

Spring Branch Independent School District

Meadow Wood Elementary School

2016-2017 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:
Academic Achievement in Science



Mission Statement

At Meadow Wood Elementary, our mission is to provide the personalized support needed for every student to grow and reach their personal best, taking into account the unique academic, social and emotional needs of each child.

Vision

Our vision is to provide every child with a variety of challenging and authentic educational opportunities in a culture where:

Respect, creativity and enthusiasm for learning exists;

Students and staff embrace and seek out new ways of doing things, with the understanding that “failure” is an opportunity for growth;

Staff and students strive to be responsible, self-motivated people of strong character;

There is a strong partnership with our communities that promotes open and frequent communication; and

We do not make excuses and we do not quit.

Core Beliefs

The combined efforts of staff, parents and students are required to create an atmosphere of community that is necessary to ensure the success of every student.

Our staff agrees to:

Conduct the business of education in a professional, ethical, and legal manner;

Ensure an orderly atmosphere conducive to learning, in the classroom and on campus, by communicating school rules to students and parents and by modeling and enforcing these rules;

Honor instructional time and minimize classroom interruptions in order to maximize student learning;

Demonstrate, through our actions, our belief and expectation that every student is capable of learning, and should expect to be held accountable for all students' performance and citizenship;

Hold students and ourselves responsible for thinking, creating, and problem solving, through consistent high expectations for teaching and learning;

Work collaboratively with each other, using data to develop, implement and reexamine lessons, activities and assessments to support students in reaching their personal best;

Provide timely and meaningful information on student progress to families, offering suggestions for assisting their academic growth;

Model self-discipline, self-motivation, and commitment to excellence by being prepared, responsible and respectful; and

Demonstrate our commitment to student learning by engaging in professional development and continuing to be a life-long learner.

We ask our students to agree to:

Follow school rules to S.O.A.R. (Safety, Ownership, Attitude, Respect);

Come to school prepared and ready to learn;

Do their best to participate fully in class and complete all assignments; and

Engage in bucket-filling actions and activities to promote healthy relationships with peers.

We ask our parents/guardians to agree to:

Ensure that our children arrive at school every day on time, and with the necessary supplies;

Work together with our children, the teachers and school administration to further the mission of MWE;

Communicate with teachers and administrators on a regular basis, advising of any concerns or needs to help our students reach their personal best;

Stay informed of school activities by reading school newsletters and accessing electronic school communications;

Encourage our children to be involved in activities in and outside the classroom, and support these activities by volunteering time and/or providing financial support for such activities; and

Support and mentor new parents and students in the MWE Community.

Comprehensive Needs Assessment

Student Achievement

Student Achievement Summary

END OF YEAR PRIMARY READING DATA

	K	1st	2nd
	% / #	% / #	% / #
Total on/above	75%	57%	70%
LEP on/above	75% / 12	42% / 12	36% / 14
ED on/above	78% / 23	36% / 25	41% / 27

STAAR RESULTS

%%	All	AA	H	W	A	PI	2+	Sp	ED	ELL
Reading	84	58	78	94	89	100	93	47	71	70
Math	79	58	73	90	88	100	71	47	67	60
Writing	74	75	63	89	100	---	33	50	52	0
Science	81	57	77	85	100	---	10	43	67	50

Student Numbers	All	AA	H	W	A	PI	2+	Sp	ED	ELL
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Reading	211/222	19/33	64/82	107/114	7/8	1/1	13/14	7/15	78/110	21/30
Math	200/252	19/33	60/82	103/114	7/8	1/1	10/14	7/15	74/110	18/30
Writing	59/80	9/12	17/27	28/32	3/3	---	2/6	1 / 2	17/33	0/5
Science	64/79	4/7	20/26	35/41	1/1	---	4/4	3/7	24/36	5/10

Student Achievement Strengths

Approximately 67% of our students in the primary grades are reading on or above grade level.

On STAAR, our overall passing rates range from 74% to 84% passing.

Student Achievement Needs

Our Limited English Proficient Students and Economically Disadvantaged students lag behind in being on grade level in reading in the primary grades.

Less than 60% of our African American students passed STAAR reading and math, and less than 60% of our Economically Disadvantaged students passed STAAR writing.

School Culture and Climate

School Culture and Climate Summary

ORGANIZATIONAL HEALTH INVENTORY

Campus Health Index: 545 Above Average (this is a drop from the Very High category)

Within the ranges of Rarely, Sometimes, Often, Frequently in response to the questions, the majority of the answers were in the Often category, with these items in the Sometimes category for the second year in a row:

*** The principal is able to influence the actions of superiors.

*** The school is vulnerable to outside pressures.

*** Teachers feel pressure from the community.

*** Select citizen groups are influential with the board.

*** Students seek extra work so they can get good grades.

*** Students try hard to improve on previous work.

There have not been any items in the Rarely or Very Frequently category, for the past 3 years.

School Culture and Climate Strengths

Organizational Health Inventory:

Our school scored in the Above Average category.

School Culture and Climate Needs

Organizational Health Inventory:

Improve the climate from Above Average to High or Very High. Work on managing the external forces in a way that does not take our energy away from our mission.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

STAFF RETENTION

For the 15-16 school year:

We lost one allocation for a teacher at one grade level and gained two teachers at other grade levels because of enrollment. There was a shift in special education programs around the district which caused us to lose and gain staff. There were also promotions, several teachers moved out of the city/state and several moved to a different district.

Staff Quality, Recruitment, and Retention Strengths

We had a stringent hiring process that included teachers from more than one grade level and most teachers we hired were asked to teach a sample lesson, while staff and administrators observed.

Staff Quality, Recruitment, and Retention Needs

New staff will need to be mentored and feedback provided so that they may grow professionally and obtain promotions where appropriate. Maintaining and retaining high quality staff members will be a focus.

School Context and Organization

School Context and Organization Strengths

We have hired a testing facilitator (part-time) to take care of testing, which will relieve our Assistant Principal and Counselor of those duties. This will allow our Assistant Principal to take on more of an instructional leadership role and our counselor to spend more time with students.

School Context and Organization Needs

Our campus will no longer have an icoach. The Principal and Assistant Principal will assume the icoach duties.

Technology

Technology Summary

Over the past 3 years we have engaged in the following activities:

- principal participated in Digital Leadership book study;
- All of our beginning of the year staff development and staff meetings are flipped;
- Twitter challenge (all staff got twitter accounts and started using Twitter for sharing ideas and learning new things);
- Several staff meetings dedicated to providing teachers with more technology tools;
- Summer course (2014) was completely online and was on competency/standards based grading;
- Several teachers participated in a book study: Blended by Heather Staker;
- A blended learning team was formed and this group presented to staff, visited other schools, participated in the A+ Challenge speaker series and wrote a grant for more equipment; and
- We are currently working on the SAMR model for integrating technology – substitution/ augment/ modify/redefine).

Technology Strengths

Some staff members have already started using technology to personalize instruction with our students.

Technology Needs

Bring all staff members on board with technology/personalized learning.

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- Accountability Distinction Designations
- Federal Report Card Data
- Community and student engagement rating data

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- 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
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Local benchmark or common assessments data
- Running Records results

Student Data: Student Groups

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

- Section 504 data
- Gifted and talented data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject

Employee Data

- Staff surveys and/or other feedback
- Highly qualified staff data
- Campus leadership data
- PDAS and/or T-TESS

Support Systems and Other Data

- Organizational structure data

Goals

Goal 1: By May of 2018, at least 90% of our students will be on or above level in reading, as measured by the DRA, by the end of second grade.

Performance Objective 1: By May of 2017, at least 80% of our K/1/2 students will be on or above level in reading, as measured by the DRA.

Evaluation Data Source(s) 1: End of the year assessments

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Strategy Description	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) All of our core content staff will participate in professional development that addresses the needs of our Gifted and talented students, and high achieving students, specifically addressing appropriate instructional strategies and interventions, using the ItsLearning platform.	Principal, Assistant Principal, and team leaders	Staff development records; Growth of high achievers and GT students on campus, district and state assessments.			
2) Language arts teachers will participate in Balanced Literacy staff development (district, Region IV, etc.)	Principal, Assistant Principal	Staff development records, student growth on campus, district and state assessments.			
3) All core content staff members will be GT certified.	Principal, Assistant Principal and team leaders	Staff development records			
4) Monitor work stations for accountability and skills	Principal, Assistant Principal	Student progress/growth in reading levels and on district assessments.			
5) Language arts teachers will use the SBISD balanced literacy framework for Language Arts.	Principal, Assistant Principal	Classroom visits, walkthroughs, lesson plans			
6) Progress through reading levels will be monitored	Principal, Assistant Principal	Review of district data. Review of teacher data when meeting in planning sessions and periodic review of monitoring notebooks.			
7) All certified staff will commit to tutoring students at least 2 sessions a week, either before school, after school, and/or during student recess and/or lunch (enrichment and remediation)	Principal, Assistant Principal, team leaders, teachers	Growth by all students on campus, district and state assessments.			

8) Primary and intermediate teams will meet 1- 2 times a year formally, and informally, to work on vertical alignment in language arts and other content areas.	Principal, Assistant Principal, team leaders, teachers	Notes from meetings			
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= Accomplished



= No Progress



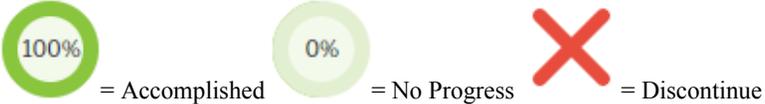
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Goal 1: By May of 2018, at least 90% of our students will be on or above level in reading, as measured by the DRA, by the end of second grade.

Performance Objective 2: By May of 2017, at least 76% of our Economically Disadvantaged and English Language Learners in grades K/1/2 will be on or above level in reading, as measured by the DRA.

Evaluation Data Source(s) 2: End of the year assessments

Summative Evaluation 2: Significant progress made toward meeting Performance Objective

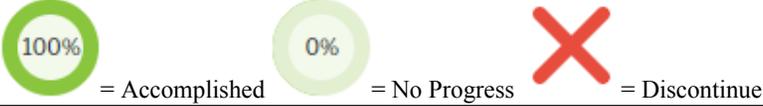
Strategy Description	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) All of our instructional staff will be ESL certified and receive training during the year, specifically addressing appropriate instructional strategies and interventions, using the ItsLearning platform, Bloomboard, etc.	Principal, Assistant Principal, and team leaders	Staff development records; Growth of ED and ELL students on campus, district and state assessments.			
2) Monitor progress of ELL students through levels - beginner, intermediate, advanced	Principal, Assistant Principal, teachers	Campus, district and state assessments			
3) Review lesson plans for evidence of ELL accommodations	Principal, AP	Lesson plans and student progress on campus, district and state assessments			
4) Progress through reading levels of ED and ELL students will be monitored.	Principal, Assistant Principal,	Review of district and teacher data.			
5) All certified staff will commit to tutoring students at least 2 sessions a week, either before school, after school, and/or during student recess and/or lunch.	Principal, Assistant Principal, team leaders, teachers	Growth by all students on campus, district and state assessments.			
					

Goal 2: By May of 2017, all staff will operate in Professional Learning Communities at the "Developing" level.

Performance Objective 1: All teams will move from Pre-Initiation or Initiation to the Developing level.

Evaluation Data Source(s) 1: Self Assessment Documents

Summative Evaluation 1: Met Performance Objective

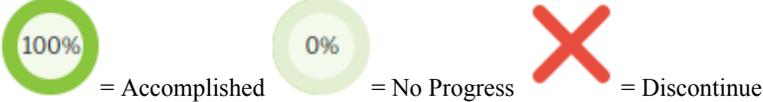
Strategy Description	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) Principal and staff will set norms for working together as a staff PLC at the beginning of the year and continue to model components of a PLC in various meeting groups (CIT, team leaders, etc.).	Principal	Meeting Agendas, minutes, etc.			
2) All staff will receive the PLC components document, and begin working toward making progress as a PLC, starting out with self identifying current levels for their teams.	Principal	comparison of self assessment document at the beginning of the year, and the end of the year.			
3) PLCs will share items with principal that evidence their progress toward becoming a Developing PLC.	Principal	Documents shared by the various PLCS; staff, team leaders, vertical teams, grade level and content teams, etc.			
					

Goal 3: By May of 2020, all MWE staff will provide blended/personalized learning opportunities to all students.

Performance Objective 1: By May of 2017, all staff will be proficient in Google apps.

Evaluation Data Source(s) 1: Google Drive - documents shared with Principal

Summative Evaluation 1: Exceeded Performance Objective

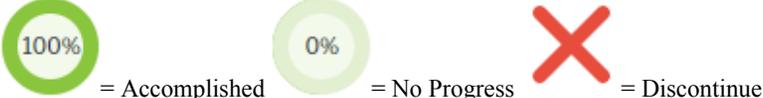
Strategy Description	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) Principal and AP will utilize Google docs, slides, sheets and drive with staff	Principal/AP	Principal and AP Google drive			
2) Staff will receive training to staff (differentiated) on the use of google apps.	Principal/AP	Staff development records.			
3) Staff will be asked to demonstrate that staff as well as students are using google (at minimum, google docs or slides).	Principal/AP	Docs and other items shared with Principal/AP			
					

Goal 3: By May of 2020, all MWE staff will provide blended/personalized learning opportunities to all students.

Performance Objective 2: By May of 2020, all staff will be proficient in all features of ItsLearning; Courses, Community, Calendar, Library and Apps/Tools.

Evaluation Data Source(s) 2: itslearning; Team meetings

Summative Evaluation 2: Some progress made toward meeting Performance Objective

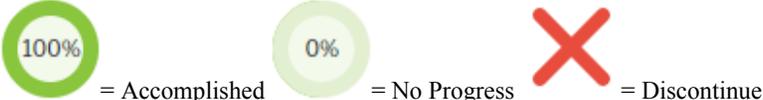
Strategy Description	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) Principal and AP will provide basic training on Its Learning at the beginning of the year.	Principal/AP and Trail	Staff development records.			
2) Teachers will take the Its Learning "trails" to become more proficient.	Principal/AP and Trail Guide (teacher)	Staff development records			
3) Staff will receive on Its Learning provided either by the technology department, and/or our campus trail guide and/or our campus staff.	Principal/AP	Staff development records.			
					

Goal 3: By May of 2020, all MWE staff will provide blended/personalized learning opportunities to all students.

Performance Objective 3: By May of 2017, all MWE staff will utilize Twitter as a source for professional development opportunities, sharing ideas, and keeping parents informed.

Evaluation Data Source(s) 3: Monitoring MWE hashtag on twitter and tweets @reddprincipal by staff

Summative Evaluation 3: Significant progress made toward meeting Performance Objective

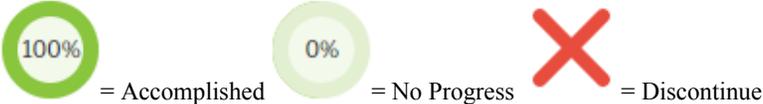
Strategy Description	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) All staff will be shown how to set up a professional twitter account that is separate from their personal account.	Principal/AP	staff development records			
2) Teachers will follow and tweet to the school Twitter account.	Principal/AP	MWE Twitter account posts			
3) Teachers will be given 3 assignments during the year for posting on Twitter.	Principal/AP	MWE Twitter account posts			
					

Goal 4: By May of 2017, we will meet all of the STAAR System Safeguards.

Performance Objective 1: By May of 2017, at least 70% of our Economically Disadvantaged students and African American students will meet or exceed the STAAR Level II performance level.

Evaluation Data Source(s) 1: STAAR results - due in June of 2017

Summative Evaluation 1:

Strategy Description	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
State System Safeguard Strategy 1) Teachers will be provided with grade level lists of current students' end of year data from the previous year, including subgroup information such as ethnicity, LEP, Special Ed, Economically Disadvantaged, etc.	Principal	Emails sent to staff in mid-September			
State System Safeguard Strategy 2) Principal and AP will meet with teams during weekly planning sessions to provide guidance in planning and to lead data discussions; with the principal meeting with K/1/special ed teams, and 3/4/5 math/science teams and the AP meeting with 2nd/specials and 3/4/5 language arts/social studies teams.	Principal and AP	Planning notes (google doc)			
State System Safeguard Strategy 3) An interventionist will be hired to work directly with students (remediation and/or acceleration).	Principal and AP	Interventionist schedule with student rosters			
State System Safeguard Strategy 4) Teachers will tutor students at least 2 times a week before and/or after school, and/or during planning and/or during lunch/recess.	Principal and AP	Tutoring grade level plans turned in to principal by September 30th and tutoring rosters			
State System Safeguard Strategy 5) Teachers will be provided with list of research based intervention strategies in math, reading and writing from interventioncentral.org	Principal and AP	Planning notes (google doc)			
					

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: HB 5 Community and Student Engagement Evaluation

Summative Evaluation 1: Met Performance Objective

Strategy Description	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) Conduct annual program evaluation for GT and LEP students, utilizing student performance data derived from special populations for the purpose of program review and revision.	Principal, Assistant Principal	Growth on performance indicators on campus, district and state assessment.			
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.	Principal, Assistant principal,	Agendas from weekly planning sessions; campus and district assessment			
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.	Principal, Assistant Principal	Agendas and minutes from weekly planning sessions, campus and district assessments.			
4) TECHNOLOGY - Provide opportunities, inclusive of professional development, to build capacity of 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).	Principal, Assistant principal, Librarian, etrainer	Lesson planning and weekly planning session notes and agendas, evidencing an increase in technology competence among teachers			
5) Promote parent and community involvement in drug and violence prevention programs/ activities.	Principal, Counselor	School programs and activities such a Rock Wall, Random Acts of Kindness Week and Red Ribbon Week.			
6) Provide professional development based on level of expertise and need in the following areas: In these areas, this is done on a case by case, as needed basis through classroom interventions and interactions with Principal, AP and counselor.	Principal, Assistant Principal, Counselor	Campus activities with character themes, decrease in office referrals; (check on office referrals every 9 weeks)			

7) SPECIAL EDUCATION - Monitor LRE ratio. Develop campus capacity to support inclusive programming for students with disabilities. Evaluate campus LRE ratio.	Principal, Special Ed Team Leader, AIM teacher	Individual IEPs and scheduling; special ed teachers and paraprofessional schedules			
8) SPECIAL EDUCATION - Examine state assessment reports to evaluate progress of students with disabilities relative to ARD committee recommendations and predictions.	Principal	STAAR data			
9) SPECIAL EDUCATION - Ensure that Special Education staff, building administrators, and counselors are trained on and adhere to Special Education timelines and compliance requirements.	Principal	calendar, staff professional development records from beginning of the year training			
10) STATE COMP ED - Provide supplemental At-Risk services/support in the content areas: * Language Arts * Math * Science * Social Studies	Principal	Teacher' tutoring schedules; Academic growth for at risk students on all assessments			
11) Identify At-Risk students; provide them with supplemental services; and monitor progress (including continual English language development for LEP students)	Principal	Academic growth for at risk students on all assessments			
Funding Sources: 199 - General Fund: SCE (At-Risk) - \$2,483.00					
12) Develop, monitor, and evaluate campus volunteer/partnership programs that include: * recruitment * training/support * recognition of volunteers/partnerships	Principal	Number of Volunteer Hours			
13) TITLE II A - Provide professional development to CIT, teachers, and administrators that increases knowledge and skills related to: * 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. * Small Group Instruction * This includes opportunities for teachers to be coached, attend sustained training/inservices/ workshops and/or conferences together with structured follow-up.	Principal	Eduphoria records with list of staff development attended			

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.	Principal	Eduphoria - list of staff development attended			
15) Provide support for new teachers with ongoing mentoring and planning with certified staff.	Principal, Assistant Principal, lead mentors and individual mentors	Teacher retention information.			
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.	Principal, Assistant Principal.	Teacher retention information			
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.	Principal	School calendar of activities			
18) PreK and K teachers develop transition strategies. Elementary campuses provide kindergarten orientation at different times and in a variety of settings.	Principal	School calendar and staff and community newsletters.			
19) GIFTED AND TALENTED - Provide opportunities for G/T professional development, based on level of expertise and need, in one of the following areas: a) Nature and needs of G/T students b) Assessing and identifying G/T student needs c) Differentiating Curriculum for G/T students d) Assessing social and emotional needs of G/T students e) Creativity and instructional strategies for G/T students.	Principal	Lesson planning; discussions in 3 week meetings with teachers; Small group instruction; Tutoring for enrichment by skill; Certification records (all teachers GT certified)			
20) 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.	Principal, Counselor	Campus calendars, newsletters to parents and emails to staff.			

<p>21) 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>Principal and SCHAC members</p>	<p>Agenda and notes from meetings and growth on the School Health Index.</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>					

State System Safeguard Strategies

Goal	Objective	Strategy	Description
4	1	1	Teachers will be provided with grade level lists of current students' end of year data from the previous year, including subgroup information such as ethnicity, LEP, Special Ed, Economically Disadvantaged, etc.
4	1	2	Principal and AP will meet with teams during weekly planning sessions to provide guidance in planning and to lead data discussions; with the principal meeting with K/1/special ed teams, and 3/4/5 math/science teams and the AP meeting with 2nd/specials and 3/4/5 language arts/social studies teams.
4	1	3	An interventionist will be hired to work directly with students (remediation and/or acceleration).
4	1	4	Teachers will tutor students at least 2 times a week before and/or after school, and/or during planning and/or during lunch/recess.
4	1	5	Teachers will be provided with list of research based intervention strategies in math, reading and writing from interventioncentral.org

Campus Improvement Team

Committee Role	Name	Position
Administrator	Pamela Redd	Principal
Business Representative	Laura Konitzer	Business - Chick FilA
Classroom Teacher	Cynthia Brown	Special Ed
Classroom Teacher	Becky Maddox	2nd grade
Classroom Teacher	Sara Moffett	1st grade
Classroom Teacher	Natalie Waggenpack	Art
Classroom Teacher	Erika Wheeler	5th grade
Community Representative	Lupita Flores	Community Representative
Parent	Christy Barnett	Parent
Parent	Shirlane Gay	Parent
Parent	Eduardo Olvera	Parent
Parent	Rhonda Washington	Parent
Parent	Maria Zamudio	Parent

Campus Funding Summary

199 - General Fund: SCE (At-Risk)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	11	At-Risk	6399	\$2,483.00
Sub-Total					\$2,483.00
Grand Total					\$2,483.00