

Spring Branch Independent School District

Thornwood Elementary School

2017-2018 Campus Improvement Plan

Accountability Rating: Met Standard



Mission Statement

To inspire every student to LEARN and BE more than they EVER thought or dreamed possible.

Vision

*We are in the process of recasting our vision during the 2017-2018 school year.

Value Statement

Every Child

Collective Greatness

Collaborative Spirit

Limitless Curiosity

Moral Compass

Comprehensive Needs Assessment

Demographics

Demographics Summary

Demographics:

1. Has the student enrollment profile changed over the past 3 years? If yes, how?

During the 2016-2017 school year, our demographics were:

Ethnicity:

- 51% Latino
- 27% African American
- 16% White
- 5% Asian
- 0.94% Multi-Race
- 0.47% American Indian-Alaskan Native

Gender:

- 48% Female
- 52% Male

By Program

- 77% are economically disadvantaged
- 9% of students receive Special Education services
- 2% are characterized as gifted and talented
- 37% received LEP services

Other:

- 69% of our students are considered to be at risk
- Our mobility rate is 29.10%

Are enrollment numbers declining or increasing?

Overall, our enrollment has increased from 2011-2013 with a dip in 2014 which has maintained in 2015 due to the major upscale renovation taking place in our area and in the Energy Corridor. We began 2012-2013 with 460 students enrolled, and we ended with 476. Enrollment during the 2013-2014 school year was 486 students; however we ended with 430 due to the remodeling efforts in the area apartment complexes and townhomes. It was estimated that we would have 508 students in 2014-2015 and we ended up with 381 students enrolling. Our student testing population during 09/10 school year was 177 students, in 12/13 it was 214 students, in 13/14 it was 197, and in 14/15 it was 164. Our enrollment in the 2016-2017 school year was 437 students.

Our Economically Disadvantaged population recently has decreased. In the 08/09 school year, our ED population was 71.7%, in 12/13 it was 82.8%, in 13/14 it was 82.3% and in 14/15 it was 52%. In the 2016-2017 school year, the percentage of students who are considered to be economically disadvantaged rose to 77%.

Our mobility rate from 08/09 was 38.8% and decreased to 34.6% in 11/12. Our mobility rate was 31.6% during the 12/13 school year, 25.3% for the 13/14 school year and 27.4% for 14-15. In the 2016-2017 school year, our mobility rate was 29.10%.

Student Achievement

Student Achievement Summary

Student Achievement

Table A includes total number of students in a grade level, including those who did not have BOY data, but had EOY reading data. Those who did not have both BOY and EOY data could not be counted for one year's growth.

Table B shows the percentage of students in each grade who made one year's growth in reading and were at TWE at BOY and EOY.

| Table A | Table B |
|-------------------------------|--|
| Kinder: 27/56 48% | Kinder: 27/48 56% 8 students entered kinder after BOY data |
| 1 st gr: 24/72 33% | 1 st gr: 24/56 43% 16 students entered 1 st gr. after BOY data |
| 2 nd gr: 37/67 55% | 2 nd gr: 37/57 65% 10 students entered 2 nd gr. after BOY data |
| 3 rd gr: 46/72 64% | 3 rd gr: 46/68 68% 4 students entered 3 rd gr. after BOY data |
| 4 th gr: 49/74 66% | 4 th gr: 49/65 75% 9 students entered 4 th gr. after BOY data |
| 5 th gr: 52/71 73% | 5 th gr: 52/60 87% 11 students entered 5 th gr. after BOY data |

1. What does the Spring 2016 student achievement data indicate when disaggregated by ethnicity, gender, socioeconomic status, special programs, or other category.

READING STAAR - % of students mastering Reporting Categories

| Grade | Reporting Category 1 Numerical Representations and Relationships | Reporting Category 2 Computations and Algebraic Relationships | Reporting Category 3 Geometry & Measurement | Reporting Category 4 Data Analysis & Financial Literacy |
|---------------------------------|---|--|--|--|
| 3 rd STAAR | 61% | 57% | 58% | 62% |
| 3 rd STAAR A | 50% | 31% | 37% | 17% |
| 4 th STAAR | 68% | 56% | 44% | 60% |
| 4 th STAAR A | 19% | 23% | 22% | 7% |
| 5 th STAAR (April) | 67% | 61% | 63% | 58% |
| 5 th STAAR A (April) | - | - | - | - |
| | 1 child – no % given | 1 child – no % given | 1 child – no % given | 1 child – no % given |
| 5 th STAAR (May) | 55% | 47% | 55% | 48% |
| 16 students | | | | |

Reading – May 2016 unless noted

| Grade | Reporting Category 1 Understanding/Analysis Across Genres | Reporting Category 2 Understanding/Analysis of Literary Texts | Reporting Category 3 Understanding/Analysis of Informational Texts |
|-------------------------------|--|--|---|
| 3 rd STAAR | 61% | 60% | 58% |
| 3 rd STAAR Spanish | 67% | 55% | 65% |
| 3 rd STAAR A | 61% | 24% | 35% |
| 4 th STAAR | 74% | 69% | 64% |
| 4 th STAAR A | 25% | 42% | 28% |
| 5 th STAAR (April) | 66% | 65% | 65% |

| | | | |
|---|------------------------------|------------------------------|------------------------------|
| 5th STAAR Spanish | - 2 children – no % given | - 2 children – no % given | - 2 children – no % given |
| 5th STAAR A (April) | - 1 child – no % given | - 1 child – no % given | - 1 child – no % given |
| 5th STAAR (May) 17 students | 58% | 50% | 48% |

Writing – End of March 2016

| Grade | Reporting Category 1 Composition | Reporting Category 2 Revision | Reporting Category 3 Editing |
|-------------------------------|---|--|---|
| 4th STAAR | 50% | 67% | 66% |
| 4th STAAR A | 25% | 54% | 15% |

Science – May 2016

| Grade | Reporting Category 1 Matter & Energy | Reporting Category 2 Force, Motion & Energy | Reporting Category 3 Earth & Space | Reporting Category 4 Organisms & Environments |
|-------------------------------|---|--|---|--|
| 5th STAAR | 65% | 69% | 65% | 68% |
| 5th STAAR A | 38% | 60% | 42% | 29% |

Index 1 SAFEGUARD SCORES 2015-2016

| 60 (TWE 74) | All | AA | Hisp | White | Asian | Two or More | Econ Disadv | SPED | ELL |
|-------------|-----|-----|------|-------|-------|-------------|-------------|------|-----|
| Reading | 74% | 74% | 73% | 80% | 80% | | 74% | 42% | 60% |
| Math | 74% | 67% | 76% | 73% | 90% | | 74% | | 73% |
| Writing | 69% | 67% | 74% | | | | 69% | | 54% |
| Science | 82% | 92% | 76% | | 100% | | 82% | | 71% |

School Culture and Climate

School Culture and Climate Summary

School Culture and Climate:

1. What evidence is there that students and staff are feeling that they are working in a healthy environment?

In reviewing the Organizational Health Inventory, a strong score under Teacher Affiliation regarding- Teachers express pride in their school. Please see the highlights below:

District Score – 568

TWE Score – 626 (above 600 – very high)

5 sections scored:

Teacher Affiliation – scored 711

Resource Influence –scored 516

Institutional Integrity – scored 625

Collegial Leadership – scored 809

Academic Emphasis – scored 471

1. Regarding classroom management, discipline referrals and organization? How does this compare to campus student achievement data? During the 2016-2017 school year, we processed 178 referrals. Please find the breakdown below:

General Overview

- 51 students or 11.6% received referrals (389 students or 88.4% of students never received a referral)
- 34 students or 8% were assigned ISS (400 students or 91% of students never received an ISS or OSS)
- 15 students or 3% were assigned OSS
- 1 student or 0.2% was placed in DAEP
- There was a 6% increase in the amount of referral processed
- There was a 13% decrease in the amount of ISSs given
- There was a 145.5% increase in the amount of OSSs given
- The most referrals were written in September (39 or 22%), December (31 or 17%), and February (26 or 15%)

Infractions

- Assault: 69 or 39%
- Major Disruptions: 27 or 15%
- Insubordination: 18 or 10%
- Fighting: 17 or 10%
- Disruptive Acts: 16 or 9%
- Other: 31 or 17.4%

Gender:

- 160 or 90% of referrals were given to male students, even though males make up 49% of our student body population
- 18 or 10% of referrals were given to femial students. Females make up 51% of our student body population

Grade Level

5th Grade

- 41 or 23% of total referrals were given to students in 5th grade
- 16 students accumulated the 41 referrals
- 6 students had 3+ referrals, which accounted for 28 or 68% of the referrals in 5th grade
- 3 students had 5+ referrals, which accounted for 46% of the referrals in 5th grade

Kindergarten

- 38 or 21% of total referrals were given to students in kindergarten
- 6 students accumulated 38 referrals
- 3 students had 3+ referrals, which accounted for 87% of referrals in kindergarten
- 2 students had 10+ referrals, which accounted for 74% of referrals in kindergarten

Third Grade

- 36 or 20% of total referrals were given to students in third grade
- 9 students accumulated 36 referrals
- 5 students had 3+ referrals, which accounted for 83% of the referrals in third grade

First Grade

- 27 or 15% of total referrals were given to students in first grade

- 5 students accumulated 27 referrals
- 2 students had 3+ referrals, which accounted for 89% of the referrals in first grade
- 1 student had 10+ referrals, which accounted for 56% of the referrals in first grade

Fourth Grade

- 23 or 13% of total referrals were given to students in fourth grade
- 10 students accumulated 23 referrals
- 2 students had 3+ referrals, which accounted for 61% of the referrals in fourth grade

PreK

- 10 or 6% of total referrals were given to students in PreK
- 3 students accumulated 10 referrals
- 1 student had 3+ referrals, which accounted for 70% of the referrals in PreK

2nd Grade

- 3 or 2% of total referrals were given to students in 2nd grade
- 2 students accumulated 10 referrals

Ethnicity

*African American

- 88 or 49% of total referrals were given to students who are African American (African American students account for 27% of our student body population)
- 15 students accumulated 88 referrals
- 11 students had 3+ referrals, which accounted for 95% of the referrals accumulated by African American students
- 9 students had 5+ referrals, which accounted for 88% of the referrals accumulated by African American students
- 3 students had 10+ referrals, which accounted for 42% of the referrals accumulated by African American students

Latino

- 43 or 24% of total referrals were given to students who are Latino
- Latino students account for 51% of our student body population

*White

- 38 or 21% of total referrals were given to students who are White
- White students account for 16% of our student body population

Asian

- 4 or 2% of total referrals were given to students who are Asian
- Asian students account for 5% of our student body population

American Indian

- 3 or 2% of total referrals were given to students who are American Indian
- American Indian students account for 0.47% of our student body population

Multi-Racial

- 2 or 1% of total referrals were given to students who are multi-racial
- Multi-racial students account for 0.94% of our student body population

Special Populations

SpEd

- *78 or 44% of total referrals were given to students who receive SpEd services
- The following does not include the data of two students who received referrals before they were identified.
- Without the data of these two students, we had 48 referrals accumulated by 10 students with IEPs.
- This would account for 27% of total referrals (students with IEPs accounts for 9% of our students body population)
- 7 students had 3+ referrals, which accounted for 92% of the referrals received by students who have IEPs
- 6 students had 5+ referrals, which accounted for 85% of the referrals received by students who have IEPs
- 1 student had 10+ referrals, which accounted for 23% of the referrals received by students who have IEPs
- 11 referrals were given to students whose primary disability is ED, accounting for 23% of the referrals; 3 students accumulated these referrals
- 11 referrals were given to a student whose primary disability is ID, accounting for 23% of the referrals; 1 student accumulated these referrals
- 7 referrals were given to students whose primary disability is LD, accounting for 15% of the referrals; 2 students accumulated these referrals
- 9 referrals were given to students whose primary disability is SI, accounting for 19% of the referrals; 2 students accumulated these referrals and they were in PreK and Kinder
- 10 referrals were given to students whose primary disability is OHI, accounting for 21% of the referrals; 2 students accumulated these referrals

- 1 or 0.6% of total referrals were given to students who have 504 Plans

LEP

- 20 or 11% of total referrals were to students who receive LEP services

Economically Disadvantages

- 157 or 88% of total referrals were given to students who are from economically disadvantaged backgrounds

During the 2015-2016 school year, there were a total of 167 referrals written. Referrals peaked in the months of October, December, February, April and May. 60 referrals or 36% were written for simple assault, 28 referrals or 17% were written for fighting, 25 referrals or 15% were written for major disruptions, 13 referrals or 8% were written for insubordination, 10 or 6% were written for disruptive acts, and 32 referrals or 19% were written for other behaviors exhibited. Males accounted for 51% of our student population, but accumulated 75% of our referrals. African Americans accounted for 29% of the population, but accumulated 45% of our referrals. Latino Americans accounted for 55% of our population and accumulated 35% of our referrals. Students with IEPs accounted for 28% of our population and accumulated 53% of our referrals. Students from economically disadvantaged backgrounds accounted for 60% of our referrals and accumulated 45% of our referrals.

Overall and in terms of tests passing standards, students from our two largest races/ethnic backgrounds, Latino Americans and African Americans, scored fairly comparable. Though, African Americans accumulated more referrals than Latino Americans. Students with IEPs accounted for over 50% of our referrals and students with IEPs also did not meet the state's passing standards. Next steps for our school would be to conduct a deeper dive into the behavioral data to determine if one or a small group of children accumulated most of the referrals or if the referrals were spread across classrooms and grade levels.

2. What students are involved in extracurricular, club or other areas? Who are these students? What does student achievement reflect about these students versus others who are not involved? Our students who participated in the multitude of clubs, extracurricular activities and after school programs were chosen in a variety of ways, these include: academics (benchmarks, checkpoints, DRA, STAAR data), health (characteristics of diabetes and obesity), self-esteem, lack of family support at home for homework, and students' interests. The majority of students who participated in after school tutoring were "at-risk" of failing a course or the STAAR test. Those students who attended Wild About Learning were chosen by STAAR, benchmark and checkpoint scores in order to receive academic support in reading and math. The other clubs and programs we held after school were: Art Club, Family Library Night, Book Club, Girls on the Run, League of Extraordinary Gentlemen, Newspaper Club, Little Kids Rock Band, Flag Football Club and Kinder Reading Buddies.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Staff Quality, Recruitment and Retention:

What structures are in place to ensure that teachers and others implement what they learn?

This year, we are restructuring the role of our intervention specialist so that she can spend more time in the classroom with teachers and students. Additionally, all teachers and staff will participate in non-evaluative coaching cycles, which will consist of a brief observation, a debriefing session, an analyzing student work protocol, and the identification of a next step. The goal will be for each staff member to receive at least one coaching session a month. I, along with our assistant principal, will collaborate with teachers for our coaching cycles. We will also continue to utilize district personnel to assist as needed.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

How is progress tracked for students, staff, grade levels, departments, campuses and the district?

During the 2016-2017 school year, we participated in data discussions with teachers. During the discussions, we analyzed data from the district Priority Standards Assessments, the Practice STAAR, DRAs, etc. We compared how students performed on multiple assessments. We also created a Google Doc that was conditioned formatted that demonstrated how students performed on specific TEKS when they received intervention supports after school. This year, we would like to monitor how students perform on priority standards over time. We plan to administer common formative assessments for the priority standards and document how well students master those priority standards in a Google Doc that is conditioned formatted. As students receive intervention, the Google Doc can be updated to demonstrate progress. Our data meetings will also be restructured so that teachers lead and use a protocol that will more efficiently yield itself to helping teachers determine how to refine their instructional strategies.

Family and Community Involvement

Family and Community Involvement Summary

How are parents and the community involved with the school? Are they involved in meaningful ways that support student learning? How do you know? Currently, parents attend school-related events such as Meet the Teacher Day, Family Library Nights, Parent-Teacher Conferences, etc. There is a need to create a plan that more thoughtfully engages parents. During the 2016-2017 school year, we solicited feedback from parents about topics that they would like to discuss, when would be ideal times for them to meet, and how they would like to volunteer within our school. During the 2017-2018 school year, we would like to implement the following:

- Monthly parent meetings with me and our counselor
- Quarterly parent/community engagement events
- Monthly newsletter
- Smaller parent involvement events (ex. Mother's Day, Father's Day, Grandparent's Day)
- Parent volunteer opportunities

School Context and Organization

School Context and Organization Summary

How do teachers have a voice in decision making and school practices?

Currently, a strong collaborative culture has been established within our school. Teachers are encouraged to voice new ideas and concerns and work diligently to support each other and the administration. During the 2016-2017 school year, we included teacher leaders on our school's Instructional Leadership Team. We will continue this practice. During the 2017-2018 school year, though, the role of the instructional leadership team will evolve into analyzing data to plan more job embedded professional development through Professional Learning Cycles, which includes identifying a powerful practice, reading and discussing professional articles, conducting learning walks to identify trends related to the powerful practice, participating in peer observations, and participating in coaching cycles related to the powerful practice.

Technology

Technology Summary

Technology

1. Identify the barriers to the effective use of technology resources on your campus to:
 1. Not all of our teachers have an Activboard in their classroom. Teachers with an Activboard in their classroom are using the Activboard daily to enhance instruction, as a work station, to Skype with other classrooms at TWE and in other states, and for classroom management systems (Class DoJo). Some of our classrooms are equipped with old Activboard carts instead of the AB2 models. This limits space and hampers use of this technology because of the frequent calibrations it requires to work efficiently.
 2. Our staff has become more advanced using technology from our 21st Century grant/equipment and as a result of our technology professional development sessions. We still have a limited supply of technological devices especially when it comes to laptops or Chromebooks. Some of our teachers received Nooks, iPads and iTouches from DonorsChoose.org and the students are using this technology daily, and extending learning. Many teachers are having students create products from the use of technology and require students to utilize these devices to complete research projects, presentations and classroom assignments. An increased number of students are checking out laptops from the library on a daily basis. We also hope to open up our technology lab for student use before and after school utilizing our staff.
 3. What types of technology professional development have we provided? What was the impact for staff and students? Our ActivTrainer and teachers continue to present a variety of technology training sessions for staff, such as; Learning.com, Odyssey, Edmodo, Class DoJo, Destiny, Glogster, and Brain Pop. Our teachers at TWE are now using these various programs to communicate with students regarding assignments, manage classroom behavior, and set up work stations. The students are now using technology and these programs (Edmodo, Glogster, Brain Pop) to conduct research, produce creative works, deliver presentations, and complete assignments to demonstrate understanding. Many TWE teachers are now putting technology in the hands of the students and stepping back as a facilitator to encourage self directed learning and creativity. Asking the question, "Who owns the learning?", has increased technology integration and really transformed classroom instruction at TWE. A group of our teachers have been involved in the Early Adopter Cadre working with the International Center for Leadership in Education to redesign classroom instruction with a focus on powerful, engaging, collaborative self directed learning with a focus on technology. A group of TWE teachers attended the Building Learning Communities 15 Conference sponsored by the November Learning group. TWE will be implementing engaging lessons supported by technology in classrooms next year with a focus on rigor, relevance and problem based learning.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- Accountability Distinction Designations
- 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) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.

- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- 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
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

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

- Action research results

Goals

Goal 1: Student Growth: By the end of the 2019-2020 school year, at least 70% of students will score higher than a 0 on the conditional growth index measure within the MAP assessment.

Performance Objective 1: At the end of the 2017-2018 school year, at least 50% of students will score at least a 0 on the conditional growth index measure within the reading MAP assessment.

Evaluation Data Source(s) 1: MAP Assessment

CGI Data

Common Formative Assessment Data Reports

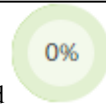
Summative Evaluation 1:

| 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) Implement at least two professional cycles of learning, which is a framework for job-embedded professional development. Cycles of learning will include data analysis, identifying powerful instructional practices that will build the capacity of teachers and that will increase student performance. They will also include learning walks to identify instructional trends within our school, goal setting, reading and discussing professional articles, peer observations, and coaching cycles. Our Instructional Leadership Team, which includes teacher leaders, will lead the professional cycles of learning.</p> | 2, 4, 8 | Administration Instructional Leadership Team Grade Level Teams | <p>The following data sets will be analyzed to determine effectiveness, how well we continued to build the capacity of teachers, and how well our instructional strategies have positively impacted student performance.</p> <p>Learning Walk Trends</p> <p>Qualitative Data from Staff Feedback/Surveys</p> <p>Common Formative Assessment Data</p> <p>DRA Assessments</p> | | | |
| Funding Sources: 211 - Title I, Part A - \$1,000.00 | | | | | | |
| <p>Critical Success Factors CSF 1 CSF 2</p> <p>2) Implement common formative assessments (CFAs) for Priority Standards across all grade levels</p> | 2, 8, 9 | Administration Intervention Specialist Grade Level Teams | <p>Common Formative Assessment Data</p> <p>Google Document (or online program) that will monitor the progress of students in need of intervention based on their performance on the CFA</p> | | | |

| | | | | | | |
|--|---------|--|--|--|--|--|
| <p align="center">Critical Success Factors CSF 1</p> <p>3) Refine our data discussions so that teachers across all grade levels will be empowered to lead the discussions with the use of a protocol. The goal is for teachers to quickly adjust their instructional practices to meet the needs of their students.</p> | 2, 8, 9 | Administration Intervention Specialist Grade Level Teams | Qualitative Data from Teachers/Surveys Common Formative Assessment Data DRA Results (Progress from BOY to EOY) MAP Data Reports | | | |
| <p align="center">Critical Success Factors CSF 1 CSF 7</p> <p>4) Utilize Intervention Specialist, Reading Interventionist, ESL Lead to support teachers and provide instruction to students who require Tier 2 and Tier 3 support.</p> | 2, 3, 9 | Administration Intervention Specialist Reading Interventionist ESL Lead | Common Formative Assessment Data DRA Results (Progress from BOY to EOY) | | | |
| Funding Sources: 211 - Title I, Part A - \$13,385.00 | | | | | | |
| <p align="center">Critical Success Factors CSF 5</p> <p>5) Provide before/after school tutoring for students who require Tier 2 and Tier 3 support.</p> | 3, 9 | Administration Intervention Specialist Grade Level Teams | Google Document (or online program) that will monitor the progress of students in need of intervention. | | | |
| Funding Sources: 211 - Title I, Part A - \$9,000.00 | | | | | | |
| <p align="center">Critical Success Factors CSF 1</p> <p>6) Participate in study trips to enhance understanding of curriculum</p> | | Administration Classroom Teacher | Common Formative Assessment Data | | | |
| Funding Sources: 211 - Title I, Part A - \$2,500.00 | | | | | | |
| <p>7) Provide team planning time so that grade level teams can review curriculum, discuss instructional strategies, and adjust instructional groups.</p> | 3, 8 | Administration Intervention Specialist Grade Level Teams | Common Formative Assessment Data DRA Results (Progress from BOY to EOY) Qualitative Data from Staff/Surveys | | | |
| Funding Sources: 211 - Title I, Part A - \$5,000.00 | | | | | | |
| <p align="center">Critical Success Factors CSF 1</p> <p>8) Provide the necessary resources to meet the needs of each individual child.</p> | 9 | Administration | Data Reports to determine the effectiveness of resources/supplies | | | |
| Funding Sources: 211 - Title I, Part A - \$4,088.00 | | | | | | |
| <p align="center">Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7</p> <p>9) The teachers that I support will engage in at least six (6) rounds of non-evaluative coaching.</p> | 3, 9 | Administration | Coaching Tracker Feedback from Teachers | | | |
| <p>10) Teachers will utilize instructional technology to enhance instruction and as a resource during small group/stations.</p> | 3, 8, 9 | Administration Interventionist Classroom Teachers | Common Formative Assessment Data | | | |
| Funding Sources: 211 - Title I, Part A - \$39,000.00 | | | | | | |



= Accomplished



= No Progress






= Discontinue

Goal 1: Student Growth: By the end of the 2019-2020 school year, at least 70% of students will score higher than a 0 on the conditional growth index measure within the MAP assessment.

Performance Objective 2: At the end of the 2017-2018 school year, at least 50% of students who are English Language Learners score at least a 0 on the conditional growth index measure within the reading MAP assessment.

Evaluation Data Source(s) 2: MAP Assessment
CGI Data

Summative Evaluation 2:

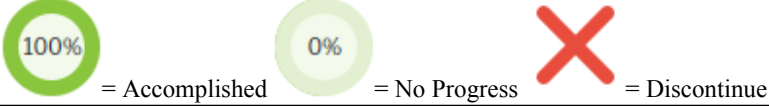
| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|--|---------|---|--|-------------------|-----|-----|
| | | | | Nov | Jan | Mar |
| Critical Success Factors CSF 1 1) Incorporate and implement language objectives in lesson plans | 2, 3 | Administration Intervention Specialist EL Intervention Lead | Lesson Plans Common Formative Assessment Data MAP Data Reports | | | |
| Critical Success Factors CSF 1 CSF 2 2) Implement common formative assessments (CFAs) for Priority Standards across all grade levels | 2, 3, 8 | Administration Intervention Specialist EL Intervention Lead Classroom Teers | Common Formative Assessment Data MAP Data Reports | | | |
| 3) Utilize Proficiency Level Descriptors to guide instructional practices | 2, 3 | Administration Intervention Specialist EL Intervention Lead Classroom Teachers | Common Formative Assessment Data TELPAS Data Reports | | | |
|  = Accomplished  = No Progress  = Discontinue | | | | | | |

Goal 2: School Connectedness: By the end of the 2019-2020 school year, at least 70% of students will indicate that they feel connected to our school community as evidenced by the Panorama school survey.

Performance Objective 1: By the end of the 2017-2018 school year, at least 50% of students will indicate that they feel connected to our school community as evidenced by the Panorama school survey data.

Evaluation Data Source(s) 1: Panorama
School-wide surveys

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 6</p> <p>1) Strengthen the use of Love and Logic and PBIS strategies in Tier 1</p> | 2 | Administration Intervention Specialist | Observational Data Panorama Survey Data | | | |
| <p>Critical Success Factors CSF 6</p> <p>2) Provide targeted, tiered social-emotional supports in small groups to students who are in need of Tier 2 and 3 intervention</p> | 1, 9 | Administration Counselor | Counselor/Teacher Feedback Panorama Survey Ddata | | | |
| <p>Critical Success Factors CSF 1 CSF 6</p> <p>3) Provide male mentors to our male students who accumulated multiple referrals during SY17</p> | 1 | Administration Community In Schools Staff Member | Student/Teacher Feedback Panorama Survey Data | | | |
| <p>Critical Success Factors CSF 6</p> <p>4) Consistently provide incentives and acknowledgements to students meeting school-wide expectations</p> | 1 | Administration Classroom Teachers | PBIS PAW Data Panorama Survey Data | | | |
|  | | | | | | |

Goal 3: Post Secondary Readiness, Achievement: By the end of the 2019-2020 school year, 50% of third and fifth grade students will meet our district's post-secondary readiness measure as evidenced by the STAAR and/or MAP assessments.

Performance Objective 1: By the end of the 2017-2018 school year, 30% of fifth grade students will meet the post-secondary readiness standard as evidenced by the STAAR assessments.

Evaluation Data Source(s) 1: STAAR Assessment
MAP Assessment

Summative Evaluation 1:

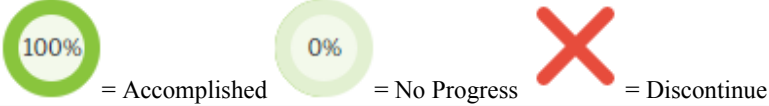
| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|---------|--|--|-------------------|-----|-----|
| | | | | Nov | Jan | Mar |
| <p>Critical Success Factors CSF 1</p> <p>1) Continue to provide advanced math tutoring by ConocoPhillips tutors and offer classes tied to 5th Grade science TEKS, which will also positively impact students' performance in ELA.</p> | | 5th Grade Teachers Intervention Specialist ConocoPhillips Tutors | 5th Grade DRA Results (Progress from BOY to EOY) 5th Grade Science and Math Commended Scores Student Products | | | |
| <p>Critical Success Factors CSF 1 CSF 2</p> <p>2) Implement common formative assessments (CFAs) for Priority Standards across all grade levels</p> | 2, 8, 9 | Administration Intervention Specialist Grade Level Teams | Common Formative Assessment Data Google Document (or online program) that will monitor the progress of students in need of intervention based on their performance on the CFA | | | |
| <p>Critical Success Factors CSF 1</p> <p>3) Refine our data discussions so that teachers across all grade levels will be empowered to lead the discussions with the use of a protocol. The goal is for teachers to quickly adjust their instructional practices to meet the needs of their students.</p> | 2, 8, 9 | Administration Intervention Specialist Grade Level Teams | Qualitative Data from Teachers/Surveys Common Formative Assessment Data DRA Results (Progress from BOY to EOY) | | | |
| <p>4) Attend professional development to determine how we can increase students' problem solving/critical thinking skills.</p> | 2, 4 | Administration | DRA Results (Progress from BOY to EOY) STEAM Plan | | | |
| Funding Sources: 211 - Title I, Part A - \$2,500.00 | | | | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>100% = Accomplished</p> </div> <div style="text-align: center;">  <p>0% = No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div> | | | | | | |

Goal 4: Post Secondary Readiness, Equity: By the end of the 2019-2020 school year, we will decrease the gap that exists between African American and White students meeting the post-secondary readiness standard by 15%.

Performance Objective 1: By the end of the 2017-2018 school year, we will decrease the gap that exists between African American and Hispanic students meeting the post-secondary readiness standard by 5% in 3rd grade.

Evaluation Data Source(s) 1: STAAR Assessments
 MAP Assessment
 Common Formative Assessment Data (for Priority Standards)

Summative Evaluation 1:

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|--|---------|---|--|-------------------|-----|-----|
| | | | | Nov | Jan | Mar |
| System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 1) Monitor the Common Formative Assessment Data over time | 3, 8 | Administration Intervention Specialist Classroom Teachers | Common Formative Assessment Data MAP Data Reports STAAR Data | | | |
| System Safeguard Strategy Critical Success Factors CSF 1 2) Provide before/after school tutoring for students who require Tier 2 and Tier 3 support | 3, 9 | Administration Intervention Specialist Classroom Teachers | Common Formative Assessment Data MAP Data Reports STAAR Data | | | |
|  | | | | | | |

Goal 5: To remain in compliance with Federal and State law.

Performance Objective 1: To remain in compliance with Federal and State law, the campus will implement the following strategies.

Evaluation Data Source(s) 1: All strategies will be implemented.

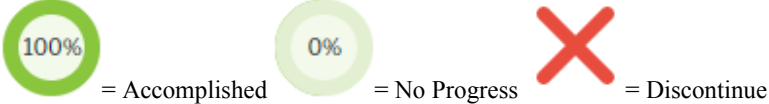
Summative Evaluation 1:

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|--|---------|---|---|-------------------|-----|-----|
| | | | | Nov | Jan | Mar |
| <p>1) Conduct annual program evaluation (CATE, SCE G/T, LEP,) utilizing student performance data derived from special populations for the purpose of program review and revision.</p> <p>(List programs to be evaluated. Include all programs receiving state or federal funds.)</p> | | TWE Administration Counselor | Benchmark Data STAAR Data Progress Reports Report Cards TELPAS Data | | | |
| <p>2) 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>(Provide specific information about the remediation and monitoring of SSI students on your campus.)</p> | | TWE Administration Intervention Specialist 5th Grade Teachers | Common Formative Assessment Data STAAR Data Progress Reports Report Cards WAL Tutoring Program Student Scores | | | |
| <p>3) 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> <p>(You may add additional activities if you choose).</p> | | Administration Grade Level Teams | Ticket To Read data Weekly Lesson Plans Workshop Registration | | | |
| <p>Funding Sources: 211 - Title I, Part A - \$250.00</p> | | | | | | |

| | | | | | | |
|--|-----------------------|---|---|--|--|--|
| <p>4) Promote parent and community involvement in drug and violence prevention programs/ activities.</p> <p>(Provide specific information about the activities on your campus.)</p> | | <p>TWE Administration Counselor CIS Classroom teachers</p> | <p>Hero/Bully Alert- The Character Network CD PBIS Strategies Red Ribbon Week Announcement records</p> | | | |
| <p>5) Provide professional development based on level of expertise and need in the following areas:</p> <ul style="list-style-type: none"> * Bullying Prevention * Violence/Conflict Resolution * Recent drug use trends * Resiliency/Developmental Assets * Prevention Curriculum training * No Place for Hate * CSHAC * CARES * SEL * Developmental Assessts * TRIBES * Love and Logic <p>(Using this list, select those that apply to your campus and describe how they are implemented.)</p> | | <p>TWE Administration Counselor Teachers Love and Logic Cadre</p> | <p>No Place for Hate Program Love and Logic Program CSHAC plan and events Art Lesson Plans and Student Work and Achievement in Grades 4th and 5th</p> | | | |
| <p>Funding Sources: 211 - Title I, Part A - \$20,565.00</p> | | | | | | |
| <p>6) SPECIAL EDUCATION - Monitor LRE ratio. Develop campus capacity to support inclusive programming for students with disabilities. Evaluate campus LRE ratio.</p> <p>(Describe what is being done on your campus to promote or increase inclusion.)</p> | <p>1, 9</p> | <p>TWE Administration Special Education Staff</p> | <p>Special Education IEP services</p> | | | |
| <p>7) 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>1, 3, 4, 8, 10</p> | <p>TWE Administration SSC Team Special Education Staff Classroom Teachers</p> | <p>Monthly SEIMS reports SSC Team data</p> | | | |

| | | | | | | |
|---|---------------|---|---|--|--|--|
| <p>8) SPECIAL EDUCATION - Ensure that Special Education staff, building administrators, and counselors are trained on and adhere to Special Education timelines and compliance requirements.</p> <p>(What is your campus plan and timeline to meet this expectation.)</p> | 1, 7, 8 | Speech Pathologist Diagnostician Special Education Team TWE Administration Counselor | Running records Checkpoints STAAR results for SE studnets Special Education timeline results | | | |
| <p>9) STATE COMP ED - Provide supplemental At-Risk services/support in the content areas:</p> <ul style="list-style-type: none"> * Language Arts * Math * Science * Social Studies * LEPIntervention Specialist <p>(Describe how iCoaches and other support staff are being used on your campus to meet this expectation.)</p> | 1, 2, 3, 8 | TWE Administration iCoach Intervention Specialist Classroom Teachers ESOL Consult Teacher | STAAR data Benchmarks and Checkpoints TELPAS NRT data | | | |
| <p>Funding Sources: 199 PIC 30 - At Risk School Wide SCE - \$1,850.00</p> | | | | | | |
| <p>10) Develop, monitor, and evaluate campus volunteer/partnership programs that include:</p> <ul style="list-style-type: none"> * recruitment * training/support * recognition of volunteers/partnerships <p>(Complete this activity by describing how you will meet this expectation on your campus.)</p> | 1, 3, 5, 8, 9 | TWE Administration Counselor CIS | Volunteer database Partnership records | | | |
| <p>11) 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.)</p> | 5 | TWE Administration Campus Webmaster CTR Classroom Teachers | Staff retention Campus Website | | | |
| <p>12) 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.)</p> | 1, 3, 4, 10 | TWE Administration Campus CIT Instructional Leadership Team Love and Logic Cadre Literacy Advance MDUMC | CIT Agendas and Minutes ILT Agendas Parent Involvement Data Staff end of year Reflections Staff Development Sign In Sheet | | | |

| | | | | | | |
|---|--------------------------|--|---|--|--|--|
| <p>13) 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.)</p> | <p>1, 2, 3, 7, 10</p> | <p>TWE Administration WildCat Way Administration PK and K teachers</p> | <p>Campus visit EC professional development Sign In Vertical Meeting Agendas and Minutes</p> | | | |
| <p>14) 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.)</p> | <p>1, 2, 3, 4, 7, 10</p> | <p>TWE Administration Counselor Campus GT Coordinator-Librarian Classroom Teachers</p> | <p>GT Identification Testing results Teacher Lesson Plans GT Student List Professional Development Sessions</p> | | | |
| <p>15) 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.)</p> | <p>1, 2, 4, 5, 10</p> | <p>TWE Administration Counselor Classroom Teachers Librarian</p> | <p>Weekly Lesson Plans Student Work STAAR results Report Cards</p> | | | |
| <p>16) 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.)</p> <p>Complete this activity by describing how you will meet these expectations on your campus.</p> | <p>1, 2, 4, 5, 10</p> | <p>TWE Administration Counselor Classroom Teachers</p> | <p>Student Work Report Cards STAAR Results</p> | | | |

| | | | | | | |
|---|----------------|---|---|--|--|--|
| <p>17) 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 | 2, 3, 4, 5, 10 | CSHAC Committee Health Fitness Teacher Nurse Counselor CIS | Master Calendar Events Screening Data | | | |
| <p>18) Review and revisit both the Home/School Compact and Parental Involvement Policy.</p> <ul style="list-style-type: none"> *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. <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, 5, 10 | TWE Administration CIT CIS Counselor | Open House Sign In Sheets Flyers Open House Power Point Final Revised Parent Compact and Parent Involvement Policy | | | |
| <p>19) To continue our parent engagement activities and increase parent attendance at Title I Annual Meeting to share:</p> <ul style="list-style-type: none"> *standards and goals *parents' rights' *curriculum *School Report Card *Title I participation *Offer a flexible number of meetings. | 6 | TWE Administration Counselor CIS | Flyers Parent Meeting Agendas and Minutes Parent Coffee Sign In Sheets Family Library Night Sign In Sheets | | | |
| Funding Sources: 211 - Title I, Part A - \$2,500.00 | | | | | | |
| <p>20) To include more unstructured recess time to increase movement in students out our campus</p> | 2 | Administration Health Fitness Teacher Grade Level Teams | Schedule Qualitative Data (Feedback from Staff and Students) | | | |
|  | | | | | | |

System Safeguard Strategies

| Goal | Objective | Strategy | Description |
|-------------|------------------|-----------------|---|
| 4 | 1 | 1 | Monitor the Common Formative Assessment Data over time |
| 4 | 1 | 2 | Provide before/after school tutoring for students who require Tier 2 and Tier 3 support |

Title I Personnel

| <u>Name</u> | <u>Position</u> | <u>Program</u> | <u>FTE</u> |
|-----------------|-------------------------|----------------|------------|
| Alma Flores | Counselor | | .30 |
| Guadalupe Avila | Intervention Specialist | | .49 |
| Lori Jackson | Intervention Specialist | | .25 |

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 | | | | | \$9,094.00 |
| +/- Difference | | | | | \$9,094.00 |
| 199 PIC 23 - Special Education | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| | | | | | \$0.00 |
| Sub-Total | | | | | \$0.00 |
| Budgeted Fund Source Amount | | | | | \$200.00 |
| +/- Difference | | | | | \$200.00 |
| 199 PIC 25 - ESL/Bilingual | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| | | | | | \$0.00 |
| Sub-Total | | | | | \$0.00 |
| Budgeted Fund Source Amount | | | | | \$1,010.00 |
| +/- Difference | | | | | \$1,010.00 |
| 199 PIC 30 - At Risk School Wide SCE | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 5 | 1 | 9 | At-Risk | 6399 | \$1,850.00 |
| Sub-Total | | | | | \$1,850.00 |
| Budgeted Fund Source Amount | | | | | \$5,007.00 |
| +/- Difference | | | | | \$3,157.00 |
| 199 PIC 99 - Undistributed | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |

| | | | | | \$0.00 |
|------------------------------------|-----------|----------|---|--------------|--------------|
| Sub-Total | | | | | \$0.00 |
| Budgeted Fund Source Amount | | | | | \$16,729.00 |
| +/- Difference | | | | | \$16,729.00 |
| 211 - Title I, Part A | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 1 | Substitutes | 6112 | \$1,000.00 |
| 1 | 1 | 4 | Professional Salary | 6119 | \$13,385.00 |
| 1 | 1 | 5 | Extra Duty Professional | 6116 | \$9,000.00 |
| 1 | 1 | 6 | Student Travel/Transportation | 6412, 6494 | \$2,500.00 |
| 1 | 1 | 7 | Substitutes | 6112 | \$5,000.00 |
| 1 | 1 | 8 | Supplies and Materials | | \$4,088.00 |
| 1 | 1 | 10 | Technology | | \$39,000.00 |
| 3 | 1 | 4 | Employee Travel | 6411 | \$2,500.00 |
| 5 | 1 | 3 | Software Program-"Ticket To Read" Program | 6329 | \$250.00 |
| 5 | 1 | 5 | Counselor | 6119 | \$20,565.00 |
| 5 | 1 | 19 | Parent Involvement-Materials and Snacks | 6116 | \$2,500.00 |
| Sub-Total | | | | | \$99,788.00 |
| Budgeted Fund Source Amount | | | | | \$128,100.00 |
| +/- Difference | | | | | \$28,312.00 |
| Grand Total | | | | | \$101,638.00 |