 5</p> <p>2) CIS staff member and the school counselor will solicit input from parents via surveys and parent group discussions to create programs for our community such as parenting classes, nutrition classes, and academic support.</p>	6	Principal School counselor CIS staff member	Increased parental participation Sign in sheets Agenda from workshops			
Funding Sources: 211 - Title I, Part A - \$2,000.00						



= Accomplished



= No Progress



= Discontinue




Goal 2: School Connectedness

Performance Objective 3: By the end of 2018, students will show an increase in two areas: Mindset from 62% to 70% and School Rigorous Expectations from 66% to 72% as measured by Panorama survey.

Evaluation Data Source(s) 3: Monitor the number of office referrals and student surveys.

Summative Evaluation 3:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<p>System Safeguard Strategy PBMAS Critical Success Factors CSF 3 CSF 6 CSF 7</p> <p>1) Teachers will utilize CHAMPS systems and procedures for transitions and activities. Systems of Care will support teachers through the implementation process this school year. We will purchase CHAMPS books and other SEL resources to help teachers and students create a positive classroom culture. Teachers will also attend Region 4 trainings for SEL.</p>	4, 5, 7, 9, 10	Principal School Counselor Systems of Care staff	Decrease in number of office referrals. Increase instructional time.			
Funding Sources: 211 - Title I, Part A - \$6,000.00						
<p>System Safeguard Strategy PBMAS Critical Success Factors CSF 6</p> <p>2) CIS staff member and school counselor will meet with small groups of students for social-emotional learning opportunities. They will meet with individual students as needed. They will also collaborate with Systems of Care for any students in need of Tier 3 supports.</p>	8, 9, 10	Principal School Counselor CIS staff member	Meeting logs Information provided to parents to support students Parent conferences			
Funding Sources: 199 PIC 99 - Undistributed - \$5,000.00						

<p>System Safeguard Strategy Critical Success Factors CSF 3 CSF 4 CSF 6 CSF 7</p> <p>3) Teachers will read and discuss the following two books: MindSet, Lost at School and other resources in order to help support our school-wide implementation of PBMAS. Teachers will each discuss the relevance of the chapter assigned and application of information in their classroom and in our school.</p>	4, 9	Principal Assistant Principal School Counselor Team Leaders CIS	Develop classroom expectations that will increase classroom culture. Awareness of importance of relationships to student achievement. Teacher attend book discussions and evidence of applied learning through walk throughs and lesson plans.			
Funding Sources: 199 PIC 99 - Undistributed - \$6,200.00						
<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>4) We will offer after-school enrichment programs for students such as: soccer, art club, music, dance and academic support programs. Teachers will provide these programs and offer students choices for enrichment and academic support. We will provide incentives for students for meeting their academic progress goals. We will purchase additional instruments for our music program such as: piano keyboards in order to provide additional fine arts exposure to all students and meet their individual needs.</p>	9	Principal Teachers CIS staff member School Cousenlor Fine Arts team	Students will show a positive increase in their MAP assessments. Incentives for students Fine Arts program			
Funding Sources: 211 - Title I, Part A - \$6,000.00, 199 PIC 30 - At Risk School Wide SCE - \$200.00						
<p>PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>5) Teachers will use additional instructional resources such as: white boards, easels, hands-on manipulatives, and resources that will help students with instructional goals and social-emotional goals. Based on information from book studies such as Understanding by Design and UD with differentiation, teachers will utilize research based strategies to create additional opportunities for students in the classroom.</p>	3, 4, 8, 9	Principal Team Leaders MCL Fine Arts Team	Students will use their classroom environment in a more personalized learning setting. Students will increase in student achievement and their school connectedness based on the Panorama data.			
Funding Sources: 199 PIC 30 - At Risk School Wide SCE - \$1,800.00, 211 - Title I, Part A - \$2,000.00						
<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 3: Post-Secondary Readiness (Achievement)




Performance Objective 1: EWE will increase by 5% the number of students in grades 3 and 5 who meet Post Secondary Readiness measure in reading and math.

Evaluation Data Source(s) 1: Baseline 2016-17:

Gr 4 students: 20 of 109 students performed at the "meets" level on both reading and math STAAR

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<p>System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>1) Teachers will use instructional tools such as: Think Through Math, ItsLearning and Chromebooks in order to differentiate instructional learning and increase student achievement. We will purchase additional document cameras and other technology resources in order to equip teachers with all the tools necessary to help students meet their learning goals.</p>	1, 2, 3, 4	Principal ItsLearning Trailblazers	STAAR Internal Accountability Plan			
Funding Sources: 211 - Title I, Part A - \$12,000.00						
<p>System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>2) Teachers will organize study trips and the school will pay for a portion of the trip and transportation. Teachers will show evidence in their instructional plans of relevance of the study trip.</p>	1, 3	Principal Assistant Principal	Student achievement STAAR & Internal Accountability Plan			
Funding Sources: 211 - Title I, Part A - \$8,000.00						
<p>System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>3) Teachers will provide after school and Saturday tutorials and L2 program to increase student achievement. They will goal set with students and provide incentives as students progress toward their academic goals.</p>	1, 2, 3, 8, 9, 10	Principal MCL Interventionist	STAAR reports In-class data trackers MAP reports Common assessments Provide student incentives			
Funding Sources: 211 - Title I, Part A - \$5,000.00						




<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 4 CSF 7</p>	1, 2, 4, 5	Principal	STAAR Grade level meeting PLC planning sessions			
<p>4) We will provide substitutes and extra help as needed in order for teachers to attend professional development and to provide intervention support.</p>	<p>Funding Sources: 211 - Title I, Part A - \$3,000.00</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: Post-Secondary Readiness (Achievement)

Performance Objective 2: Teachers will meet in PLCs to create their assessments before planning their instructional lessons.

Evaluation Data Source(s) 2: Teachers developed grade level and classroom formative assessments in grades 3-5

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>1) Interventionist, MCL and teachers in 3rd, 4th and 5th will develop campus (formative based assessments) to use data in order to improve student academic performance in reading, math, writing and science. Students will keep a daily student planner to write down upcoming assignments. Students will track their own performance.</p>	4, 8, 9, 10	Assistant Principal MCL Interventionist Team Leaders	STAAR reports MAP reports Data trackers			
<p>Funding Sources: 211 - Title I, Part A - \$4,000.00</p>						
<p style="text-align: center;">  = Accomplished  = No Progress  = Discontinue </p>						




Goal 4: Post-Secondary Readiness (Equity)

Performance Objective 1: The percent of Hispanic students meeting the Masters level in STAAR Reading will increase from 15% to 18% during the 2018 administration of STAAR.

The percent of Hispanic students meeting the Masters level in STAAR Math will increase from 24% to 28% during the 2018 administration of STAAR.

Evaluation Data Source(s) 1: STAAR reports

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<p>System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6 CSF 7</p> <p>1) Teachers will meet to create their student data profile in September during PLC meetings. They will use the information to start their differentiated instructional plans. Teachers will use the information to create goal-setting conferences and track student performance. Teachers will create opportunities for incentives for students as they achieve their goals.</p>	1, 3, 4, 8, 9, 10	Principal Assistant Principal MCL Interventionist	Data trackers showing student progress Provide student incentives			
Funding Sources: 211 - Title I, Part A - \$1,000.00						
<p>Critical Success Factors CSF 1 CSF 4</p> <p>2) Teachers will be able to use a variety of instructional resources such as: ItsLearning, small group instruction, peer support, tutorials and differentiated projects to meet the varied learning styles in their classrooms.</p>	2, 3, 8, 9	Principal Assistant Principal MCL Interventionist	Data trackers MAP reports Lesson plans			
Funding Sources: 199 PIC 11 - Instructional Services - \$9,000.00						
<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 5: 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	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) Conduct annual program evaluation (SCE, Special Education, G/T, LEP) utilizing student performance data derived from special populations for the purpose of program review and revision.						
2) Develop, strengthen, and monitor capacity of teachers, grade levels and departments to support measurable growth in reading proficiency as measured by the MAP assessment, DRA/EDL and district/state assessments.						
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 identified.						
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). Continue to provide support for new teachers through the induction program. Involve staff in recruiting and interviewing highly-qualified applicants.						
Funding Sources: 199 PIC 99 - Undistributed - \$1,588.00						

<p>5) Promote parent and community involvement in drug and violence prevention programs and activities such as: Character without question, Red Ribbon Week, No Place for Hate, and CIS parent trainings.</p>						
<p>Funding Sources: 199 PIC 30 - At Risk School Wide SCE - \$2,870.00</p>						
<p>6) Provide professional development based on level of expertise and need in the following areas: * Bullying Prevention * Violence/conflict resolution * Recent drug use trends * Resiliency/Developmental Assets * Prevention Curriculum training * No Place for Hate * CSHAC * CARES * SEL * CHAMPS * Special Education services</p> <p>We will implement a campus survey to assess knowledge level of individual staff members and then determine areas of focus.</p>						
<p>Funding Sources: 199 PIC 23 - Special Education - \$1,240.00</p>						
<p>7) SPECIAL EDUCATION - Monitor and evaluate campus LRE ratio. Develop campus capacity to support inclusive programming for students with disabilities. Distribute IEPs to teachers and invite them to check-in with the special education teacher on a monthly bases.</p>						
<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? Utilize all accommodations for students and determine which is best for students to use throughout the school year. Evaluate if the accommodations were successful through assessment data.</p>						

<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. Special education chairperson distributes all IEPs to teachers that are in need of information in order to implement all accommodations.</p>						
<p>10) STATE COMP ED - Provide supplemental At-Risk services/support in the content areas: * Language Arts * Math * Science * Social Studies * ELL Intervention Specialist</p>						
<p>11) Materials include: manipulatives, literacy materials, STAAR support, bilingual resources, after-school, extended day, Saturday school and summer school. Computer assisted instruction includes: Think Through Math and Istation. Identify At-Risk students; provide them with supplemental services; and monitor progress (including continual English language development for ELL students).</p>			<p>Funding Sources: 199 PIC 30 - At Risk School Wide SCE - \$6,994.00</p>			
<p>12) Develop, monitor, and evaluate campus volunteer/partnership programs that include: * recruitment * training/support * recognition of volunteers/partnerships *collaboration with CIS staff member</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 * instructional strategies to meet the needs of diverse student populations * integration of technology into curricula and instruction for improving teaching, learning, and technology literacy * STAAR testing and the state curriculum standards (TEKS) in the content areas of English/Language Arts, social studies, and/or science, and/or math. * Dual Language Programs * Problem-Based Learning * Small Group Instruction * This includes opportunities for teachers to be coached, attend sustained training, in-services, workshops and/or conferences together with structured follow-up. 						
<p>14) Teachers, administrators and staff will develop understanding of the (a) Professional Development Framework and continue participation in professional development in the areas of Teaching and Learning. Utilize support from the Talent and Support team to continue to build capacity on campus. Provide training for PK-2 bilingual and ESL teacher on language development, language transfer and other aspects relating to English Language Learners</p>						
<p>15) Provide support for new teachers with ongoing mentoring and planning with certified staff. Meet with campus induction coach in order to provide new teachers with information needed and pair them up with mentors that can help them build their teacher capacity.</p>						
<p>16) Recruit and retain highly-qualified staff, defined through state, federal and local criteria, by highlighting the school and its students on the website and by participating in job fairs.</p>						

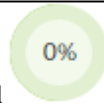
<p>17) The CIT, teachers, administrators, other staff members, and parents will collaborate and coordinate planning efforts and implementation of staff development that will build ties between parents and school.</p> <p>The CIS staff member in collaboration with the school counselor will offer parent meetings and begin identifying other workshop opportunities for parents and community members.</p> <p>To develop an active PTA in order to increase parent engagement presence at the campus.</p>						
<p>Funding Sources: 199 PIC 11 - Instructional Services - \$2,000.00</p>						
<p>18) Prekindergarten and Kindergarten teachers develop transition strategies. Elementary campuses provide kindergarten orientation at different times and in a variety of settings.</p>						
<p>Funding Sources: 199 PIC 11 - Instructional Services - \$2,000.00</p>						
<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>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>Funding Sources: 199 PIC 11 - Instructional Services - \$0.00</p>						

<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>To increase the number of students that qualify for GT and to accelerate those that did not qualify but can achieve at L2,L3 or higher.</p> <p>Work with Pam Johnson to provide increase opportunities for our students.</p>						
<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 						
<p>23) Review and revisit both the Home/School Compact and Parental Involvement Policy.</p> <ul style="list-style-type: none"> *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. 						

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.						
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= Accomplished



= No Progress



= Discontinue

System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	Teachers will meet with Melissa Stadtfeld in August for an overview of MAP testing. Teachers will meet with Melissa Stadtfeld to interpret MAP results and create goal-setting conferences for students and parents, create differentiated student plans and track their progress.
1	1	2	Teachers will provide after school and Saturday tutorials and L2 program to increase student achievement. Teachers will track student performance and provide incentives as students meet their growth goals.
1	1	3	Teachers will work with our MCL and Interventionist in PLC meetings to learn instructional strategies to apply in the instructional plans in order to meet the needs of all learners.
1	1	4	We will provide substitutes and extra help as needed in order for teachers to attend professional development and to provide intervention support.
1	1	5	Dr. Sandra Mercuri Consultant for English Language Learners will provide training to Pk-2 teachers on meeting the needs of Bilingual learners. Teachers and staff will attend instructional conferences such as the Bilingual Conference to learn new strategies and apply the learning with our students.
1	1	6	Teachers will create student data profile and use the information gathered from MAP reports, TELPAS data, and other information to create a small group instructional plans. Teachers will use textbook and other reading materials for students, in addition to other resources to help differentiate for students. Teachers will use ItsLearning as one tool to differentiate learning in order to help students meet their growth goals. We will need to purchase additional chrome books for students to be able to use technology as a differentiated tool in class.
1	1	7	Students will be provided extended school year to meet any academic needs. This will support students after the school year ends on June 1. It will help decrease achievement gaps and help students reach grade level expectations as they prepared for the new school year.
1	2	1	Prekindergarten students will visit Edgewood Elementary in the Spring as they prepare to enter Kindergarten.
2	1	1	CIS staff member will collaborate with Spring Spirit to increase the number of students provided a mentor. Students with mentors will show improvement in study habits, goal setting, which will result in improved academic performance on the MAP testing.
2	2	1	Parent involvement activities to support academic performance and social-emotional learning. Food, materials and resources to supplemental library fund, increase technology, as well as the communities in school fund. Donuts for Dad Muffins for Mom ESL Adult Classes Curriculum Night Swim program Soccer program NRT Meetings Library Nights Parent Conferences Home Visits Texas A&M nutrition classes
2	2	2	CIS staff member and the school counselor will solicit input from parents via surveys and parent group discussions to create programs for our community such as parenting classes, nutrition classes, and academic support.

Goal	Objective	Strategy	Description
2	3	1	Teachers will utilize CHAMPS systems and procedures for transitions and activities. Systems of Care will support teachers through the implementation process this school year. We will purchase CHAMPS books and other SEL resources to help teachers and students create a positive classroom culture. Teachers will also attend Region 4 trainings for SEL.
2	3	2	CIS staff member and school counselor will meet with small groups of students for social-emotional learning opportunities. They will meet with individual students as needed. They will also collaborate with Systems of Care for any students in need of Tier 3 supports.
2	3	3	Teachers will read and discuss the following two books: MindSet, Lost at School and other resources in order to help support our school-wide implementation of PBMAS. Teachers will each discuss the relevance of the chapter assigned and application of information in their classroom and in our school.
2	3	4	We will offer after-school enrichment programs for students such as: soccer, art club, music, dance and academic support programs. Teachers will provide these programs and offer students choices for enrichment and academic support. We will provide incentives for students for meeting their academic progress goals. We will purchase additional instruments for our music program such as: piano keyboards in order to provide additional fine arts exposure to all students and meet their individual needs.
3	1	1	Teachers will use instructional tools such as: Think Through Math, ItsLearning and Chromebooks in order to differentiate instructional learning and increase student achievement. We will purchase additional document cameras and other technology resources in order to equip teachers with all the tools necessary to help students meet their learning goals.
3	1	2	Teachers will organize study trips and the school will pay for a portion of the trip and transportation. Teachers will show evidence in their instructional plans of relevance of the study trip.
3	1	3	Teachers will provide after school and Saturday tutorials and L2 program to increase student achievement. They will goal set with students and provide incentives as students progress toward their academic goals.
3	1	4	We will provide substitutes and extra help as needed in order for teachers to attend professional development and to provide intervention support.
3	2	1	Interventionist, MCL and teachers in 3rd, 4th and 5th will develop campus (formative based assessments) to use data in order to improve student academic performance in reading, math, writing and science. Students will keep a daily student planner to write down upcoming assignments. Students will track their own performance.
4	1	1	Teachers will meet to create their student data profile in September during PLC meetings. They will use the information to start their differentiated instructional plans. Teachers will use the information to create goal-setting conferences and track student performance. Teachers will create opportunities for incentives for students as they achieve their goals.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Alicia Solano	Paraprofessional	Bil/ESL and mainstream	1
Yvonne Rodriguez	Bilingual Intervention	Bil. ESL and mainstream	1

Campus Improvement Team

Committee Role	Name	Position
Administrator	Jessica Tejada	Principal
Administrator	Barbara Dunn	Assistant Principal
Classroom Teacher	Violeta Ortega	Teacher
District-level Professional	Holly Mercado	District Liaison
Classroom Teacher	Laura Weber	Teacher
Business Representative	Diane Pena	Business Representative - Centerpoint
Community Representative	Kenny Baldwin	Community Representative - Spring Spirit
Administrator	Priscilla Griffin	Counselor
Parent	Jecil Lienghot	Parent
Parent	Grizelda Salgada	Parent
Parent	Eugenia Ayala	Parent
Administrator	Pamela Butler	Sub/Assistant Principal
Classroom Teacher	Tiffany Klier	Teacher

Campus Funding Summary

199 PIC 11 - Instructional Services					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Materials and resources	199.11.6399	\$10,000.00
1	1	2	Tutorials	199.11.6116	\$6,000.00
4	1	2	Supplies and resources	199.11.6399	\$9,000.00
5	1	17	Supplies and resources	199.11.6399	\$2,000.00
5	1	18	Resources	199.11.6399	\$2,000.00
5	1	20	HOW IS DOCUMENTED IN LESSON PLANS?		\$0.00
5	1	21	Gifted and Talented resources	199.11.6496	\$3,230.00
Sub-Total					\$32,230.00
Budgeted Fund Source Amount					\$32,230.00
+/- Difference					\$0
199 PIC 23 - Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	6	Supplies and resources	199.23.6399	\$1,240.00
Sub-Total					\$1,240.00
Budgeted Fund Source Amount					\$1,240.00
+/- Difference					\$0
199 PIC 25 - ESL/Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	Resources	199.11.6399	\$1,995.00
Sub-Total					\$1,995.00
Budgeted Fund Source Amount					\$1,995.00
+/- Difference					\$0
199 PIC 30 - At Risk School Wide SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount

2	3	4	Supplies	199.11.6399	\$200.00
2	3	5	Purchase books for teachers, white boards, easels, and additional instructional resources to increase the personalized experience in the classroom.	199.11.6399	\$1,800.00
5	1	5	Supplies	211.11.6399	\$2,870.00
5	1	11	At-Risk	6399	\$6,994.00
Sub-Total					\$11,864.00
Budgeted Fund Source Amount					\$11,864.00
+/- Difference					\$0
199 PIC 99 - Undistributed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	3	2	District funded Systems of Care and CIS staff member	199.11.6399	\$5,000.00
2	3	3	Books		\$6,200.00
5	1	4	Supplies		\$1,588.00
Sub-Total					\$12,788.00
Budgeted Fund Source Amount					\$12,788.00
+/- Difference					\$0
211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Supplies for student to track their own performance.	211.11.6399	\$4,000.00
1	1	2	Extended Year, Extended Day and Saturdays	211.11.6116	\$25,000.00
1	1	2	Support staff	211.11.6121	\$2,000.00
1	1	3	Title 1 Intervention Staff and Paraprofessional Staff	211.11.6119	\$80,000.00
1	1	4	Subs for extra planning, professional development and extra help	211.13.6112	\$6,150.00
1	1	5	Substitutes	211.13.6112	\$2,000.00
1	1	5	Conferences and travel	211.23.6411	\$2,000.00
1	1	5	Conferences and travel	211.13.6411	\$2,000.00
1	1	6	Chrome books	211.11.6398	\$10,000.00

1	1	6	Textbooks	211.11.6321	\$2,500.00
1	1	6	Other Reading Materials	211.11.6397	\$3,000.00
1	1	7	Extra staff to provide extended year instruction	211.11.6116	\$4,000.00
1	2	1	Supplies and resources	211.11.6399	\$1,000.00
2	1	1	Supplies and resources	211.11.6399	\$1,000.00
2	2	1	To supplement communities in school and library parent events	211.61.6399	\$2,000.00
2	2	2	Funding for snacks for parent workshops.	211.61.6399	\$2,000.00
2	3	1	Professional development	211.13.6239	\$2,000.00
2	3	1	Purchase books	211.13.6329	\$3,000.00
2	3	1	Supplies and resources	211.11.6399	\$1,000.00
2	3	4	Extra duty pay for staff	211.11.6116	\$2,000.00
2	3	4	Purchase instruments for music such as: piano keyboard.	211.11.	\$4,000.00
2	3	5		211.6399	\$2,000.00
3	1	1	Purchase student books and materials	211.11.6329	\$12,000.00
3	1	2	Transportation for study trips	211.11.6494	\$8,000.00
3	1	3	Teachers for tutorials	211.11.6116	\$2,000.00
3	1	3	Support staff	211.11.6121	\$3,000.00
3	1	4	PD days and PLC time	211.13.6112	\$3,000.00
3	2	1	Resources and materials for students	211.11.6399	\$4,000.00
4	1	1	Supplies and materials	211.11.6399	\$1,000.00
Sub-Total					\$195,650.00
Budgeted Fund Source Amount					\$195,650.00
+/- Difference					\$0
Grand Total					\$255,767.00