

Spring Branch Independent School District
Treasure Forest Elementary School
2014-2015 Campus Improvement Plan

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Campus Type :	Elementary
Campus Size:	644 Students
Grade Span:	KG - 05
Percent Economically Disadvantaged:	94.4%
Percent English Language Learners:	85.2%
Mobility Rate :	18.4%

Demographics Strengths

One noticeable increase at Treasure Forest over the past year is the increase in bilingual/ESL classes across the grade levels and an increase in our African American population. The trend continues this year as we have gained an additional 3rd grade bilingual unit, which makes the number of bilingual classrooms greater in number for three grade levels compared to the ESL classrooms.

Demographics Needs

We will continue to need supports in place for a high poverty campus whose families experience crisis related to living in poverty. Mobility Rate 18.4%

Student Achievement

Student Achievement Summary

TEXAS EDUCATION AGENCY

2014 Accountability Summary

TREASURE FOREST EL (101920125) - SPRING BRANCH ISD

Accountability Rating- **Met Standard**

Met Standards on:

- Student Achievement
- Student Progress
- Closing Performance Gaps
- Postsecondary Readiness

Index 1

Student Achievement (Target Score=55)

TFE Score =55

Index 2

Student Progress (Target Score=33)

TFE Score= 38

Index 3

Closing Performance Gaps (Target Score = 28)

TFE Score= 31

Index 4

Postsecondary Readiness (Target Score = 12)

TFE Score= 17

Performance Summary

Index	Points earned	Maximum Points	Index Score
1 - Student Achievement	394	718 55	55
2 - Student Progress	461	1,200	38
3 - Closing Performance Gaps	245	800	31
4 - Postsecondary Readiness STAAR Score Postsecondary indicator score	17.0		17

Student Achievement Strengths

System Safeguards

Number and Percent of Indicators Met

Performance Rates 11 out of 17 = 65%

Participation Rates 10 out of 10 = 100%

Graduation Rates N/A

Total 21 out of 27 = 78%

Student Achievement Needs

At this time TFE has **NO DISTINCTION EARNED**

School Culture and Climate

School Culture and Climate Summary

Treasure Forest Elementary School did very well on our Organizational Health Inventory. TFE scored in the "Above Average" range at Campus Health Index: 532. In comparison to the district's OHI score is: 581 for elementary schools.

The School Report shows us favorable in all areas; our weakness is in the area of classroom control. This year, we will continue (second phase) Professional development - book study (Teach Like A Champion) which address areas of concern.

School Culture and Climate Strengths

The 2013-2014 OHI survey show that Teachers feel good about each other. They also expressed having sense of accomplishment from their jobs. The survey responses also shows that the respondents feel that TFE learning environment is orderly and serious. Teachers show commitment to their students. It was also noted that the principal shows the ability to affect the action of superiors to the benefit of teachers. The principal lets faculty know what is expected of them.

School Culture and Climate Needs

TFE will continue to grow trust and confidence among the staff (especially with the new staff.) TFE scored lower than expected in the area of Academic Emphasis, We will continue to press for student's achievement. The expectation of high achievement will be met by students who work hard, are cooperative, seek extra work, and respect other students who get good grades.

TFE is implementing and intensive Comprehensive Literacy Staff development and program for all children with Language arts best practice that goes hand in hand with the Districts balance approach to literacy.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Staff attendance rates are stable, Teachers are responding to incentive reward for staff perfect attendance. This year TFE had the highest teacher perfect attendance when compared to three previous years.

This year we have six new classroom teachers, four of them are novice teachers; also new to TFE are the Librarian, Music Teacher, I Coach, Communities in Schools member. Added to TFE is a Life Skills unit with a first year teacher. Treasure Forest is going through a (positive) transformation.

School Context and Organization

School Context and Organization Summary

	2014-15	2015-16	2
Use of the 3-Text Classroom	<p>Refine matching of texts to students</p> <p>Demonstrate the relationship of the 3-Text classroom to the gradual release model</p> <p>Refine how to select genre examples for instruction</p> <p>Institute using 3-text classroom organization: texts 1 (explicit instruction), 2 (small-group instruction), 3 (supported independent reading)</p>	<p>Refine the use and selection of Texts 1, 2, 3</p> <p>Deepen understanding of genre and teaching within genres</p> <p>Build a “Teaching” Library of trade books, articles, poems, etc.</p>	Focus on the reading-w teach writing (craft and
Explicit 1st Instruction (Text 1)	<p>Anchor lessons vs. Mini-lessons</p> <p>Use of anchor chart</p> <p>3 buckets: Genre – Cognitive strategies – Academic language</p> <p>Increasing engagement through turn and talk</p> <p>Attributes of a quality anchor lesson</p>	<p>Refine ways to use teacher and student talk to increase learning (<i>Choice Words</i>)</p> <p>Student talk (notice and name)</p> <p>Refine quality of anchor lessons and mini-lessons</p>	Improve coherence of a

<p>Daily Small Group Instruction</p> <p>(Text 2)</p>	<p>Fair isn't equal</p> <p>Prioritize by needs</p> <p>Selection of texts</p> <p>How to set up area – materials</p> <p>Planning of small group lessons</p>	<p>Link word walls to small-group teaching (particularly at primary)</p> <p>Refine/increase use of leveled books</p> <p>Refine lesson planning and record keeping</p>	<p>Focus on using as-needed groups to add flexibility</p> <p>Refine small-group lessons</p> <p>Add other small-group structures: inquiry circles, etc. (correction)</p>
<p>Classroom Libraries Stocked and used</p> <p>(Text 3)</p>	<p>Organization of the libraries and how students use them</p> <p>Reading Log</p> <p>Book talks</p> <p>Book pass</p> <p>Selecting a book</p> <p>Abandoning a book</p>	<p>Author/genre</p> <p>Organization</p> <p>Student book reviews</p> <p>Increased use of library</p>	<p>Use of library as a place</p>

Responsive Teaching / Formative Assessment	<p>Careful use of DRA as diagnostic, formative, and summative tool</p> <p>Refine use of miscue analysis</p> <p>Running records</p> <p>How to know and use students' ZPD</p> <p>Understand where students are in the gradual release model</p> <p>Use anecdotal records to guide instruction</p>	<p>Refine teaching reading through asking and answering:</p> <p>What caused the miscue?</p> <p>What did the miscue cause?</p> <p>Refine miscue analysis and use of running records</p>	<p>Introduce and implement</p>
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Professional Books, Articles, and Resources

“What I’ve Learned . . .” “Every Child, Every Day” Allington (6Ts) “The Perils and Promises of Praise” Dweck

Choice Words Johnston

“Grit: Perseverance and Passion . . .” Duckworth

When Kids Can’t Read Beers (intermediate) *When Readers Struggle* Pinnell & Fountas (primary)

School Context and Organization Strengths

We are in the first year of our three year plan. We have an intensive Professional Development consultant Dr. Judy Wallis. She will be visiting 20 days to train the teachers in Balance approach to literacy and Bi- literacy. This year we are piloting two programs. We have a collaboration with Boys and Girls Club for an after school program. TFE is also piloting a Learn Together Math with the United Way. We also have a Character program with Urban Outreach.

Technology

Technology Summary

Teachers know that they must integrate technology into their lessons, and they finally have more equipment at their disposal. Understanding why it should happen and how best to do it are often less clear. We are now using technology in all content areas, but we need to do so more purposfully. According to the STaR Chart (NCLB) survey and the Title I Compliance Implementation Survey, we have shown improvement in the overall usage of technology.

Technology Strengths

We have moved from the stage of early technology to developing technology and now are at the stage of advanced technology. Regarding integrating technology to deliver instruction, we have moved from using it some of the time to integrating technology to deliver instruction most of the time. The faculty also scored themselves in the surveys mentioned above as advanced in applying technology most of the time to enhance their professional practices.

The teachers and students have demonstrated they understand the social and ethical issues. Teachers and administrators model the importance of and responsibilities related to making decisions that are socially and ethically appropriate, and exercise good citizenship when using social media.

TFE's technology equipment and resources are available not only for students and faculty but for our parents and community, through our Family Nights (the Library is open to the public every Thursday until 8:00 PM)

Technology Needs

One of our technology goals is to increase technology's capacity to improve school performance and create a learning community of best practices. All educators will demonstrate how appropriate use of computer and internet technologies enhances students' critical thinking,

research and problem-solving skills as we level the field for students with disadvantages or disabilities so that they can participate in mainstream education. Unfortunately TFE does not have 1:1 ratio of electronic devices per student .

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
- 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
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Federal Report Card Data
- Community and student engagement rating data

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
- Student Success Initiative (SSI), Grades 5 and 8, data
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Student failure and/or retention rates

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
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RTI) student achievement data

Student Data: Behavior and Other Indicators

- Mobility rate, including longitudinal data
- Discipline records

Employee Data

- Campus leadership data
- Professional development needs assessment data
- PDAS data

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Goal 1: Spring Branch ISD believes that a great school system builds on the strengths and gifts of every child.

Performance Objective 1: Treasure Forest staff will focus on Data Driven Instruction and consistent implementation of instructional best practices so that student performance in all areas increases by 15%.

Summative Evaluation: Common Assessments NRT STAAR TELPAS DRA/EDL EOY Math assessments






Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>System Safeguard Strategies</p> <p>Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>1) 1) Revitalization of Balanced Literacy: -All teachers trained with Consultant Judy Wallis and use district framework for PD support throughout the year. - Consistent implementation of Balanced Literacy across the campus. - Implementation of Writer's Workshop -Staff will complete and work on Literacy Core Beliefs, Practices, and Resources.</p>	1, 2, 4, 8, 9	Principal, AP, I Coach, team leaders	PD attendance reports Calendar dates of campus/district PD Campus walk throughs and observations DRA/EDL data STAAR NRT TELPAS			
Funding Sources: 211 - Title I, Part A - \$21000.00						
<p>System Safeguard Strategies</p> <p>Critical Success Factors CSF 1 CSF 7</p> <p>2) Implementation of Math in Focus for 1st - 5th grade math. : - Lead teachers will be trained to assist with transition on their grade levels. - All teachers will receive training in the summer.</p>	1, 2, 4, 8, 9	Principal, AP,I coach, ILT, Team Leaders	PD attendance reports, calendar dates of campus/district PD. Campus walk through and observations, Math Assessment data, STAAR, NRT.			
<p>System Safeguard Strategies</p> <p>3) Implementation of Stem Scopes science curriculum: - Lead teachers will be trained to assist their teammates with implementation and planning. - All teachers will receive training in the summer.</p>	1, 2, 4, 8, 9	Principal, AP,I coach, ILT, Team Leaders	PD attendance reports, calendar dates of campus/district PD, campus walk throughs, observations, science assessment data, STAAR and NRT			
<p>System Safeguard Strategies</p> <p>Critical Success Factors CSF 1</p> <p>4) Ensure each grade level is integrating Social Studies instruction with language Arts; Focusing on the integration of reading and writing as in all content areas with emphasis on building academic vocabulary</p>	1, 2, 4, 8, 9	Principal, AP,I coach, ILT, Team Leaders	Local assessment data, STAAR, NRT, TELPAS			

<p align="center">System Safeguard Strategies</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1</p> <p>5) Purchase materials and supplies that will enhance student achievement in the content areas of math, language arts, science, social studies, and fine arts. Including but not limited to math manipulatives, periodicals, consumable materials for labs, small group reading instructional materials and resources, math instructional materials and resources, books, and additional professional development.</p>	1, 2, 4, 8, 9	Principal, AP,I coach, ILT, Team Leaders	Local assessment data, STAAR, NRT, TELPAS			
Funding Sources: 211 - Title I, Part A - \$8044.00, 199 - General Fund - \$2000.00, 211 - Title I, Part A - \$32000.00, 199 - General Fund - \$700.00						
<p align="center">System Safeguard Strategies</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1</p> <p>6) Ensure each grade level is implementing rigorous and relevant instruction to increase first and second language to meet the SBISD goals:</p> <p>1) Bilingual/Bi-literate 2) Exit Program in 5th Grade 3) Reading on Grade Level</p>	1, 2, 4, 8, 9	Principal, AP,I coach, ILT, Team Leaders	Local assessment data, STAAR, NRT, TELPAS			
<p align="center"> = Accomplished = Considerable = Some Progress = No Progress = Discontinue </p>						

Goal 2: Spring Branch ISD believes that a great school system provides students from poverty the same opportunities for success after high school as students from non-poverty homes.

Performance Objective 1: Treasure Forest Elementary will monitor the on-going progress of each individual student and provide appropriate academic and social-emotional supports to ensure post-secondary success for all.

Summative Evaluation: Treasure Forest Elementary will evaluate the on-going progress of each individual student through the end of year assessment results (STAAR, STANFORD/APRENDA, TELPAS, DRA, etc.) as well as, promotion/retention rates, discipline referrals, behavioral consults, and stakeholder input (student, parents, and staff).

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>Critical Success Factors CSF 1</p> <p>1) Treasure Forest staff will provide a variety of opportunities and experiences for students that are relevant, engaging, and provide information that supports a global understanding of community. Includes but not limited to study trips, performances, assemblies, museum trip, author visits, and transportation for the Texas A&M camps, and Boys and Girls program</p>	1, 6, 10	Principal, ILT, CIT, and counselors, Team Leaders	Calendar dates, student products or performances, surveys.	✓	✓	✓
Funding Sources: 211 - Title I, Part A - \$15186.00, 199 - General Fund - \$2000.00						
<p>System Safeguard Strategies</p> <p>Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>2) Increase active involvement of parents in their children's education and or their own. Including but not limited to Computer classes, Family Library Night, other classes for parents, materials, conferences, snacks.</p>	3, 6	Principal, ILT, CIT, and counselors, Team Leaders, Boys and Girls clubs	Calendar dates, sign in sheets, student products or performances, surveys.	✓	✓	✓
Funding Sources: 211 - Title I, Part A - \$400.00, 211 - Title I, Part A - \$733.00, 211 - Title I, Part A - \$100.00						
<p>Critical Success Factors CSF 1 CSF 5</p> <p>3) Purchase supplies, books, magazines, and take home books to ensure students have access to instructional opportunities found in non poverty homes.</p>		Librarian, I Coach, ILT	Budget purchase orders	✓	✓	✓
Funding Sources: 211 - Title I, Part A - \$1107.00						
<p>Critical Success Factors CSF 1</p> <p>4) Provide technology hardware and software that supports the integration of technology into instruction, inquiry and student work.</p>	1, 9, 10	Principal, Librarian, E trainer	Observations, campus walk throughs, student products and presentations, staff and student surveys.	✓	✓	✓
Funding Sources: 211 - Title I, Part A - \$4000.00, 199 - General Fund - \$800.00, 211 - Title I, Part A - \$4188.00, 199 - General Fund - \$423.00						
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 3: Spring Branch ISD believes that a great school system instills in every student the belief that they can achieve more than they think possible.

Performance Objective 1: Treasure Forest staff will work collaboratively with all stakeholders to provide experiences that promote and build student perseverance and self efficacy.

Summative Evaluation: Local and state assessment data, attendance reports, discipline reports, Tripod survey, OHI survey, % participation in activities that support student culture.






Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>Critical Success Factors CSF 1 CSF 2</p> <p>1) Students and teachers will set academic and non- academic goals with T-2-4 in mind: grade level data and students/ teacher conference</p>	3	ILT, Team Leaders, 3rd-5th grade Students	Team meetings agendas, Lesson Plans Observations			
<p>Critical Success Factors CSF 1 CSF 6</p> <p>2) Provide opportunities for students to build leadership and character through a variety of experiences and activities including but not limited to Safety Patrols, Service Club, Library Helpers, Marathon kids, Ensemble, Girls on the Run, Learning 2Gether, Boys and Girls clubs, Urban Outreach, and participation in No Place for Hate.</p>	2, 10	Principal, CIT, CIS, Counselor, Paraprofessionals, Teachers.	Rosters, student performances, products, and participation, Tripod Survey			
Funding Sources: 211 - Title I, Part A - \$880.00						
<p>Critical Success Factors CSF 1</p> <p>3) Continue to provide an After School Program to include academic assistance (tutoring and homework help) as well as enrichment activities such as team sports.</p>	1, 3, 8, 10	Campus Administrators B&G Clubs Site Coordinator, Paraprofessionals, L2 United Way Coordinator	Parent, teacher, student referrals Fall & Mid-Year District Benchmarks 2014 TELPAS Data			
Funding Sources: 211 - Title I, Part A						
<p>Critical Success Factors CSF 1</p> <p>4) Fine Arts: Provide students the opportunity to participate in fine arts performances on and off campus to explore non academic avenues. Including but not limited including but not limited to activities to include SBISD Choir Festival, TFE Choir, grade level music performances, Field Day, Biz town, Junior achievement and community and district track meets , among others .</p>	1, 3, 6, 10	Campus Administrators Fine Arts Team Classroom Teachers, Paraprofessionals.	Master Calendar Scheduled Call-outs Travel planning Sheets Call-out Log Parent Sign-ins Student Award Rosters			
Funding Sources: 865 - Student Activity Fund						

<p align="center">System Safeguard Strategies</p> <p>5) CIS/Counselor Lunch Bunches - Students with perceived barriers such as open CPS cases, divorced parents, incarcerated family members, etc. will be invited to participate in Lunch Bunches with the Counselor or CIS staff member. These lunches will provide an outlet, a peer group and an opportunity to problem-solve strategies to overcome such barriers.</p>	<p>1, 3, 6, 9, 10</p>	<p>Principal, Counselor, CIS.</p>	<p>Rosters, calendars, Tripod surveys, campus surveys.</p>	<p align="center"></p>	<p align="center"></p>	<p align="center"></p>
<p align="center"> = Accomplished = Considerable = Some Progress = No Progress = Discontinue </p>						

Goal 4: Spring Branch ISD believes that a great school system assures that every adult in the system is committed to the successful completion of some form of higher education for every child.

Performance Objective 1: Treasure Forest Elementary will provide a variety of experiences to ensure that 100% of our stakeholders make T-2-4 part of the daily climate at TFE.

Summative Evaluation: Treasure Forest Elementary will include the T-2-4 goal as a primary goal and throughout all stakeholder communication, , call-outs, lesson plans, and presentations among others.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>Critical Success Factors CSF 1 CSF 6</p> <p>1) Continue promoting college readiness through activities such as but not limited to: pennant, t-shirt, school seal, bumper sticker, etc. University T-shirt Day - Every Wednesday of every month SBISD-T-2-4 T-shirts, staff members will wear t-shirts with university logos on them.</p>	2, 3	Campus Administrators, Classroom Teachers	Master Calendar Scheduled call-outs TFE rally, Calendar Call-out log	✓	✓	✓
<p>Critical Success Factors CSF 6</p> <p>2) Career Exploration: Provide a career day for intermediate grade students.</p>		Campus Administrators Community Personnel, Counselor 4th/5th Grade Teachers	Lesson Plans Master Calendar Photograph Journal of Student Projects/Activities for the day.	✓	✓	✓
<p>System Safeguard Strategies Critical Success Factors CSF 1 CSF 2</p> <p>3) SSC/RTI Conferences - SSC Facilitator, the Instructional Coach, the counselor, and the an administrator meet with individual teachers to create individualized success plans for students struggling academically or social-emotionally. Two measurable short term goals will be written with supporting activities and resources. Teachers will implement, monitor and schedule a follow-up conference in 6 weeks.</p>	1, 2, 3, 5, 8, 9, 10	Campus Administrator, Counselor CIS B&G Clubs Coordinator	Sign- in sheets 3rd- 5th grade student course selections (% academic and pre-ap)	✓	✓	✓
<p>Critical Success Factors CSF 5</p> <p>4) Provide mentors for students in need.</p>	1, 9	Principal, Counselor, CIS, Teachers	Mentor lists and meeting dates.	✓	✓	✓
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						







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.

Summative Evaluation: All strategies will be implemented.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>System Safeguard Strategies</p> <p>Critical Success Factors CSF 2</p> <p>1) Conduct annual program evaluation of Balanced Literacy, Math In Focus, Stemsscopes, Bi-literacy/OWDL, SSC, At-Risk, B&G Clubs, Learning Together (United Way) using performance data derived from special populations for the purpose of program review and revision.</p>	1, 2, 9, 10	Administrators Instructional Leadership Team CIT Members, Paraprofessionals	OWDL Walk-throughs ARLA's ELAR's GT Progress Reports District Benchmarks Progress Reports, Tutoring Programs TELPAS Data STAAR Data NRT Data			
<p>System Safeguard Strategies</p> <p>Critical Success Factors CSF 7</p> <p>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.</p> <p>The master schedule has been created to allow all grade level teams to have extra planning period every other week in order to collaborate and discuss data, plan, and provide training as needed. Teachers will be required to maintain a data binder which will hold their guided reading plans, notes, anecdotal records, and DRA/EDL along with other student data. Teachers will attend trainings throughout the year and over the summer including but not limited to , Balanced Literacy (Best Practice- Judy Wallis Trainings) ,</p>	1, 2, 3, 4, 8, 9, 10	Principal, AP, I Coach, CIT, ILT	Local assessment data, STAAR, NRT, Internal Accountability System, DRA/EDL.			




<p align="center">System Safeguard Strategies</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 2</p> <p>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.</p> <p>Compile a list of students below expectations on 2014 STAAR in August, and write ARI and AMI plans for individual students. Hold No Child Left Behind Meetings three times each year to discuss each individual students and their progress according to the alignment of the following markers: *Classroom grades *Benchmark scores *DRA/EDL Scores *NRT Results *STAAR Results *Anecdotal records Dedicate three days each month for Response to Instruction SSC meetings.</p>	1, 8	Administrators Instructional Coach Intervention Specialists Classroom Teachers SPED Teachers ACE Coordinator	RTI Monitoring Log NCLB Notes District Benchmarks Mid Year Rd. Assess Progress Reports STAAR Data NRT Data EOY DRA/EDL RTI Database Promotion/Retention Data Report Cards			
<p align="center">Critical Success Factors</p> <p align="center">CSF 3 CSF 7</p> <p>4) TECHNOLOGY - Provide opportunities, inclusive of professional development, to build capacity of teachers, principals, and other staff to integrate technology effectively into (a) challenging curricula and (b) related instructional strategies that are aligned to the Texas Essential Knowledge and Skills (TEKS) and the State of Texas Assessment of Academic Readiness (STAAR). Participate in mentor-mentee grant. Continue to provide support for new teachers through the induction program. Involve staff in recruiting and interviewing highly-qualified applicants.</p>	3, 4, 5	Administrators Instructional Coach ActivBoard Liaison Technology Team	Lesson plans; Documentation for examining levels of integration, training, and implementation; End of Year data analysis as compared to previous year's data			
<p align="center">Critical Success Factors</p> <p align="center">CSF 5</p> <p>5) Promote parent and community involvement in drug and violence prevention programs/ activities by and not limited to : hosting parent meetings, Triple p Trainings, Love and Logic Parent Training sessions, and distributing information through our campus Parent Center</p>	1, 2, 3, 4, 6	Counselor CIS	Program Calendar Agendas Sign in Sheets			
Funding Sources: 211 - Title I, Part A						

<p align="center">Critical Success Factors CSF 1 CSF 5 CSF 6 CSF 7</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 * Developmental Assests * TRIBES * Love and Logic * Tiger Trio</p> <p>(Using this list, select those that apply to your campus and describe how they are implemented.)</p>	1, 2, 3, 4, 6, 10	Counselor Assistant director	Sign-in Sheets			
<p align="center">Critical Success Factors CSF 1</p> <p>7) SPECIAL EDUCATION - Monitor LRE ratio. Develop campus capacity to support inclusive programming for students with disabilities. Evaluate campus LRE ratio.</p> <p>We have a Life Skills unit and two resources teachers that provided inclusion time in regular classroom. Two pat time speech teachers (bilingual and monolingual) To provides services to students on the campus within the LRE. District LSSP, Diagnostician, SLP and Counselor provide professional development to support access, participation, and success within the general education curriculum for all students.</p>	1, 2, 3, 4, 6, 8, 9, 10	SLP LSSP Diagnostician Counselor Administrators and SPED Staff	Fall District Assessment SPED Meeting Agendas Annual analysis of campus SPED students' STAAR results with respect to the percentage of students participating in each testing program and those mastering the test.			

<p style="text-align: center;">Critical Success Factors CSF 2 CSF 7</p> <p>8) SPECIAL EDUCATION - Examine state assessment reports to evaluate progress of students with disabilities relative to ARD committee recommendations and predictions.</p> <p>How accurately did ARD committee recommendations predict and guide student achievement on state assessments?</p> <p>(Describe how you will improve this process on your campus this year.)</p> <p>SPED staff will meet each nine weeks with administrators for NCLB conferences to monitor the progress made by each SPED student. Students not making adequate gains will be brought back to staffing/ARD. Review schedules to be sure that SPED services are supplementing and not supplanting classroom instruction. Review IEP's to be sure the rigor of each plan allows for accelerated growth.</p>	1, 8	SLP LSSP Diagnostician Counselor Administrators and SPED Staff	Fall District Assessment SPED Meeting Agendas Annual analysis of campus SPED students' STAAR results with respect to the percentage of students participating in each testing program and those mastering the test.	✓	✓	✓
<p style="text-align: center;">Critical Success Factors CSF 1</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. District LSSP, Diagnostician, SLP, Counselor, and Director receive district level professional development to remain in compliance with time lines and requirements.</p>	4	Administrators Diagnostician SPED Team STAT Coordinator	Comparison Report of 2013-2014 and 2014-2015 referrals (number of referrals, % of Q's vs. DNQ's, timeline or referrals)	✓	✓	✓

<p style="text-align: center;">Critical Success Factors CSF 1 CSF 7</p> <p>10) STATE COMP ED - Provide supplemental At-Risk services/support in the content areas: * Language Arts * Math * Science * Social Studies * LEP Intervention Specialist</p> <p>(Describe how iCoaches and other support staff are being used on your campus to meet this expectation.) Individual NCLB Conferences will allow the ILT to monitor individual and group performances. The ILT will meet weekly to reflect on the above data and address student and teacher needs. The I Coach will use the professional block rotation to engage teachers in professional development and/or professional reflections/ conversations based on student data. Results of these conversations will allow her to choose classrooms in which to model, provide feedback and coach. Our intervention specialists will provide push-in or pull-out based on student data.</p>	1, 4, 8	Administrators Instructional Leadership Team Classroom Teachers After School Coordinator, Counselor	Running Records Fall and Mid Year Reading Levels Anecdotal Records Assessment Wall ARLA's District Benchmarks STAAR Data NRT Data TELPAS Data EOY District Assess. EOY DRA/EDL Data			
Funding Sources: 199 - General Fund - \$600.00						
<p style="text-align: center;">Critical Success Factors CSF 1</p> <p>11) Identify At-Risk students; provide them with supplemental services; and monitor progress (including continual English language development for LEP students)</p> <p>Materials include: manipulatives, literacy materials, STAAR support, bilingual material After-school extended day Summer School Computer assisted instruction includes: Compass, Larsens Math, Fast Math, etc...</p> <p>(Identify the materials appropriate to your campus from the list that can be used to meet this expectation.) Describe how and by whom these will be used on your campus.) We will continue to purchase materials such as manipulatives, literacy materials, STAAR support, bilingual materials, etc. to bridge the gap for At Risk students. We will continue to provide during the day and after school intervention for all students working below the expected level. We will continue to set aside monies to supplement the district summer school program.</p>	3, 9	Administrators Instructional Leadership Team Classroom Teachers After school programs Coordinator	Running Records Fall and Mid Year Reading Levels Anecdotal Records Assessment Wall ARLA's District Benchmarks STAAR Data NRT Data TELPAS Data EOY District Assess. EOY DRA/EDL Data			
Funding Sources: 211 - Title I, Part A - \$26327.00, 211 - Title I, Part A - \$21244.00, 211 - Title I, Part A - \$10045.00, 211 - Title I, Part A - \$8750.00, 211 - Title I, Part A - Focus Grant - \$10500.00, 211 - Title I, Part A - Focus Grant - \$1554.00, 211 - Title I, Part A - Focus Grant - \$4201.00, 211 - Title I, Part A - Focus Grant - \$3027.00, 211 - Title I, Part A - Focus Grant - \$2520.00, 211 - Title I, Part A - Focus Grant - \$760.00, 211 - Title I, Part A - \$70.00						

<p style="text-align: center;">Critical Success Factors CSF 7</p> <p>12) Develop, monitor, and evaluate campus volunteer/partnership programs that include: * recruitment * training/support * recognition of volunteers/partnerships</p>	1, 6, 10	Administrators Instructional Leadership Team Classroom Teachers After school programs Coordinator, Counselor	Running Records Fall and Mid Year Reading Levels Anecdotal Records Assessment Wall ARLA's District Benchmarks STAAR Data NRT Data TELPAS Data EOY District Assess. EOY DRA/EDL Data	✓	✓	✓
<p>(Complete this activity by describing how you will meet this expectation on your campus.) We will work with the district level Community Relations Department to coordinate and implement the Tyco Mentorship Program. We will collaborate with the United Way liaison to plan, train, implement, and evaluate our literacy partnership. We will provide multiple opportunities for parents to attend hands-on trainings to register to be a cleared volunteer. We will offer volunteer opportunities that can be completed outside the school campus. We will recognize all of our mentors and volunteers at annual school sponsored luncheon.</p>		<p>Funding Sources: 199 - General Fund</p>				

<p style="text-align: center;">System Safeguard Strategies</p> <p style="text-align: center;">Critical Success Factors</p> <p style="text-align: center;">CSF 1</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. * DDI * Dual Language Programs * Problem-Based Learning * Co-Teach Training * Small Group Instruction * This includes opportunities for teachers to be coached, attend sustained training/inservices/ workshops and/or conferences together with structured follow-up. <p>(Using this list of activities, select those that will be implemented on your campus. Delete the other activities. Provide specific information about how you will structure staff development.)</p> <p>Treasure Forest will utilize faculty meetings, the professional block rotation, individual conference periods and non-contract time to assure professional conversations in each of the following areas: * vertical alignment (one Wednesday a month vertical teams will meet) * instructional strategies to meet the needs of diverse student populations (professional block...occurs once ever seven days for grade level teams) * integration of technology into curricula and instruction for improving teaching, learning, and technology literacy (faculty meetings and professional block) * STAAR testing and the state curriculum standards (TEKS) in the content areas of reading, math, writing, and science.</p>	<p>3, 4, 10</p>	<p>Campus Administrators Team Leaders I Coach Intervention Specialists</p>	<p>Running Records Fall and Mid Year Reading Levels Anecdotal Records Assessment Wall ARLA's District Benchmarks STAAR Data NRT Data TELPAS Data EOY District Assess. EOY DRA/EDL Data</p>			
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<p align="center">Critical Success Factors CSF 1 CSF 3 CSF 7</p> <p>14) Teachers/Administrators/Staff will develop understanding of the (a) Professional Development Framework and continue participation in professional development in the areas of Teaching and Learning and Leadership for Results; including (b) The Process for Designing and Delivering Effective Instruction through differentiation and technology integration.</p>	1, 2, 4, 9	Campus Administrators Instruct. leadership Team, I Coach	Teacher Appraisals Student Surveys Teacher Survey STAAR Data NRT DATA EOY District Assessment			
<p>(Complete this activity by describing how you will meet this expectation on your campus.) All staff members will participate in training in the area of effective instruction with an emphasis on Rigor and Relevance and Best Practice for Balance approach to literacy. To sustain this new learning, we will have training with Judy Wallis a Language Arts expert and consultant. (20) visits through out the school year. The staff will have professional development in a 6 day rotation (PLC) dedicated work on to strategies, reflections, and celebrations. Teachers will collaborate weekly to complete task analysis of student needs and grade level curriculum in order to design effective lessons for delivery in individual classrooms.</p> <p>Funding Sources: 211 - Title I, Part A - \$2000.00, 211 - Title I, Part A - \$350.00, 211 - Title I, Part A - \$3342.00, 211 - Title I, Part A - \$340.00, 211 - Title I, Part A - \$7410.00, 199 - General Fund - \$200.00, 199 - General Fund - \$1500.00, 199 - General Fund - \$2000.00, 211 - Title I, Part A - \$9170.00, 199 - General Fund - \$1500.00, 211 - Title I, Part A - \$213.00</p>						
<p align="center">Critical Success Factors CSF 7</p> <p>15) Provide support for new teachers with ongoing mentoring and planning with certified staff.</p> <p>(Complete this activity by describing how you will meet this expectation on your campus.) TFE will provide new teachers with an orientation meeting prior to the return of all staff members. This will include mentor introductions, nuts and bolts handbook training, a school tour and time to familiarize themselves with their rooms and resources. Each new teacher will be assigned a mentor from their grade level or content area. New teachers will meet one Wednesday a month with the instructional coach to provide support and preview upcoming events, paperwork, deadlines, etc</p>	4, 5, 9	Campus Administrators Instruct. leadership Team, I Coach and Team Leaders	TFE Faculty Snapshot Walk through's Team Minutes (Needs/Concerns) PDAS Observations Teacher Survey			

<p align="center">Critical Success Factors CSF 7</p> <p>16) Recruit and retain highly-qualified staff, defined through state, No Child Left Behind (NCLB) and local criteria, by highlighting the school and its students on the website and by participating in job fairs. Provide recruitment information on website</p> <p>(Complete this activity by describing how you will meet this expectation on your campus plan.) Campus leadership will attend the district job fair to recruit highly qualified staff. A team of staff members will be included on the interview team to ensure multiple perspectives. The webmasters will continue to develop our website so that highly qualified candidates can research what SSE has to offer.</p>	5	Administrator CIT Web masters	Faculty Snapshot Website Turnover Rate Job Fair sign in			
<p align="center">Critical Success Factors CSF 5 CSF 6</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>(Complete this activity by describing how you will meet this expectation on your campus.) SSE will work this year to build a bridge between the school and our families. We will focus on the perceived barriers of our families and design the program around these needs. TFE will study the input provided on our campus surveys to design appropriate professional development for home/school relationships. TFE will define parental involvement and problem-solve ways to increase participation from our community.</p>	6	Administrators, CIS, Counselor	2013 Parent Surveys Quarterly V-Soft Reports Flyers Agendas Sign-ins 2014 Parent Surveys 2014 and 2014 V-Soft Comparisons			
<p align="center">Critical Success Factors CSF 5</p> <p>18) PreK and K teachers develop transition strategies. Elementary campuses provide kindergarten orientation at different times and in a variety of settings.</p> <p>This activity for PK and elementary schools only. Other campuses may delete.</p> <p>(Complete this activity by describing how you will increase parent involvement in the kindergarten transition process.) Continue with the annual Kindergarten Round-Up including meeting the teachers, previewing the curriculum and visiting the classrooms. Continue with annual daytime visit from feeder school Lion Lane. Tour students through the building, meet key figures in the school, and enjoy a snack in the cafeteria.</p>	7	Campus Administrators Kinder teachers in coordination with LLS	Sign in from events			
<p>Funding Sources: 199 - General Fund - \$300.00</p>						

<p align="center">Critical Success Factors CSF 1 CSF 7</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: 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> <p>(Select at least one area of focus from the list and describe how you will implement this on your campus.) We will continue to provide professional development that focuses on differentiation strategies for ALL students. We will work with district personnel to provide ongoing training so that we can increase the number of staff members with their 30 hours.</p>	3, 4, 9	Campus Administrators Counselor Librarian Teachers	Staff Hours at end of 2014-2015 Lesson Plans STAAR Results for GT students Agendas and sign-ins Comparison of staff GT hours for previous and current year			
<p align="center">Critical Success Factors CSF 1</p> <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>(Complete this activity by describing how you will meet this expectation on your campus.) Continue to develop differentiated workstations that are open-ended to challenge our GT students.</p>	3	Campus Administrators Counselor Librarian Team Leaders, teachers	STAAR Results for GT students Commended Scores			
<p align="center">Critical Success Factors CSF 1</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>(Conduct an annual G/T parent meeting to develop awareness of the program, identification, and requirements.)Complete this activity by describing how you will meet these expectations on your campus. Conduct an annual G/T parent meeting to develop awareness of the program, identification, and requirements. Complete GT screening and analyze for possible testing.</p>	3	Campus Administrators Counselor Librarian Team Leaders, teachers	Completion of required documentation			

<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>*Submit articles in the school newsletter *Follow guidelines regarding meeting dates *Human Growth and Development (Gr. 4-5) *2nd Grade Nutrition Class/Cafeteria Tour *Dairy Farmer Visit *Fitness Gram *Purchase books on health for the library *Boot camp for staff *School Carnival *E-mails to staff about nutrition *Eyeglass party for students with glasses *Flu Shot Clinic for staff *Bimonthly Family Fun Nights *Music Programs *Thanksgiving Feast *No Place for Hate Week *Red Ribbon Week *Toro's Training Table *CPR, Stryker chair and asthma training *Counselor and CIS small groups to address</p>	6, 10	School Administrators Nurse CSH Team Health Fitness Teacher Music Teacher Cafeteria Manager CIS Counselor	Fitness Gram Database BMI Screening Referrals Vision Referrals Hearing Referrals Sign-ins Campus Survey	✓	✓	✓
<p style="text-align: center;">Critical Success Factors CSF 5 CSF 6</p> <p>23) Review and revisit both the Home/School Compact and Parental Involvement Policy.</p> <p>*offer several opportunities for parent input.</p> <p>*develop, with parent input, current school year compact and policy in appropriate language(s) - English/Spanish.</p> <p>*share compact with parents and document.</p> <p>(This activity is completed in the first 9 weeks of school with a meeting held 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.)</p> <p>This activity is completed in the first 9 weeks of school with a meeting held 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.</p>	1, 6, 10	Principal AP CIT CIS Counselor, teachers, ILT	Final revised Parent Compact Final revised Parent Involvement Policy Sign in sheets	✓	✓	✓

<p align="center">Critical Success Factors CSF 5</p> <p>24) Increase parent attendance at Title I Annual Meeting to share: *standards and goals *parents' rights' *curriculum *School Report Card *Title I participation *Offer a flexible number of meetings.</p> <p>(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.)</p>	6	Administration Counselor CIS CIT	Sign-in Sheets Parent Surveys			
<p align="center">Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>25) Provide accelerated instruction for struggling learners in core content areas. TFE will align activities for students needing more time on task, example, after school tutorial, extended learning opportunities, after school program, accelerated learning (intervention). Saturday reading, math camps. TFE will host summer reading institute that will provide students with the opportunity to come to TFE once a week to create project about the books they read. This is a reading program that will provide students with books to build their at home library and teach digital literacy. The library will be opened to the community and classes for parents will be given at the same time students are working with technology. Students and parents will have access to print and eBooks to read and explore.</p>	1, 2, 4, 6, 9, 10	Administrators, Librarian, Teachers, Paraprofessionals, Parents	Sign in sheets, Rosters, Observations			
<p>Funding Sources: 211 - Title I, Part A - \$3150.00, 211 - Title I, Part A - \$2448.00, 211 - Title I, Part A - \$81.00, 211 - Title I, Part A - \$36.00, 211 - Title I, Part A - \$467.00</p>						
<p align="center"> = Accomplished = Considerable = Some Progress = No Progress = Discontinue </p>						

System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	1) Revitalization of Balanced Literacy: -All teachers trained with Consultant Judy Wallis and use district framework for PD support throughout the year. -Consistent implementation of Balanced Literacy across the campus. - Implementation of Writer's Workshop -Staff will complete and work on Literacy Core Beliefs, Practices, and Resources.
1	1	2	Implementation of Math in Focus for 1st - 5th grade math. : - Lead teachers will be trained to assist with transition on their grade levels. - All teachers will receive training in the summer.
1	1	3	Implementation of Stem Scopes science curriculum: - Lead teachers will be trained to assist their teammates with implementation and planning. - All teachers will receive training in the summer.
1	1	4	Ensure each grade level is integrating Social Studies instruction with language Arts; Focusing on the integration of reading and writing as in all content areas with emphasis on building academic vocabulary
1	1	5	Purchase materials and supplies that will enhance student achievement in the content areas of math, language arts, science, social studies, and fine arts. Including but not limited to math manipulatives, periodicals, consumable materials for labs, small group reading instructional materials and resources, math instructional materials and resources, books, and additional professional development.
1	1	6	Ensure each grade level is implementing rigorous and relevant instruction to increase first and second language to meet the SBISD goals: 1) Bilingual/Bi-literate 2) Exit Program in 5th Grade 3) Reading on Grade Level
2	1	2	Increase active involvement of parents in their children's education and or their own. Including but not limited to Computer classes, Family Library Night, other classes for parents, materials, conferences, snacks.
3	1	5	CIS/Counselor Lunch Bunches - Students with perceived barriers such as open CPS cases, divorced parents, incarcerated family members, etc. will be invited to participate in Lunch Bunches with the Counselor or CIS staff member. These lunches will provide an outlet, a peer group and an opportunity to problem-solve strategies to overcome such barriers.
4	1	3	SSC/RTI Conferences - SSC Facilitator, the Instructional Coach, the counselor, and the an administrator meet with individual teachers to create individualized success plans for students struggling academically or social-emotionally. Two measurable short term goals will be written with supporting activities and resources. Teachers will implement, monitor and schedule a follow-up conference in 6 weeks.
5	1	1	Conduct annual program evaluation of Balanced Literacy, Math In Focus, Stemscores, Bi-literacy/OWDL, SSC, At-Risk, B&G Clubs, Learning Together (United Way) using performance data derived from special populations for the purpose of program review and revision.

Goal	Objective	Strategy	Description
5	1	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. The master schedule has been created to allow all grade level teams to have extra planning period every other week in order to collaborate and discuss data, plan, and provide training as needed. Teachers will be required to maintain a data binder which will hold their guided reading plans, notes, anecdotal records, and DRA/EDL along with other student data. Teachers will attend trainings throughout the year and over the summer including but not limited to , Balanced Literacy (Best Practice- Judy Wallis Trainings) ,
5	1	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. Compile a list of students below expectations on 2014 STAAR in August, and write ARI and AMI plans for individual students. Hold No Child Left Behind Meetings three times each year to discuss each individual students and their progress according to the alignment of the following markers: *Classroom grades *Benchmark scores *DRA/EDL Scores *NRT Results *STAAR Results *Anecdotal records Dedicate three days each month for Response to Instruction SSC meetings.
5	1	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. * DDI * Dual Language Programs * Problem-Based Learning * Co-Teach Training * Small Group Instruction * This includes opportunities for teachers to be coached, attend sustained training/inservices/ workshops and/or conferences together with structured follow-up. (Using this list of activities, select those that will be implemented on your campus. Delete the other activities. Provide specific information about how you will structure staff development.) Treasure Forest will utilize faculty meetings, the professional block rotation, individual conference periods and non-contract time to assure professional conversations in each of the following areas: * vertical alignment (one Wednesday a month vertical teams will meet) * instructional strategies to meet the needs of diverse student populations (professional block...occurs once ever seven days for grade level teams) * integration of technology into curricula and instruction for improving teaching, learning, and technology literacy (faculty meetings and professional block) * STAAR testing and the state curriculum standards (TEKS) in the content areas of reading, math, writing, and science.

Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	Including but not limited to math manipulatives, periodicals, consumable materials for labs, small group reading instructional materials and resources, math instructional materials and resources, books, and additional professional development.	199.11.6399.000.125.11.0.125	\$2,000.00
1	1	5	Reading materials	199.11.6329.000.125.11.0.125	\$700.00
2	1	1	Buses cost	199.11.6494.000.125.11.0.125	\$2,000.00
2	1	4	I-station, I pads	199.11.6398.000.125.11.0.125	\$800.00
2	1	4	Software	199.12.6397.000.125.99.0.125	\$423.00
5	1	10	AT RISK	199.11.6399.000.125.30.0.123	\$600.00
5	1	12			\$0.00
5	1	14	PD for teachers - Region 4	199.13.6239.000.125.99.0.125	\$200.00
5	1	14	PD for Admins.	199.23.6411.000.125.99.0.125	\$1,500.00
5	1	14	PD for Teachers	199.13.6411.000.125.11.0.125	\$2,000.00
5	1	14	Subs for PD	199.13.6112.000.125.23.0.125	\$1,500.00
5	1	18		199.11.6499	\$300.00
Sub-Total					\$12,023.00
211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Consultant	211.13.6299.000.125.30.0.000.FBG15	\$21,000.00
1	1	5	Mentoring Minds students work books, Test preparation work booksmath manipulatives, periodicals, consumable materials for labs, small group reading instructional materials and resources, math instructional materials and resources, books, and additional professional development.	211.11.6399.000.125.30.0.000.FBG15	\$8,044.00

1	1	5	Including but not limited to math manipulatives, periodicals, consumable materials for labs, small group reading instructional materials and resources, math instructional materials and resources, books, and additional professional development.	211.11.6329.000.125.30.0.000.FBG15	\$32,000.00
2	1	1	Transportation	211.11.6494.000.125.30.0.000.FBG15	\$15,186.00
2	1	2	Books, materials, conferences, snacks.	211.61.6499.000.125.30.0.000.FBG15	\$400.00
2	1	2	Books, materials, conferences, snacks.	211.61.6399.000.125.30.0.000.FBG15	\$733.00
2	1	2	Transportation - Parental Involvement	211.61.6494.000.125.30.0.000.FBG15	\$100.00
2	1	3	Magazines Subscriptions (BA from Supplies/Matls)	211.11.6325.000.125.30.0.000.FBG15	\$1,107.00
2	1	4	I-station license, other	211.11.6397.000.125.30.0.000.FBG15	\$4,000.00
2	1	4	iPads	211.11.6398.000.125.30.0.000.FBG15	\$4,188.00
3	1	2	Urban Outreach - After School program	211.61.6299.000.125.30.0.000.FBG15	\$880.00
3	1	3	after school program		\$0.00
5	1	5	reading materials		\$0.00
5	1	11	Tutors	211.11.6119.000.125.30.0.000.FBG15	\$26,327.00
5	1	11	Teacher Asst.	211.11.6129.000.125.30.0.000.FBG15	\$21,244.00
5	1	11	Tutors/Teacher Asst./Summer School Fringes	211.11.6141.000.125.30.0.000.FBG15	\$10,045.00
5	1	11	Summer School Teachers	211.11.6116.000.125.30.0.000.FBG15	\$8,750.00
5	1	11	Teacher Assist - sub	211.11.6125.000.125.30.0.000.FBG15	\$70.00
5	1	14	PD READING MATLS.	211.13.6329.000.125.30.0.000.FBG15	\$2,000.00
5	1	14	PD for Admins - Region 4	211.23.6239.000.125.30.0.000.FBG15	\$350.00
5	1	14	PD for Admins	211.23.6411.000.125.30.0.000.FBG15	\$3,342.00
5	1	14	PD for Teachers - Region 4	211.13.6239.000.125.30.0.000.FBG15	\$340.00
5	1	14	PD for Teacher	211.13.6411.000.125.30.0.000.FBG15	\$7,410.00
5	1	14	Subs for PD	211.13.6112.000.125.30.0.000.FBG15	\$9,170.00
5	1	14	Fringes for subs for PD	211.13.6141.000.125.30.0.000.FBG15	\$213.00
5	1	25	Family Literacy Night - Teacher	211.61.6116.000.125.30.0.000.FBG15	\$3,150.00
5	1	25	Family Literacy Night - Paraprofessionals	211.61.6125.000.125.30.0.000.FBG15	\$2,448.00

5	1	25	Medicare	211.61.6141.000.125.30.0.000.FBG15	\$81.00
5	1	25	Workers Comp	211.61.6143.000.125.30.0.000.FBG15	\$36.00
5	1	25	TRS	211.61.6146.000.125.30.0.000.FBG15	\$467.00
Sub-Total					\$183,081.00
211 - Title I, Part A - Focus Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	11	Summer School Teachers - FS	211.11.6116.699.125.30.0.000.TFE15	\$10,500.00
5	1	11	Summer School Fringes - FS	211.11.6141.699.125.30.0.000.TFE15	\$1,554.00
5	1	11	Summer School Supplies - FS	211.11.6399.699.125.30.0.000.TFE15	\$4,201.00
5	1	11	Summer School Technology - FS	211.11.6398.699.125.30.0.000.TFE	\$3,027.00
5	1	11	Teacher Asst. for Summer School - FS	211.11.6125.699.125.30.0.000.TFE	\$2,520.00
5	1	11	Transportation for Summer School - FS	211.11.6494.699.125.30.0.000.TFE	\$760.00
Sub-Total					\$22,562.00
865 - Student Activity Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	4	Transportation		\$0.00
Sub-Total					\$0.00
Grand Total					\$217,666.00