Spring Branch Independent School District

Ridgecrest Elementary School

2017-2018 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:
Academic Achievement in Reading/English Language Arts
Academic Achievement in Science

Mission Statement

Student success is our mission.

Value Statement

Every Child

Collective Greatness

Collaborative Spirit

Limitless Curiosity

Moral Compass

Comprehensive Needs Assessment

Demographics

Demographics Summary

Ridgecrest Elementary is 96% Hispanic and 91% economically disadvantaged. Most of our students come from multi-family housing. The home language is Spanish for 81% of our students. We have 74% students who are Limited English Proficient(LEP). 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 Achievement

Student Achievement Summary

STAAR Testing Results Spring 2017   Met Standards

	Hispanic	Ec. Dis	ELL	Spec. Ed.
Math 74%	75%	74%	69%	29%
Reading 64%	65%	64%	51%	11%
Science 75%	73%	74%	52%	29%
Writing 62%	61%	61%	53%	9%

Student Achievement Needs

This school year, we will focus on the needs of our English Learners academic progress by improving strategies to address their reading and writing skills in English.

Student Achievement Strengths

Our student achievement strengths include the following:

1. Strength in Math and Science for our Hispanic and Economically Disadvantaged students.

2. There are relatively no gaps in our Hispanic and Economically Disadvantaged students achievement.

3. Our Special Education students made gains in Math and Science.

School Culture and Climate

School Culture and Climate Summary

*** We did not have either one of these survey in the 2016-2017 School Year.

Results from the Organizational Health Inventory Spring 2016

Campus Health Index 607

District Health Index 568

Tripod Survey - Composite Score 364 (highest elementary in the district)

7C 81%

Care - 89%

Challenge - 87%

Control - 65%

Clarify - 91%

Captivate 80%

Confer 72%

Consolidate 86%

School Culture and Climate Strengths

Ridgecrest was the second highest % on the 7C's in the district. Our OHI survey increased by 20% points. Also, our attendance percentage was higher than title I schools except for 1 where we were the same.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

For the upcoming year 2017-2018, Ridgecrest has only 1 new teacher to education. We also added 4 additional teachers due to teh following: 1 teacher moved up to an Interventionist, 1 teacher was promoted to another position in the school, 1 teacher was an additional unit, 1 teacher got married and moved to Atlanta. 1 teacher retired from teaching. 1 teacher moved to a district closer to his home.

Staff Quality, Recruitment, and Retention Strengths

We have more than 70% who have been at Ridgecrest for at least 10 years or more.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Campus Assessment Plan is needed to inform instruction and ensure student academic achievement. Our focus will also be on ELL students and their English reading and writing skills as well as their acquisition of academic vocabulary.

Curriculum, Instruction, and Assessment Strengths

We have a new Reading Interventionist who will be able to support our struggling readers K-5 in English and Spanish.

We have a new Interventionist who is a former 4th grade writing teacher who will be able to help with Writing Alignment.

Family and Community Involvement

Family and Community Involvement Summary

We will have ESL classes for our parents.   We are have Title I meetings and Curriculum Nights. Our CIS staff plans for parent trainings and support services. We will have a new PTA board of involved mothers and fathers in our CIS program.

Family and Community Needs:
We need an increased number of parents to attend parent conferences and attend Respons to Intervention Meetings.

Family and Community Involvement Strengths

CIS events, Meet the Teacher and Open House are heavily attended. So are our fine arts events.

Technology

Technology Summary

We have purchased additional classroom devices for our 3-5 grades. We also will also add new teachers for the device refresh in 3-5. We are in need of adaptive software to help our struggling ELL students and reading deficient students. We will continue with our blended learning cohort to move our campus into the personalized learning initiative.

Technology Strengths

We have devices available for student and teacher use for instructional delivery.

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 ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) 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 failure and/or retention rates
- Running Records results
- Observation Survey results

Student Data: Student 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

- Attendance data

- Mobility rate, including longitudinal data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- PDAS and/or T-TESS

Parent/Community Data

- Parent surveys and/or other feedback

Goals

Goal 1: Student Growth: Every Child will make 1 year's growth or more in Reading as measured by DRA/EDL and/or MAP scores.

Performance Objective 1: By 2018, 100% of students will make 1 year's growth or more in Reading.

Evaluation Data Source(s) 1: End of Year DRA/EDL
End of Year MAP Scores

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) The After School Academy will begin in October for Grades K-5 to address and support students who need accelerated instruction to close the reading and math achievement gap.	1, 2, 9	Teachers Administration	Campus and District Assessments Report Cards STAAR DRA/EDL MAP			
Funding Sources: 211 - Title I, Part A - $10,000.00						
2) The Interventionists will work with teachers on instructional strategies to ensure students are reading on level or above.	1, 2, 3, 9	Dean of Instruction Interventionist	DRA/EDL MAP Report Cards Campus and District Assessments T-TESS			
Funding Sources: 211 - Title I, Part A - $149,606.00						
100% = Accomplished 0% = No Progress ✗ = Discontinue						

Goal 1: Student Growth: Every Child will make 1 year's growth or more in Reading as measured by DRA/EDL and/or MAP scores.

Performance Objective 2: Teachers will provide choice opportunities for reading and writing across all content areas on a daily basis. Teachers will personalize reading instruction based on student reading levels.

    Evaluation Data Source(s) 2: Running Records
Content Area Journal
Exit Tickets

    Summative Evaluation 2:

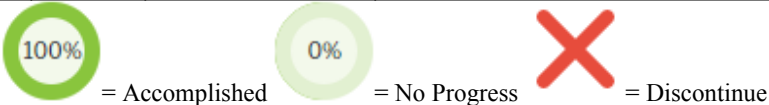| Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) Teachers will receive training on the components of a balanced literacy classroom including Guided Reading and Writer's Workshop.		Dean of Instruction Interventionist Teachers Administration	DRA/EDL MAP Campus and District Assessments STAAR TELPAS			
2) Implement a school-wide Reading Campaign with monthly activities and incentives to increase the amount of time students are reading daily.		Librarian Enrichment Teachers Interventionist Administration	DRA/EDL MAP STAAR Campus and District Assessments TELPAS			
	Funding Sources: 199 PIC 11 - Instructional Services - $5,500.00					
	100% = Accomplished	0% = No Progress	✗ = Discontinue			

Goal 2: School Connectedness: Students will believe the school cares about their learning and about them as individuals.

Performance Objective 1: At least 80% of students will report they believe the school cares about their learning and for them as individuals as measured by the Panorama Survey.

      Evaluation Data Source(s) 1: Fall and Spring Panorama Survey
Student interviews

      Summative Evaluation 1:

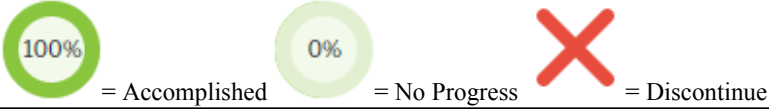| Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) Teachers will implement Community Circle daily in their classroom to build a community of learners and reinforce positive relationships.		Teachers Dean of Students Counselor Administration	Reduce Discipline Referrals Panorama Survey			
Funding Sources: 199 PIC 99 - Undistributed - $1,500.00						
2) Teachers will reinforce monthly character traits through read alouds, writing prompts and community circle.		Teachers Dean of Students Counselor Administration	Reduce Discipline Referrals Panorama Survey			
100% = Accomplished 0% = No Progress ✗ = Discontinue						

Goal 3: Post-Secondary Readiness, Achievement: We will increase the number of students who MEET standards for Post Secondary Readiness for all students in Reading and Math.

Performance Objective 1: By 2018, 35% of the of students will perform at the Postsecondary MEETS Level in Reading and Math STAAR for 4th and 5th grades.

> **Evaluation Data Source(s) 1:** Common Assessments
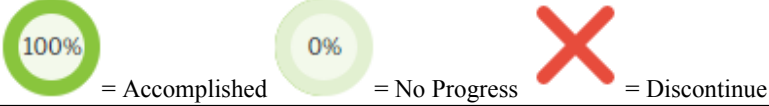> MAP
> STAAR
>
> **Summative Evaluation 1:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) Ridgecrest will continue as an Early Adopter school and begin the process of Redesign to implement innovative activities that will engage and connect our students with global learning environments in an effort to improve literacy and math skills and development.	1, 2, 4, 7, 9	Administration Teachers	Report Card DRA/ED MAP			
Funding Sources: 211 - Title I, Part A - $2,140.00						
2) In order for teachers to plan and engage students in rigorous and relevant activities in the classroom, teachers will be coached on how to increase the level of rigor in thinking for students through Professional Learning Communities and planning sessions. The will ensure high expectations for student achievement in the classroom.	1, 2, 4, 7, 8	Interventionist Administration Teachers	Campus and District Assessments STAAR Report Cards DRA/EDL MAP			
Funding Sources: 211 - Title I, Part A - $2,000.00						
3) In order to differentiate the classroom learning to the literacy development needs of the students, teacher will incorporate the blended learning model into their instructional delivery and continue to use the model of balanced literacy to ensure students growth.	1, 2, 4, 8, 9	Administration Interventionists Teachers	Progress Reports Report Cards District and Campus Assessments DRA/EDL Informal observation of learning visits			
Funding Sources: 211 - Title I, Part A - $4,000.00						
100% = Accomplished 0% = No Progress ❌ = Discontinue						

Goal 4: Post-Secondary Readiness, Equity: We will close the postsecondary achievement gap with all Non-Economically Disadvantaged students vs. Economically Disadvantaged students and ELL students vs. Non-ELL students.

Performance Objective 1: By June 2018, we will increase in Post Secondary Readiness Performance in Math by at least 5 ELL vs. Non-ELL students.

Evaluation Data Source(s) 1: MAP
Common Assessments
STAAR

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) Members of K-5 Teachers will attend professional development in math to learn high yield strategies.	1, 2, 7, 8, 9	Administration Dean of Instruction Teachers	Report Cards Campus and District Assessments MAP STAAR			
Funding Sources: 199 PIC 11 - Instructional Services - $2,000.00, 211 - Title I, Part A - $1,500.00						
2) Professional development and training for teachers to ensure that they have understanding of rigor and differentiation of instruction. Through Professional Learning Communities, teachers will collaborate with instructional leadership team to write assessments that reflect the state standard and level of complexity.	1, 2, 6, 8, 9	Administration Dean of Instruction Interventionists Teachers	Common Assessment Data Report Cards District and State Assessments			
Funding Sources: 211 - Title I, Part A - $758.00, 199 PIC 11 - Instructional Services - $1,000.00						
3) Teachers will be trained in calibration and grading protocols in order to identify student mastery of objectives on assessments.	1, 2, 8	Interventionist Teachers Administration	Common Assessment Data Report Cards District and State Assessments			
100% = Accomplished 0% = No Progress ✗ = Discontinue						

Goal 4: Post-Secondary Readiness, Equity: We will close the postsecondary achievement gap with all Non-Economically Disadvantaged students vs. Economically Disadvantaged students and ELL students vs. Non-ELL students.

Performance Objective 2: Every Child will make at least 1 proficiency level growth in their TELPAS rating.

Evaluation Data Source(s) 2: TELPAS scores

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) Teacher will have professional development in effective ELD strategies that develop and ensure English academic vocabulary. The guidelines and specifics of the dual language program will be reviewed for teachers. We will partner with the bilingual department to work with Dr. Mercuri with our K-2 English Language Instruction. Also, we will collaborate with the AIR (American Institute of Research) to develop and implement ELD strategies for our 3-5 grades.	1, 2, 4, 9	Teachers Interventionists Administration	Campus and District Assessments Report Cards STAAR TELPAS			
100% = Accomplished		0% = No Progress		= Discontinue		

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 (CATE, SCE G/T, LEP,) utilizing student performance data derived from special populations for the purpose of program review and revision. Dual Language K-5 Afterschool Program GT Program	1, 2, 3, 4, 10	Counselor Administration CIS Worker	Eduphoria Data District and State Assessments Report Card STAAR			
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. Teachers will be trained in Guided Reading, Analysis Pyramid, and Writer's Workshop. The reading intervention specialist will work closely with new teachers and struggling teachers to meet students needs. Purchase guided reading books to improve student DRA/EDL/MAP levels.	1, 2, 4, 8, 10	Intervention Specialist Administration	DRA/EDL MAP Running Records Report Cards STAAR			
		Funding Sources: 211 - Title I, Part A - $5,000.00				

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.	1, 4, 8, 10	Administrators Diagnostician Special Ed. Staff Teachers	Special Ed. Progress Reports Progress Reports ARDS Report Cards STAAR			
Teachers will attend staff development on how to identify and work with struggling students in small groups to ensure success. After School tutorials will be provided for students who do not meet academic standards.		Funding Sources: 211 - Title I, Part A - $8,000.00, 199 PIC 11 - Instructional Services - $2,000.00
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).	1, 4, 7, 10	Administrators Technology Committee District Technology Staff ITS Learning Trail guide	Campus and District Assessments Surveys Report Cards			
Participate in mentor-mentee grant. Continue to provide support for new teachers through the induction program. Training on integration of technology into the instructional practices will be given to teachers and devices and software will be purchased. RAZ Kids software to be purchased for K-1 & Special Ed students. Achieve 3000 will be purchased to target 3-5 grades. PC's/laptop needed to update student use in the library.			Funding Sources: 211 - Title I, Part A - $11,400.00			
5) Promote parent and community involvement in drug and violence prevention programs/ activities.	1, 6, 10	Administrators CIS Worker Counselor	Sign-In Sheets Participation Discipline Referrals			
Parenting classes through CIS and will be available for the parents. Monthly parent meetings will be held by the principal for information on prevention programs and up to date district initiative. AVANCE, ESL classes, nutrition classes and legal aid classes.			Funding Sources: 211 - Title I, Part A - $2,514.00			

6) Provide professional development based on level of expertise and need in the following areas: * Bullying Prevention - Teachers will be trained on identifying and preventing bullying at RGE. * Violence/conflict resolution - The counselor will train and work with students on problem-solving techniques * No Place for Hate - the school will participate in the NPFH activities. * CSHAC - the committee will meet bi-semester to plan healthy activities for our students and staff * Community Circles - ongoing training and implementation of Community Circles will be planned on campus. * Behavior Support Team - the cadre will train and make presentations on the staff on how to work with students using these strategies. *System of Care - district support will be requested from this department for help with training for teachers.	1, 4, 8, 10	Administrators Counselor CIS CSHAC Committee Behavior Support Team Cadre Action Based Learning Cadre System of Care	End of Year Surveys Discipline Reports			
7) SPECIAL EDUCATION - Monitor LRE ratio. Develop campus capacity to support inclusive programming for students with disabilities. Evaluate campus LRE ratio. The diagnostician will work with teachers to ensure IEP's and BIP's are implemented.	1, 4, 8, 10	Administrators Diagnostician Dean of Students Special Ed. Staff Teachers	ARDS Report Cards STAAR District and Campus Assessments			
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? Staffing meetings will be scheduled to meet on students progress and any recommendations that are needed to ensure students success.	1, 4, 10	Administrators Diagnostician Special Ed. Staff Teachers	ARD Minutes IEP's Progress Reports District & Campus Assessments STAAR			

9) SPECIAL EDUCATION - Ensure that Special Education staff, building administrators, and counselors are trained on and adhere to Special Education timelines and compliance requirements.	1, 4, 10	Administrators Diagnostician Special Education Staff Counselor	Schedules Meeting Minutes Audit			
District and Campus staff development will be scheduled to ensure all staff members understand compliance requirements and timelines.		Funding Sources: 199 PIC 23 - Special Education - $500.00				
10) STATE COMP ED - Provide supplemental At-Risk services/support in the content areas: * Language Arts * Math * Science * Social Studies * LEP Intervention Specialist	1, 4, 8, 10	Administrators Intervention Specialist Librarian LEP Intervention Assistant	Campus and District Assessments STAAR Report Cards			
Intervention Specialist and Assistant Principals will develop staff development and data analysis to address support for the at-risk students in all content areas. After School Tutorials, Curriculum Nights, Library Night and Saturday camps will be provided to help at -risk students.		Funding Sources: 211 - Title I, Part A - $35,000.00, 199 PIC 30 - At Risk School Wide SCE - $12,685.00, 199 PIC 11 - Instructional Services - $7,250.00				
11) Identify At-Risk students; provide them with supplemental services; and monitor progress (including continual English language development for LEP students) Materials include: manipulatives, literacy materials, STAAR support, bilingual materials After-school extended day Computer assisted instruction includes: Achieve 3000, Dreambox, IStation, RAZ Kids	1, 4, 10	Administrators Dean of Students Interventionists Teacher Assistants Librarian	Sign-in Sheets DRA Progress Reports TELPAS Report Cards Campus/District/State Assessments			
Intervention Specialists and Assistant Principals will develop staff development and data analysis to address support for the at-risk students in all content areas. After School tutorials; curriculum nights, library night, parent family night and Saturday campus will be provided to help at-risk students.		Funding Sources: 211 - Title I, Part A - $26,282.00, 199 PIC 25 - ESL/Bilingual - $3,000.00, 199 PIC 11 - Instructional Services - $4,000.00				

12) Develop, monitor, and evaluate campus volunteer/partnership programs that include: * recruitment * training/support * recognition of volunteers/partnerships Recognition events will be held for our volunteers and partners. The counselor and CIS manager will communicate needs and help with recruitment of volunteers and partners. They will also coordinate events for helping our community.	1, 6, 10	Counselor CIS Manager Administrators	Volunteer Reports Sign-In Sheet			
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. * Dual Language Programs *Personalized Learning * Flexible Grouping * Small Group Instruction * This includes opportunities for teachers to be coached, attend sustained training/inservices/ workshops and/or conferences together with structured follow-up. The school will have vertical alignment meetings to discuss TEKS across the curriculum and the gaps created between grade levels. Small Group instruction will be a focus area as an acceleration instruction area. Opportunities for teachers to do peer observations will be scheduled and debriefing will occur.	1, 4, 8, 10	Administrators Intervention Specialists Teachers	Campus and District Assessments Progress Reports T-TESS Report Cards STAAR			

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. All staff will be trained in ELD and Rigor increasing strategies such as questioning.	1, 4, 10	Administrators Intervention Specialist	Campus and District Assessments Eduphoria - Appraise Reports STAAR			
			Funding Sources: 211 - Title I, Part A - $2,000.00, 199 PIC 11 - Instructional Services - $2,000.00			
15) Provide support for new teachers with ongoing mentoring and planning with certified staff. All new teachers will be provided with a mentor. Campus will provide staff development for new teachers on site. New teachers will observe veteran teachers. Support will be given to new teachers by having interventionist model lessons and conduct coaching session.	1, 4, 10	Administrators Dean of Instruction Mentors Interventionists	T-TESS Retention Rate			
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 The administration team will assist HR in attending recruiting and job fairs.	1, 4, 10	Administration	Hiring Data Retention			
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. The CIT will meet monthly to discuss campus needs and agenda items relating to professional development needs. Meetings will be held with the principal for parents to voice suggestions and needs for the school in order to guide staff development.	1, 5, 6, 10	CIT member Administration CIS Counselor	Agendas Sign-In Sheets			

18) PreK and K teachers develop transition strategies. Elementary campuses provide kindergarten orientation at different times and in a variety of settings.	1, 6, 7, 10	Kindergarten Teachers Administration Pre-K Director	Parent Sign in Sheets Agendas			
Ridgecrest will collaborate with Lion Lane to provide Kinder Round-up where the Pre-K students visit and tour Ridgecrest. A Pre-K parent meeting will be scheduled in the spring to allow parents to meet teachers and tour the building. Snacks will be provided for the students.	Funding Sources: 211 - Title I, Part A - $200.00					
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. A) The counselor will check to ensure that GT students are in the appropriate classes and that teacher have the certification needed to instruct them. Teachers will attend training to meet the needs of our GT students. Parent Awareness Training will be provided.	1, 2, 4, 10	Administration Counselor Teacher	Student Portfolios T-TESS			
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. The Counselor will work with teachers on effective instructional strategies on how to differentiate for Gifted students.	1, 4, 8, 10	Administrators Counselor Advanced Academic Studies	Student Referrals for GT identification Screening Reports			
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. Conduct an annual G/T parent meeting to develop awareness of the program, identification, and requirements.	1, 2, 6, 10	Bendwood Administrator Counselor Advanced Academic Studies Department	Sign-In Sheets Student Referrals for GT Identification			

22) COORDINATED SCHOOL HEALTH (CSH) and CIP - Steps to incorporate CSH - 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: a.District Five Year Goal Campus Survey b.School Health Index c.SEL/40 Developmental Asset Survey The school will conduct a health fair once a year for the community.	1, 2, 10	CSHAC Committee Health Fitness Teachers Nurse CNS Manager	Fitness Gram Assessments Surveys Attendance Report Clinic Logs			
23) Review and revisit both the Home/School Compact and Parental Involvement Policy. *offer several opportunities for parent input. *develop, with parent input, current school year compact and policy in appropriate language(s) - English/Spanish. *share compact with parents and document. A parent Title I meeting will be held in the first 9 weeks of school to discuss the compact's and Parent Involvement Policy's importance with the parents. The compact and Parent Involvement Policy are included in the Title I portfolio. Follow up meetings will be held to get regular input from parents on Curriculum, Programs, and other academic and social issues.	1, 2, 6, 10	Administration Counselor CIS	Sign-In Sheets Agendas			

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. The Title I annual meeting will be held during a Parent Coffee to which all parents will be invited. The above topics will be served.	1, 6, 10	Administration CIS Counselor	Flyers Agendas Sign-in Sheets Minutes			

100% = Accomplished   0% = No Progress   ✗ = Discontinue

State Compensatory

Budget for Ridgecrest Elementary School:

Account Code	Account Title	Budget
6100 Payroll Costs		
199.11.6116.000.111.30.0.111	6112 Salaries or Wages for Substitute Teachers or Other Professionals	$6,903.00
	6100 Subtotal:	**$6,903.00**
6300 Supplies and Services		
199.11.6397.000.111.30.0.111	6397 Other Equipment - Locally Defined	$3,667.00
	6300 Subtotal:	**$3,667.00**

Campus Funding Summary

199 PIC 11 - Instructional Services

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2	Library books / reading materials	6219	$2,500.00
1	2	2	Supplies/Incentitives	6399	$3,000.00
4	1	1	Substitutes	6112	$2,000.00
4	1	2	Substitutes	6112	$1,000.00
5	1	3	Teacher Staff Development	6411	$2,000.00
5	1	10	Matierals/ Supplies/ Manipulatives	6399	$7,250.00
5	1	11	Library books / Reading Materials	6329	$4,000.00
5	1	14	Substitutes	6112	$2,000.00
				Sub-Total	$23,750.00
				Budgeted Fund Source Amount	$23,750.00
				+/- Difference	$0

199 PIC 23 - Special Education

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	9	Supplies/Materials	6399	$500.00
				Sub-Total	$500.00
				Budgeted Fund Source Amount	$500.00
				+/- Difference	$0

199 PIC 25 - ESL/Bilingual

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	11	Supplies/Materials	6399	$3,000.00
				Sub-Total	$3,000.00
				Budgeted Fund Source Amount	$3,000.00
				+/- Difference	$0

199 PIC 30 - At Risk School Wide SCE

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	10	At Risk - tutoriols	6116	$5,000.00
5	1	10	At Risk - materials/supplies for STAAR		$7,685.00
				Sub-Total	$12,685.00
				Budgeted Fund Source Amount	$12,685.00
				+/- Difference	$0

199 PIC 99 - Undistributed

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	materials/supplies - Counselors	6399	$1,500.00
				Sub-Total	$1,500.00
				Budgeted Fund Source Amount	$17,690.00
				+/- Difference	$16,190.00

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Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Funds for After School Tutoring K-2	6116	$10,000.00
1	1	2	Salaries for Interventionists	6119	$149,606.00
3	1	1	Professional Development, Technology, Substitutes	6112	$2,140.00
3	1	2	Professional Development, Substitutes, Materials	6112,6399	$2,000.00
3	1	3	Professional Development & resources	6112,6399	$4,000.00
4	1	1	Staff Development workshop	6411	$1,500.00
4	1	2	Substitutes, Conferences, Materials, Resources	6112, 6411, 6399	$758.00
5	1	2	Professional Development, Guided Reading Books, Library Books	6329	$5,000.00
5	1	3	Instructional Resources, Materials and Supplies	6399	$3,000.00
5	1	3	Instructional Resources, Materials and Supplies	6399	$5,000.00
5	1	4	Raz Kids, Dreambox, Achieve 3000, document cameras, lap top and/or and PC for student library	6397-6398	$11,400.00
5	1	5	Parent Involvement materials and resources	61.6499	$2,514.00
5	1	10	LEP Intervention Assistant and materials/supplies	6129,6399	$35,000.00

5	1	11	Saturday STAAR Camps, Reading Materials, Technology equipment	6116, 6329, 6397, 6398	$18,000.00
5	1	11	After school enrichment pay, Materials, supplies, books for student intervention	6116, 6329, 6399	$8,282.00
5	1	14	Staff development, Registration fees and reading materials	6112,6411,6329	$2,000.00
5	1	18	Pre-K student snacks for Pre-K round up	6499	$200.00
				Sub-Total	$260,400.00
				Budgeted Fund Source Amount	$260,400.00
				+/- Difference	$0
				Grand Total	$301,835.00