

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

Accountability Rating: Improvement Required



Comprehensive Needs Assessment

Demographics

Demographics Summary

Treasure Forest has seen an increase in enrollment and changing ethnic demographics from 2016-17 to 2017-18. Using the 2015-16 TAPR Report, Treasure Forest Elementary's demographics are as follows (to be updated with release of 2016-17 TAPR Report):

- Campus Type: Elementary
- Campus Size: 577
- Ethnic Distribution:
 - African American: 1.2% (this number is not reflective of 2017-18 enrollment)
 - Hispanic: 93.8%
 - White: 3.5%
 - American Indian: .5%
 - Asian: .3%
 - Pacific Islander: 0%
 - Two or more races: .7%
- Economically disadvantaged: 93.9%
- English Language Learners (ELLs): 84.6%
- At-Risk: 91.2%
- Mobility: 17.1%

Demographics Strengths

Economically disadvantaged and English Language Learners are stable data points. Mobility appears to be lower than expected and decreasing (2014-15 to 2015-16), which can be leveraged to strengthen the community in the short and long term. The ethnic demographics are diversifying, increasing opportunities for members of the community to learn from one another and deepen relationships.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Mobility rates in the Treasure Forest community are above 10%.

Student Academic Achievement

Student Academic Achievement Summary

Despite significant growth over the last two academic school years, Treasure Forest is currently in Year 3 of Improvement Required. According to the TAPR Report, 2015-16, results are listed below. In the second chart, gaps between groups are listed (to address TFE missing Index 3 in 2016-17).

Grade/Subject Test (STAAR)	Level II Satisfactory or above, 2015-16	To be updated with 2016-17 TAPR
3 Reading	44%	
3 Math	45%	
4 Reading	37%	
4 Math	27%	
4 Writing	31%	
5 Reading	38%	
5 Math	47%	
5 Science	29%	

Grade	Group	Reading Treasure Forest			Mathematics Treasure Forest		
		% Meets	% Meets	Gap	% Meets	% Meets	Gap
3	AA-W	14	-		14	-	
3	H-W	25	-		26	-	
3	ED-Non-ED	22	30	-8	23	30	-7
3	ELL-Non-ELL	30	6	24	28	11	17
3	SWD-Non-SWD	-	24		0	26	-26
4	AA-W	-	-		-	-	
4	H-W	17	-		18	-	
4	ED-Non-ED	13	50	-37	19	10	9
4	ELL-Non-ELL	13	21	-8	16	-	

4	SWD-Non-SWD	0	19	-19	0	20	-20
5	AA-W	43	N/A		14	N/A	
5	H-W	14	N/A		12	N/A	
5	ED-Non-ED	16	14	2	12	14	-2
5	ELL-Non-ELL	11	38	-27	10	19	-9
5	SWD-Non-SWD	0	18	-18	0	14	-14

Student Academic Achievement Strengths

TFE has shown growth on all 4 performance indices from 2015-16 to 2016-17, missing meeting standard by only 1 point in Index 3 (closing performance gaps). Though TFE missed the target, the campus grew by 50% in this Index, from 18 points in 2015-16 to 27 points in 2016-17. The campus continues to show relative strength and significant growth in mathematics, and has grown in nearly every subject test in the past two years.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: No student group scored at or above the state target on any STAAR test. **Root Cause:** Lack of teacher capacity to meet academic standards.

Problem Statement 2: Students lack access to a wide-range of on-level text in a variety of subjects, in both English and Spanish. **Root Cause:** Teachers lack classroom libraries.

Problem Statement 3: Students need more time in remediation and individualized instructional technology and directed tutorials to bring more students up to and above grade level. **Root Cause:** Teachers lack up-to-date instructional technology.

Problem Statement 4: Students need more time in remediation and intervention. **Root Cause:** The school day at TFE is not long enough to accommodate for the tremendous remediation for large numbers of kids.

Problem Statement 5: The teacher and leader retention at TFE is poor, resulting in a revolving door of teachers. **Root Cause:** Teachers lack the capacity (skills) to be successful given the student needs. They need extensive training and coaching.

School Processes & Programs

School Processes & Programs Summary

Instructional, Curricular, Personnel (recruit/support/retain), Organizational, Administrative

Programs: SPED, ELL, At-risk

Processes: SSC (RTI),

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
- 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
- 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
- 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 60% of our students will meet index 2 on the STAAR state assessment for growth measure in Reading, Writing, Mathematics and Science.

Performance Objective 1: By 2017-2018 60% of our students will meet index 2 on the STAAR state assessment for growth measure in Reading, Writing, Mathematics and Science

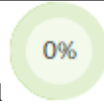
Evaluation Data Source(s) 1: STARR, Benchmarks,

Summative Evaluation 1: Some progress made toward meeting Performance Objective

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<p style="text-align: center;">Critical Success Factors CSF 1 CSF 2</p> <p>1) Provide training and staff development that will give teachers the tools to prepare and deliver quality instruction for students.</p>	1, 8	Principal, Leadership Team, Interventionist	STAAR, formal and informal assessments, CBQ's			
<p style="text-align: center;">Critical Success Factors CSF 1</p> <p>2) Purchase materials and supplies that will enhance student achievement in all content areas. Including but not limited to manipulatives, science materials, magazines and periodicals, student consumable workbooks, small group instructional materials, and professional books/resources.</p>	1, 2, 3	Principal AP ILT Interventionist	Report Card, Benchmarks, Formal and Informal Assessments, STAAR, TELPAS			
<p style="text-align: center;">Critical Success Factors CSF 1</p> <p>3) Provide opportunities for teachers to improve their practice and ensure targeted instruction by attending professional development, working collaboratively to analyze data, and plan for instruction. Funds will be utilized to provide substitutes, pay for registration fees and travel fees.</p>	1, 4	Principal, Leadership Team, Interventionist	Team minutes PLC agendas Data sheets Implementation of learned strategies and plans Continued growth in student performance data			



= Accomplished



= No Progress



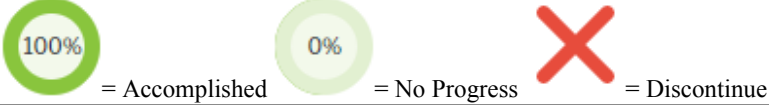
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Goal 2: By 2017-2018 TFE will decrease the achievement gap by 5% across all demographic and subgroups in order to meet Index 3 for mathematics, reading, writing and science.

Performance Objective 1: 55% of TFE students make 1 or more years of growth in reading on MAP and/or ISIP assessments.

Evaluation Data Source(s) 1: MAP Reading, ISIP

Summative Evaluation 1:




Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<p>Critical Success Factors CSF 1 CSF 2</p> <p>1) Certified Reading Tutor to support students reading below grade level during the school day as part of Accelerated Instructional Plan.</p>	1, 2	Principal Leader Leadership Team	Student performance growth as measured by: MAP DRA/EDL levels STAAR data Anecdotal notes/SSC			
<p>Critical Success Factors CSF 1 CSF 4</p> <p>2) 5) Accelerated Instruction will be provided for identified students through after school tutoring and adaptive software such as I-Station, Imagine Learning, IXL and other appropriate software.</p>	1, 2, 9	Principal, Leadership Team, Teachers	DRA's, MAP, STAAR, Report Card			
<p>3) Provide staff development for teachers on instructional strategies that will be effective in meeting students academic need.</p>		Principal, Leadership Team, Teachers	Formal and Informal Assessments, Benchmarks, STAAR, Report Cards			
						

Goal 3: 100% of TFE teachers will use Project Class social skills curriculum daily to minimize classroom removal of students and ensure students do not miss critical daily instruction.

Performance Objective 1: 100% of TFE teachers will use Project CLASS social skills curriculum daily.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>1) Teachers will implement Project Class strategies and skills in their classrooms and schoolwide. This will create a systematic management system. This will provide students with a positive and safe learning environment and more time on task.</p>	1, 2, 4, 9	Principal, Leadership Team, Teachers	Increase in learning time for students, Safe and orderly environment, reduction of students discipline incidences			
Funding Sources: 211 - Title I, Part A - \$10,000.00						
<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>2) 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.</p>	1, 2, 3, 4, 5	Principal, Leadership Team, Grade Level Teachers.	PD attendance (sign-in sheets) Increase time on instruction and learning. Reduction of discipline referrals.			
Funding Sources: 211 - Title I, Part A - \$51,131.50						
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						

Goal 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.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 5 CSF 6 CSF 7</p> <p>1) Conduct annual program evaluation of all instructional programs, structures, and resources using performance data derived from special populations for the purpose of program review and revision. IR Campus Leadership Team will meet in the summer to disaggregate data and re-evaluate plan based on STAAR data. Each grade level team will meet to evaluate their programming and adjust curriculum and planning based on end of year data. CIP planning teams will meet to align and refine practices, programs, and plan for short term and long term campus improvement.</p>	1, 2, 6, 8	Administrative Team, CIT, ILT,	Local assessment data, SSC documentation, STAAR, TELPAS, At Risk list and Discipline data.			
<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 6 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 reading data.</p>	1, 2, 4, 8, 9	Principal, AP, Intervention Specialist, ILT,	Adequate progress on interim assessments for scholars with data assessment tools			
<p>Funding Sources: 199 PIC 30 - At Risk School Wide SCE - \$6,799.00, 211 - Title I, Part A - \$25,060.00</p>						

<p align="center">System Safeguard Strategy</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1 CSF 2 CSF 3 CSF 6 CSF 7</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. Classroom profile sheets completed at the beginning of the year. Progress will be recorded and monitored by teachers in conjunction with RtI coordinator and intervention specialist. They will receive differentiated small group instruction, workstations, and additional tier II interventions. Tutoring is also recommended and provided by classroom teacher. Progress will be monitored using</p>	1, 2, 4	Assessment data, RTI documentation and data, STAAR, TELPAS.	Increase in reading levels on MAP, Benchmarks, Passing on Reports Cards I-Station			
<p align="center">System Safeguard Strategy</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1 CSF 2 CSF 4 CSF 6</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). All teachers will be trained in Aug. on the use and expectations for ItsLearning. Teachers will also attend staff development to support implementation of technology such as Level Up learning conference, ISTE, an ISTATION</p>	1, 2, 3, 4, 8, 9	Administration Team, ILT, Librarian	Sign in sheets, calendar dates, agendas and meeting notes. Lesson plans observations student products			

Funding Sources: 211 - Title I, Part A - Priority Grant - \$36,685.00

<p align="center">System Safeguard Strategy</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 5 CSF 6</p> <p>5) Promote parent and community involvement in drug and violence prevention programs/ activities. Promote parent and community involvement by recruiting volunteers and mentors, communication monthly in parent newsletter, using call outs, email blasts, Back to School Nights, Curriculum Nights, and PTA, Title I compact and parental involvement policy. Learning resources will be given to parents. Information will be provided in English and Spanish. We also promote Red Ribbon Week and participate in No Place for Hate. We also hold family health nights throughout the year.</p>	1, 6	Administration, ILT, Counselor, CIS	Calendar dates, agendas, sign in sheets, documents from events.			
<p align="center">Critical Success Factors</p> <p align="center">CSF 1 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>6) Provide professional development based on level of expertise and need in the following areas: * Project CLASS *Student and Staff Culture *Crisis Management and De-escalation We hold training for our teachers on the above mentioned programs/areas in August and ensure that we are implementing with consistency. All new staff attended Project CLASS training in Aug., all staff attended training on all other areas during staff development</p>	4, 9, 10	Administration team, Project Class, CIS, Counselor, ILT	Discipline Referrals, Meeting sign-in sheets			

<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 6</p> <p>7) SPECIAL EDUCATION - Monitor LRE ratio. Develop campus capacity to support inclusive programming for students with disabilities. Evaluate campus LRE ratio. -Implement levels of support based on student need. - Life Skills students will be included with the same age peers as determined by the ARD. - AIM students will be included with the same age peers as determined by the ARD. - working with campus/district staff to monitor LRE ratio. - purchase needed materials to support inclusion</p>	<p>3, 8</p>	<p>Administration team, ILT, Special Ed.</p>	<p>ARD minutes, rosters, schedules</p>			
<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 6 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. - meeting with Special education staff to review prior years assessment data and evaluate decision made prior to ARD. - monitor and adjust as needed based on the progress of students by way of staffing then ARD recommendations.</p>	<p>4, 8</p>	<p>Administration team and special education</p>	<p>meetings, dates, ARD's, minutes of service</p>			

<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 6 CSF 7</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. Ensure that Special Education staff, building administrators, and counselors are trained on and adhere to Special Education timelines and compliance requirements per August staff development. Special Education teachers also held IEP meetings in August with each teacher or staff members who works with students to discuss plans and or BIP. There will also be a PD presented by Sped staff to train teachers on process, IEP, modifying, accommodating, and grading of sped students.</p>	4, 8	Administration team and Special education	Sign in sheets and agendas			
<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6 CSF 7</p> <p>10) STATE COMP ED - Provide supplemental At-Risk services/support in the content areas: * Language Arts * Math * Science * Behavior By way of tutoring and small group instruction, intervention, and acceleration. Utilize computer programs to support students in the academic areas such as Dreambox for math and ISTATION for reading.</p>	1, 3, 9	Principal, Teachers, SSC Coordinator, and Teachers	Local assessment data, STAAR, TELPAS.			

<p style="text-align: center;">Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6 CSF 7</p> <p>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. Computer assisted instruction includes Raz kids and Dreambox. Classroom profile sheets will be completed in Sept. so that teachers can identify students At-Risk. They will also complete and ensure the At-Risk data is accurate on their students in October before snapshot date. Status of the Class Meetings will be held to create support plans for these students. Once identified as At-Risk will have access to: -computer assisted software or apps - Intervention support from specialist as needed. - Manipulatives daily - leveled readers daily -Bilingual materials daily - progress monitored by teacher, interventionist, and SSC if needed. - After school tutoring will also be provided for students based on need.</p>	<p>1, 3, 4, 8, 9</p>	<p>Administration Team, Teachers, SSC Coordinator, and Teachers</p>	<p>Local assessment data, STAAR, TELPAS.</p>			
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<p align="center">Critical Success Factors CSF 5</p> <p>12) Develop, monitor, and evaluate campus volunteer/partnership programs that include: * recruitment * training/support * recognition of volunteers/partnerships CIS liaison coordinates our mentor program. The goal is to increase the number of mentors we have servicing our students. We will have a campus volunteer liaison that will recruit, coordinate, and plan our volunteer celebration for our campus volunteers.</p>	<p>1, 6, 9, 10</p>	<p>Administration team, CIS, Counselor</p>	<p>Mentor lists, meeting dates, partners list, and calendar date of events. Terrace</p>			
<p align="center">System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>13) TITLE II A - Provide professional development to teachers and administrators that increases knowledge and skills related to reading, writing, math, science, social studies, behavior, special populations, and leadership. Includes training, registration fees, and professional books needed for professional development.</p> <p>*Neuhaus strategies * instructional strategies to meet needs of ESL * Balanced Literacy and Reader Writer's workshop * 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. * Data Wise and PLCs * Observation and Feedback * Planning and assessments *Technology *Leadership</p>	<p>1, 3, 4, 8, 9</p>	<p>Administration team, ILT, CIT</p>	<p>Sign in sheets, training agenda and rosters, calendar of dates, classroom observations and walk throughs.</p>			

<p align="center">Critical Success Factors CSF 6 CSF 7</p> <p>14) Provide support for new teachers with ongoing mentoring and planning with certified staff New Teachers will provided with a campus mentor for the year with whom they are expected to meet at least once per month. New teachers will meet monthly with Admin. Mentor coordinator will be in place to support program.</p>	4, 5	Administration team, ILT	Orientation agenda and packet, sign in sheets, calendar of dates and meeting notes.			
<p align="center">Critical Success Factors CSF 6 CSF 7</p> <p>15) 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 Campus Administration will assist with district recruitment opportunities and market our campus by providing an updated and informative website with information that will include recruitment and hiring of highly qualified staff. Campus hiring team meets annually to update the interview process so that it is rigorous and provides opportunities for the team to view candidates in a variety of settings and situations.</p>	5	Administration Team	Calendar dates, retention rates, staff surveys.			
<p align="center">Critical Success Factors CSF 5 CSF 6</p> <p>16) 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. Monthly CIT meetings, parent training provided by CIS and other campus staff. coordination with PTA</p>	6	Administration team	Agenda ,sign in Sheets, meeting notes, surveys.			

<p align="center">Critical Success Factors CSF 5 CSF 6</p> <p>17) Pre-K & K teachers develop transition strategies. Elementary campuses provide kindergarten orientation at different times and in a variety of settings.</p> <p>Lion Lane PK students will visit TFE in the spring. Kindergarten will hold a Round Up in April for student and parents. TFE will also reach out to local day care centers to recruit for Kinder. A parent orientation will be held for PK parents and training will be given.</p>	6, 7	Administration team, Counselor, Kinder teachers	Calendar, sign-in, notes			
<p align="center">Critical Success Factors CSF 1 CSF 6 CSF 7</p> <p>18) GIFTED AND TALENTED - Provide opportunities for G/T professional development, based on level of expertise and need, in one of the following areas: c) Differentiating Curriculum for G/T students e) Creativity and instructional strategies for G/T students. These areas will be addressed by using the Rigor and relevance framework when planning as well as ensuring that staff working with students have attended training</p>	3, 8	Administration Team, Counselor	Lesson plans, student products, training certificates.			
<p align="center">Critical Success Factors CSF 5 CSF 6</p> <p>19) GIFTED AND TALENTED - Implement and evaluate development of differentiated curriculum for meeting needs of gifted students using instructional techniques from gifted and talented education. GT Coordinator , Planned Experiences Coordinator , and Primary Gifted Teacher will attend regularly scheduled meetings and will update campus teachers.</p>	3, 4, 8	Principal, Counselor, and PGP coordinator	Flyers, agendas, calendar dates, sign in sheets, GT list of identified students, evaluation form.			

<p style="text-align: center;">Critical Success Factors CSF 5 CSF 6</p> <p>20) GIFTED AND TALENTED - Conduct annual G/T evaluation by following the districtwide procedures for referral, testing and identification of students. Emphasis on finding and identifying minority G/T students, low SES G/T students, and those students showing great potential but who are difficult to identify as intellectually-gifted. Campus GT coordinator will attend district meetings, send home flyers, coordinate parent meetings. Classroom teachers will follow district procedures for nominating students as well as implementing the planning experiences. Conduct an annual G/T parent meeting to develop awareness of the program, identification, and requirements. Conduct an annual evaluation per district GT dept..</p>	<p>3, 4, 6, 8</p>	<p>Administration team and Counselor</p>	<p>Flyers, agendas, calendar dates, sign in sheets, GT list of identified students, evaluation form.</p>			
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<p align="center">Critical Success Factors CSF 5 CSF 6</p> <p>21) COORDINATED SCHOOL HEALTH (CSH) and CIP - Our Nurse will serve as our health ambassador attend district wide meetings in order to keep us updated and aligned. Campus CSHAC will implement a wellness plan that will target students, families and teachers so that all participants will increase healthy lifestyle choices. This will be accomplished through:</p> <ul style="list-style-type: none"> - - Fitness Gram - First Tee Program (golf) with Nine Core Values and Nine Healthy Habits - Girls on the Run - Nurse talks with 4th grade on Personal Hygiene 5th Growth and Development - Family Health Fair annually - Faculty & staff Wellness Flu shots, - 5th Grade Track and Field event - Dental talks and screenin - No Place for Hate activities - Student Service Club - Red Ribbon week - GenTex (College) Week 	<p>1, 6, 10</p>	<p>Administration Team and CSHAC</p>	<p>Calendar dates, event flyers, sign in sheets.</p>			
<p align="center">Critical Success Factors CSF 5 CSF 6</p> <p>22) 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. CIT meeting held in Sept to gather input and revise compact and policy. All documents and information is shared during Back to School Night in September. Principal and CIT Sign in sheets, agenda, compact,and policies.</p>	<p>1, 6</p>	<p>Principal and CIT</p>	<p>Sign-in sheets, agenda, compact and policies</p>			

<p align="center">Critical Success Factors CSF 5 CSF 6</p> <p>23) Increase parent attendance at Title I Annual Meeting to share: *standards and goals *parents' rights' *curriculum *School Report Card *Health Fair *Title I participation The Title I annual meetings will be held in fall and spring. Flyers, information on marquee, phone call out, email blast, and parent calendar will all inform the parents. Food will be provided. Materials for parents to work with students at home.</p>	6	Administration team and CIT	Sign in sheets, compact and policies.			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						

System Safeguard Strategies

Goal	Objective	Strategy	Description
3	1	1	Teachers will implement Project Class strategies and skills in their classrooms and schoolwide. This will create a systematic management system. This will provide students with a positive and safe learning environment and more time on task.
3	1	2	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.
4	1	1	Conduct annual program evaluation of all instructional programs, structures, and resources using performance data derived from special populations for the purpose of program review and revision. IR Campus Leadership Team will meet in the summer to disaggregate data and re-evaluate plan based on STAAR data. Each grade level team will meet to evaluate their programming and adjust curriculum and planning based on end of year data. CIP planning teams will meet to align and refine practices, programs, and plan for short term and long term campus improvement.
4	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 reading data.
4	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. Classroom profile sheets completed at the beginning of the year. Progress will be recorded and monitored by teachers in conjunction with RtI coordinator and intervention specialist. They will receive differentiated small group instruction, workstations, and additional tier II interventions. Tutoring is also recommended and provided by classroom teacher. Progress will be monitored using
4	1	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). All teachers will be trained in Aug. on the use and expectations for ItsLearning. Teachers will also attend staff development to support implementation of technology such as Level Up learning conference, ISTE, an ISTATION
4	1	5	Promote parent and community involvement in drug and violence prevention programs/ activities. Promote parent and community involvement by recruiting volunteers and mentors, communication monthly in parent newsletter, using call outs, email blasts, Back to School Nights, Curriculum Nights, and PTA, Title I compact and parental involvement policy. Learning resources will be given to parents. Information will be provided in English and Spanish. We also promote Red Ribbon Week and participate in No Place for Hate. We also hold family health nights throughout the year.

Goal	Objective	Strategy	Description
4	1	7	SPECIAL EDUCATION - Monitor LRE ratio. Develop campus capacity to support inclusive programming for students with disabilities. Evaluate campus LRE ratio. -Implement levels of support based on student need. - Life Skills students will be included with the same age peers as determined by the ARD. - AIM students will be included with the same age peers as determined by the ARD. - working with campus/district staff to monitor LRE ratio. - purchase needed materials to support inclusion
4	1	8	SPECIAL EDUCATION - Examine state assessment reports to evaluate progress of students with disabilities relative to ARD committee recommendations and predictions. - meeting with Special education staff to review prior years assessment data and evaluate decision made prior to ARD. - monitor and adjust as needed based on the progress of students by way of staffing then ARD recommendations.
4	1	13	TITLE II A - Provide professional development to teachers and administrators that increases knowledge and skills related to reading, writing, math, science, social studies, behavior, special populations, and leadership. Includes training, registration fees, and professional books needed for professional development. *Neuhaus strategies * instructional strategies to meet needs of ESL * Balanced Literacy and Reader Writer's workshop * 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. * Data Wise and PLCs * Observation and Feedback * Planning and assessments *Technology *Leadership

Title I

Instruction by highly qualified professional teachers

Ask about this section

Title I Personnel

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

Campus Funding Summary

199 PIC 11 - Instructional Services					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$25,698.00
+/- Difference					\$25,698.00
199 PIC 23 - Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$1,560.00
+/- Difference					\$1,560.00
199 PIC 25 - ESL/Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$260.00
+/- Difference					\$260.00
199 PIC 30 - At Risk School Wide SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	2	At-Risk	6399	\$6,799.00
Sub-Total					\$6,799.00
Budgeted Fund Source Amount					\$1,500.00
+/- Difference					\$-5,299.00
199 PIC 99 - Undistributed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount

					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$15,692.00
+/- Difference					\$15,692.00
211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1	Software - Istation/IXL Learning	211.11.6397	\$10,000.00
3	1	2	Subs for PD (fringes included)	211.13.6112	\$10,000.00
3	1	2	Subs for PD (fringes included)	211.13.6112	\$10,200.00
3	1	2	PD	6299, 6411	\$30,931.50
4	1	2	6494		\$3,060.00
4	1	2	6116		\$22,000.00
Sub-Total					\$86,191.50
Budgeted Fund Source Amount					\$187,250.00
+/- Difference					\$101,058.50
211 - Title I, Part A - Priority Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	3			\$36,685.00
Sub-Total					\$36,685.00
Budgeted Fund Source Amount					\$100,000.00
+/- Difference					\$63,315.00
Grand Total					\$129,675.50