

**Spring Branch Independent School District**  
**Treasure Forest Elementary School**  
**2015-2016 Campus Improvement Plan**

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

<b>Campus Type :</b>	Elementary
<b>Campus Size:</b>	# Students
<b>Grade Span:</b>	KG - 05
<b>Percent Economically Disadvantaged:</b>	78.8%
<b>Percent English Language Learners:</b>	86.5%
<b>Mobility Rate :</b>	18.1%

### Demographics Strengths

Staff work together to plan additional instructional opportunities for each student. On-going parental participation in the educational process is strongly encouraged and supported. The LEP and mobility percentages are slowly decreasing. Treasure Forest has one ethnic group to focus on. This could be an advantage as well as a disadvantage. Faculty is representative of the student body.

### Demographics Needs

We will continue to have support in place considering our high percent of Economically disadvantaged students. The correlation between high-poverty schools and low academic achievement sounds obvious, and it is well-documented over decades. With 78.8% of our students being economically disadvantaged, our students bring limited experiences and vocabulary with them to school. With the addition of 86.5% of our students being second language learners, reading and language acquisition are our greatest need.



# Student Achievement

## Student Achievement Summary

TEXAS EDUCATION AGENCY

2015 Accountability Summary

TREASURE FOREST EL (101920125) - SPRING BRANCH ISD

Accountability Rating- **Improvement Required**

### Met Standards on:

-None

### Index 1

Student Achievement (Target Score=)

TFE Score = 60

### Index 2

Student Progress (Target Score=)

TFE Score= 30

### Index 3

Closing Performance Gaps (Target Score = )

TFE Score= 28

### Index 4

Postsecondary Readiness (Target Score = )

TFE Score= 12

### Performance Summary

Index	Points earned	Maximum Points	Index Score
1 - Student Achievement	164	382	43
2 - Student Progress	147	600	25
3 - Closing Performance Gaps	121	600	20
4 - Postsecondary Readiness	10		
STAAR Score	N/A		10
Postsecondary indicator score			

### Student Achievement Strengths

### System Safeguards

Number and Percent of Indicators Met

Performance Rates 0 out of 12 = 0%

Participation Rates 4 out of 4 = 100%

Graduation Rates N/A

Total 4 out of 16 = 25%

**Student Achievement Needs**

At this time TFE has NO DISTINCTION EARNED

## School Culture and Climate

### School Culture and Climate Summary

The Organizational Health Inventory for Treasure Forest Elementary Schools

Campus Health Index: 449

The district's HI score is: 579

This is Slightly below Average; the campus is committed to focusing on these areas to improve the climate and culture for our campus.

### School Culture and Climate Strengths

In comparison to district cohort TFE did responded slightly below Average. In the following area: Climate

### School Culture and Climate Needs

The shows areas that need improvement are **Control** at a rate of 46% feeling that their class is not orderly, on task and respectful, with learning as our first priority."

Control- is about maintaining an orderly classroom where people treat one another respectfully and stay on task to achieve high goals for learning.



TFE Teachers will continue working on understanding that the teacher must be willing and able to hold students effectively responsible for behaving appropriately as classroom citizens. There must be clear boundaries on what is acceptable, but within those boundaries there can be a great deal of freedom for students to take initiative in order to achieve personal learning goals.

This area involves:

The ways you respond when students treat one another disrespectfully;

2. The ways you respond when student speak to you disrespectfully;
3. How you respond when it appears that students are off task;
4. What you say when students ignore or disobey what you have told them to do;
5. How quickly you get students settled and doing work at the beginning of class time;
6. How long before the end of class time you start to wind down the work effort;
7. The ways you make sure students are busy in class, not wasting time;

The othe area in need of improvement is **Confer** - 63% of the students that compited the survey feels that teachers do not ask questions that will guide and support their learning.

TFE staff will work on eliciting responses that help you bring the lesson alive or clear up confusion or make a great connection for the whole class.

Confer- Students want to have more choices in the classroom.

1. The degree of support that you provide when responding to poorly phrased questions;
2. How often you encourage students to discuss their perspectives with one another;
3. How often you ask students to solve problems together then discuss their findings;
4. How effectively you answer questions with questions;
5. How sincerely you express respect for student perspectives;
6. How encouragingly you respond when a student gives wrong answers in front of the class;

7. How supportively you treat struggling students, compared to how you treat others?

# 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
- NCLB 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
- Texas Assessment of Knowledge and Skills (TAKS), Exit Level, including all applicable versions
- Progress of prior year TAKS failers
- Student Success Initiative (SSI) data for Grades 5 and 8
- 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
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RTI) student achievement data

### **Student Data: Behavior and Other Indicators**

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject

### **Employee Data**

- Professional Learning Communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data
- Professional development needs assessment data
- Teacher STaR Chart Technology Data
- PDAS and/or T-TESS

### **Parent/Community Data**

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

### **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: By 2017 - 2018 81% of our economically disadvantaged students will score 76% or higher on the STAAR Reading assessment.**






**Performance Objective 1:** By 2016 - 2017 71% of our economically disadvantaged students will score 76% or higher on the STAAR Reading assessment.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p><b>State System Safeguard Strategy</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 7</p> <p>1) Revitalization of Balanced Literacy: -All teachers trained with Consultants will implement the next level of TFE 3 year literacy plan 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 through and observations DRA/EDL data STAAR NRT TELPAS			
Funding Sources: 211 - Title I, Part A - \$18700.00						
<p><b>Critical Success Factors</b> CSF 1</p> <p>2) 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><b>State System Safeguard Strategy</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>3) 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 classroom library books, anchor lesson books, authentic literature, 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 - \$55911.00, 211 - Title I, Part A - \$18430.00, 211 - Title I, Part A - \$1500.00, 211 - Title I, Part A - Focus Grant - \$3063.00						
<p><b>Critical Success Factors</b> CSF 1</p> <p>4) Ensure each grade level is implementing rigorous and relevant instruction supported by an interventionist and a tutor 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. .</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 - \$53709.00, 211 - Title I, Part A - \$13541.00						

 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue

**Goal 2: By 2017 - 2018 83% of our economically disadvantaged students will score 78% or higher on the STAAR Mathematics STAAR assessment.**

**Performance Objective 1:** By 2016 - 2017 71% of our economically disadvantaged students will score 78% or higher on the STAAR Mathematics STAAR assessment.






Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 7</p> <p>1) Revitalization of Math Program: -All teachers trained with Consultants will implement the next level of TFE 3 year math plan and use district framework for PD support throughout the year. -Consistent implementation of Math across the campus. - Implementation of Writer's Workshop -Staff will complete and work on Math Core Beliefs, Practices, and Resources.</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 - \$16800.00						
<p><b>State System Safeguard Strategy</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 7</p> <p>2) Implementation of Data Driven Instruction (DDI) - creation/purchase of interim assessment items and/or software and software for teachers to use to analyze scholar assessment data. Teachers will be trained on the implementation of DDI and how the process can be used to drive first teaching and re-teaching.</p>	1, 2, 4, 9	Principal, AP, I-coach, Grade level content teachers.	Improved performance on interim assessments.			
Funding Sources: 211 - Title I, Part A - \$6680.00, 211 - Title I, Part A - Focus Grant - \$1600.00						
<p><b>State System Safeguard Strategy</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 7</p> <p>3) Teacher and Leader Professional Development - Teachers will engage in embedded PD throughout the school year led by consultants, school leaders, or district staff. Substitute teachers will be used for class coverage so teachers can engage during normal duty time. PD will focus on DDI and strong first standards based instruction. Teachers/Leaders will also participate in PD conferences to build capacity in driving the school program as a whole.</p>	1, 2, 3, 4, 5	School leaders, grade level teachers.	PD attendance (sign-in sheets) increased academic performance on interim assessments.			
Funding Sources: 211 - Title I, Part A - \$3728.00, 211 - Title I, Part A - Focus Grant - \$10200.00						
<p>  = Accomplished            = Considerable            = Some Progress            = No Progress            = Discontinue         </p>						

**Goal 3: By 2017 - 2018 at least 70% of our LEP students will be at or above the appropriate scoring level (TELPAS) for years in U.S. schools.**

**Performance Objective 1:** By 2016 - 2017 at least 60% of our LEP students will be at or above the appropriate scoring level (TELPAS) for years in U.S. schools.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p><b>Critical Success Factors</b> CSF 1 CSF 6</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><b>Critical Success Factors</b> 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, 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						
<p><b>State System Safeguard Strategy</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 6</p> <p>3) Continue to provide an After School, Summer Program (This will be a teacher collaborative to study and re-align the pacing of state standards in the core content areas of math and science. Furthermore, we will create an Interim Assessment calendar for the 2016-17 school year and review, edit, and create interim assessments to be used in grades 2nd - 5th) and Saturday 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 Paraprofessionals, tutorial coordinator.	Parent, teacher, student referrals Fall & Mid-Year District Benchmarks 2015 TELPAS Data			
Funding Sources: 211 - Title I, Part A - \$30900.00						
<p><b>Critical Success Factors</b> 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, Junior achievement and community and district track meets , among others .</p>	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			



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.	1, 3, 6, 9, 10	Principal, Counselor, CIS.	Rosters, calendars, Tripod surveys, campus surveys.			
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 5 CSF 6</p>	1, 2, 6, 9, 10					
6) 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, transportation for after school activities when applicable.	Funding Sources: 211 - Title I, Part A - \$5250.00					
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 5 CSF 6</p>	3, 6	Principal, ILT, CIT, and counselors, Team Leaders,	Calendar dates, sign in sheets, student products or performances, surveys.			
7) Increase active involvement of parents in their children's education and or their own. Including but not limited to Computer classes, Family Library Night, STAAR Sat. Camps, other classes for parents, materials, conferences, snacks.	Funding Sources: 211 - Title I, Part A - \$514.00, 211 - Title I, Part A - \$1568.00, 211 - Title I, Part A - \$2909.00					
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 5</p>	2, 8, 9	Librarian, I Coach, ILT	Budget purchase orders			
8) Purchase supplies, books, magazines, and take home books to ensure students have access to instructional opportunities found in non poverty homes.	Funding Sources: 211 - Title I, Part A - \$0.00, 211 - Title I, Part A - \$0.00					
<p align="center">  = Accomplished    = Considerable    = Some Progress    = No Progress    = Discontinue </p>						

**Goal 4: Treasure Forest will be in compliance with all federal and state guidelines.**

**Performance Objective 1:** The campus will implement the following strategies in order to stay in compliance with federal and state laws.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>1) Kinder teachers will create and implement a transition strategy with all PK teachers and students from our feeder PK schools.</p>	6, 7, 10	Martha Moreno and Aaron Dominguez	PK students will successfully visit Treasure Forest kinder classes prior to the end of the year.			
<p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>2) Identify At-Risk students; provide them with supplemental services; and monitor progress (including continual English language development for LEP students)</p>	2, 7, 9, 10	Aaron Dominguez, Lavonne Valcin, Cristina Flores, and Brittany white.	Adequate progress on interim assessments for scholars identified as at risk.			
<p>  = Accomplished              = Considerable              = Some Progress              = No Progress              = Discontinue         </p>						

## State System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	Revitalization of Balanced Literacy: -All teachers trained with Consultants will implement the next level of TFE 3 year literacy plan 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	3	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 classroom library books, anchor lesson books, authentic literature, math manipulatives, periodicals, consumable materials for labs, small group reading instructional materials and resources, math instructional materials and resources, books, and additional professional development.
2	1	2	Implementation of Data Driven Instruction (DDI) - creation/purchase of interim assessment items and/or software and software for teachers to use to analyze scholar assessment data. Teachers will be trained on the implementation of DDI and how the process can be used to drive first teaching and re-teaching.
2	1	3	Teacher and Leader Professional Development - Teachers will engage in embedded PD throughout the school year led by consultants, school leaders, or district staff. Substitute teachers will be used for class coverage so teachers can engage during normal duty time. PD will focus on DDI and strong first standards based instruction. Teachers/Leaders will also participate in PD conferences to build capacity in driving the school program as a whole.
3	1	3	Continue to provide an After School, Summer Program (This will be a teacher collaborative to study and re-align the pacing of state standards in the core content areas of math and science. Furthermore, we will create an Interim Assessment calendar for the 2016-17 school year and review, edit, and create interim assessments to be used in grades 2nd - 5th) and Saturday Program to include academic assistance (tutoring and homework help) as well as enrichment activities such as team sports.

## Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Mirith Ballestas de Barroso	Interventionist	Title I	
Vivian Urrutia	Interventionist	Title I	

## Campus Funding Summary

<b>211 - Title I, Part A</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	1	Professional Development - Judy Wallis/Diana Tovar	211.13.6299	\$18,700.00
1	1	3	General Supplies/Matls	211.11.6399	\$55,911.00
1	1	3	Reading Materials	211.11.6329	\$18,430.00
1	1	3	Reading Matls. P.D.	211.13.6329	\$1,500.00
1	1	4	Interventionist Salary (Ballestas)	211.11.6119	\$53,709.00
1	1	4	Fringes - Interventionist/Tutor/All School Programs	211.11.6141	\$13,541.00
2	1	1	Professional Development - Shannon Alba	211.13.6299	\$16,800.00
2	1	2	Software - Istation/Kickboard/People Edu.	211.11.6397	\$6,680.00
2	1	3	Subs for PD (fringes included)	211.13.6112	\$3,728.00
3	1	2	Misc. Contracted Services - After School Program		\$0.00
3	1	3	Tutorials/Saturday Camps/Summer Teacher Program	211.11.6116	\$30,900.00
3	1	6	Student Transportation	211.11.6494	\$5,250.00
3	1	7	Parental Involvement - 1% (Supplies/Matls)	211.61.6399	\$514.00
3	1	7	Parental Involvement - 1% (Misc. Operating Exp)	211.61.6499	\$1,568.00
3	1	7	Family Literacy Night - Salary and Fringes	211.61.6116	\$2,909.00
3	1	8	Reading matls - Instruction	211.11.6329	\$0.00
3	1	8	Reading matls - Magazines	211.11.6325	\$0.00
<b>Sub-Total</b>					<b>\$230,140.00</b>
<b>211 - Title I, Part A - Focus Grant</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	3	General Supplies/Matls.	211.11.6399.699	\$3,063.00
2	1	2	Software - Flocabulary	211.11.6397.699	\$1,600.00
2	1	3	Subs for PD (fringes included)	211.13.6112.699	\$10,200.00
<b>Sub-Total</b>					<b>\$14,863.00</b>

	<b>Grand Total</b> \$245,003.00
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