

# Spring Branch Independent School District

## Terrace Elementary School

### 2017-2018 Campus Improvement Plan

Accountability Rating: Met Standard



# Mission Statement

Every child at Terrace will attain the academic skills, personal values, and develop the intellectual habits needed to successfully pursue their dreams and become productive members of the global community.

# Vision

Equity and access for every child through rigorous and engaging personalized learning.

# Value Statement

Every Child  
Collaborative Spirit  
Collective Greatness  
Limitless Curiosity  
Moral Compass

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Terrace had approximately 376-380 students in grades K-5. 1 class per grade level was bilingual in K-4th. All mainstream ESL in 5th.

Demographics are as follows:

- AA 15
- Hispanic 295
- White 52
- Asian 21
- Other 8
- ED 297
- ELL 153
- At Risk 321
- GT -8
- Sped.-51

We will have the Vietnamese Bilingual program at our school in 17-18 Pk/K and 1st/2nd adding approximately 16 students.

Needs:

Small bilingual population.

Multiple families living together % of At-Risk or on Free and Reduced lunch.

ELL population performing lower than other student populations.

Some of the bilingual students are stronger in English with oral language because their parents speak English fluently.

High % of students receiving special education services. Enrollment count has not increased. We are down almost 100 students since 2014

### **Demographics Strengths**

- Diverse campus population.
- Mutliple cultures represented.
- Low mobility rates
- Teachers live in the community and send their children to our school.
- Neighborhood school, close community
- Small bilingual population

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** 47% of ELL students met passing standards on STAAR and there continues to be a 20 point gap amongst other subpopulations.

**Root Cause:** Lack of consistent and sustainable reading and writing program to support vocabulary and comprehension.

## Student Achievement

### Student Achievement Summary

Terrace has met standard this year and has maintained levels on index levels 1, 2 , and 3. There was a significant increase in index 4. Terrace is now off of the IR List.

ELL and Sped continue to be the lowest performing groups.

Significant increases in 5th grade science, and 3rd and 4th Reading Masters level.

3<sup>rd</sup> grade Reading –increase or remained the same in Approaches, significant increases in Masters

3 <sup>rd</sup> Reading	Approaches		Masters	
	2016	2017	2016	2017
All Students	65%	65%	11%	31%
Hispanic	56%	56%	12%	26%
Econ. Dis	58%	61%	15%	30%
White	86%	100%	29%	50%

3<sup>rd</sup> grade Reading Spanish –decline in Approaches

3 students tested, 1 passed

3<sup>rd</sup> grade Math – improvement in Approaches and level Masters

3 <sup>rd</sup> Math	Approaches		Masters	
	2016	2017	2016	2017
All Students	60%	69%	2%	10%

Hispanic	52%	62%	3%	12%
Econ. Dis	54%	67%	6%	11%
White	100%	100%	29%	0%

4<sup>th</sup> grade Reading – improvement in Masters level

4 <sup>th</sup> Reading	Approaches		Masters	
	2016	2017	2016	2017
All Students	66%	66%	3%	12%
Hispanic	64%	65%	2%	17%
Econ. Dis	64%	63%	6%	12%
White	83%	57%	25%	14%

4<sup>th</sup> grade Spanish Reading –not enough students to make a group

5 students tested, 1 passed.

4<sup>th</sup> grade Math – maintained in Approaches and increased in Masters

4 <sup>th</sup> Math	Approaches		Masters	
	2016	2017	2016	2017
All Students	61%	61%	7%	17%
Hispanic	60%	52%	4%	9%
Econ. Dis	61%	52%	8%	14%
White	69%	88%	8%	38%

4<sup>th</sup> grade Writing – significant decrease increase in Approaches and in Masters level

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4 <sup>th</sup> Writing	Approaches		Masters	
	2016	2017	2016	2017
All Students	67%	46%	6%	3%
Hispanic	60%	42%	2%	2%
Econ. Dis	61%	42%	2%	2%
White	92%	57%	17%	0%

4<sup>th</sup> grade Spanish Writing – no change

5 students tested, 1 passed.

5<sup>th</sup> grade Reading – increase in Approaches, significant increase for Hispanic and Econ. Dis

5 <sup>th</sup> Reading	Approaches		Masters	
	2016	2017	2016	2017
All Students	65%	79%	18%	15%
Hispanic	59%	74%	11%	9%
Econ. Dis	56%	75%	9%	11%
White	79%	91%	14%	36%

5<sup>th</sup> grade Math –improvement in Approaches

5 <sup>th</sup> Math	Approaches		Masters	
	2016	2017	2016	2017
All Students	71%	75%	11%	8%
Hispanic	63%	70%	9%	7%
Econ. Dis	65%	68%	11%	9%
White	93%	91%	14%	0%

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5–grade Science -significant increase in all areas

5 <sup>th</sup> Science	Approaches		Masters	
	2016	2017	2016	2017
All Students	55%	72%	3%	11%
Hispanic	54%	66%	2%	9%
Econ. Dis	52%	64%	5%	9%
White	43%	91%	0%	9%

Performance Index Report –increase in all 4 indexes

Index 1- Student Achievement (target 60): **66** (65 in 2016)

Index 2 – Student Progress (target 30): **39** (41 in 2016)

Index 3 – Closing Performance Gaps (target 28): **35** (35 in 2016)

Index 4 – Postsecondary Readiness (target 12): **35** (22 in 2016)

Safeguards: **10 of 20 performance rates met if target is 60%**. Increase in # of safeguards met

(5 of 13 performance rates met, 5 of 5 participation rates met 2015)

Missed safeguards: ELL math, Sped all areas, Writing all areas.

24% of students met the MEETS level on STAAR.

Goal 1: 75% of all 2<sup>nd</sup> grade students will be on or above grade level as measured by DRA/EDL, we were at 67%.

Goal 2: 70% of all students will meet standards on the 2017 Math STAAR, we were at 68%.



Goal 3: 75% of 4<sup>th</sup> grade students will meet standards on the 2017 Writing STAAR, we were at 49%.

IR Goal: 65% of ELL all students will meet standards on the 2017 STAAR. We were at 42%.

IR Goal: 65% of 5<sup>th</sup> grade students will meet standards on the 2017 Science STAAR. We are at 72%.

Over 60% of our ELL students made progress on 2 of 3 measures by the end of the school year.

Focus Goal: 40% of all Special Education students will meet standards on reading STAAR. We were at 39%.

50% of all Special Education students will meet or exceed their progress measure on reading STAAR. 64% met, 16% exceeded.

40% of all Special Education students will meet standards on math STAAR. We were at 32%.

50% of all Special Education students will meet or exceed their progress measure on math STAAR. 64% met and 12% exceeded.

### **Student Achievement Strengths**

Terrace has met standard for two consecutive years and now off of IR list.

Third grade reading masters level increased from 11% in 2016 to 31% in 2017.

Third grade math passing rate went up, from 60% in 2016 to 69% in 2017.

Fourth grade math increased in masters level, from 7% in 2016 to 17% in 2017

Fifth grade gains in all content areas including science with was up from 53% to 72%

### **Problem Statements Identifying Student Achievement Needs**

**Problem Statement 1:** 42% of all ELL students met standards on STAAR and our reading scores continue to be in the bottom 15% in the state resulting in Focus school status. 69% of all students meeting standards in reading (65% in reading 2016) **Root Cause:** Reading. Lack of a consistent, sustainable,

research based approach to reading and/or writing.

**Problem Statement 2:** Math scores continue to be in the bottom 15% in the state resulting in Focus school status. 68% meeting standards in math. (66% in math 2016) **Root Cause:** Limited understanding of academic language and a lack of consistent monitoring and intervention cycles in math in all grade levels.

**Problem Statement 3:** 49% of all 4th grade students met standard on Writing STAAR. **Root Cause:** Lack of explicit instruction in writing including grammar K-5.

## School Culture and Climate

### School Culture and Climate Summary

Teacher retention rates remain consistent.

Staff culture present – vision, mission, core values, faculty norms and expectations, celebrations/Sunshine, wellness.

Student culture – PBIS, School wide Expectations – 4 Bs, all common areas, Star Student, Breakfast of Champions, Girls on the Run, Girls club, Patrols, Marathon Kids, and Ensemble.

Student service club and student council did not occur this year due to lack of a sponsor.

### School Culture and Climate Strengths

- Despite being IR, Focus, and on the PEG list, we have had no families choose to transfer out of Terrace.
- Several SBISD employees and campus employees send their children to our school.
- Terrace has a positive reputation of being a small neighborhood school with incredibly dedicated staff members.
- We have worked to create a shared vision, mission, and set of core values.
- We have determined faculty norms that keep us engaged in our work.
- We have set up systems to support a positive student culture: Positive Behavior Support, Student Recognitions and Celebrations, Rise and Shine opportunities.
- Discipline referrals continue to decrease.
- Teacher committees have taken ownership of the campus events and activities for students and families.
- PLC have been refined with a direct focus on teaching and learning.

### Problem Statements Identifying School Culture and Climate Needs

**Problem Statement 1:** Lack of student leadership opportunities. **Root Cause:** Lack of sponsor and structure for supporting these activities.

## **Staff Quality, Recruitment, and Retention**

### **Staff Quality, Recruitment, and Retention Summary**

Teacher retention remains consistent.

3rd grade team will need to be replaced (1 teacher position dissolved, 1 moved out of state, 1 applied for transfer due to child, 1 Professional development/teacher position dissolved.)

2nd grade bilingual teacher left the district as well as the librarian and Diagnostician.

New hires: 1 novice teacher and 2 with experience.

New positions added - Lead Intervention and Instructional Coaches.

### **Staff Quality, Recruitment, and Retention Strengths**

- Staff turnover minimal.
- Only 1 novice teacher is joining the staff.
- Almost all teachers now have 3 or more years of experience.
- Teachers taking ownership, seeking out leadership opportunities, and working closely with teammates during PLC time.

### **Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs**

**Problem Statement 1:** Strong teacher mentors needed for Novice or Novice plus 1 teachers. **Root Cause:** Lack of system or structure for new teacher mentor program.

## **Curriculum, Instruction, and Assessment**

### **Curriculum, Instruction, and Assessment Summary**

- Terrace Reading and Writing Curriculum and Instruction is a Balanced Literacy Approach.
- We utilize and expect to see all components of Balanced Literacy daily including Writer's Workshop, small group instruction. etc.
- Math in Focus is our new math curriculum for grades 1-5. Kinder utilized Kathy Richardson Math.
- 2nd and 3rd grade continued to implement CCP and 1st attended training. It was difficult with new teachers on the team to consistently implement the program.
- Stemscopes has been adopted for science in K -5. Edusmart also became a viable resource.
- SBISD has updated the Social Studies curriculum so that it can be easily integrated into Language arts.
- Bilingual schools will continue with the OWDL model with some flexibility regarding language rotation and schedule. Science and math are taught in English from K on.

We focused our work during PLCs on assessments and data primarily in the intermediate grades.

Data meeting were held after each PSA or checkpoint to adjust instruction and small groups.

Teachers completed data analysis sheets and came prepared to meetings to discuss finding and action plan. Tutoring groups and intervention groups were formed and staff members were assigned to begin in class and pull out tutoring and intervention, as well as after school tutoring.

Student profile sheets were completed and each teacher met with Principal for SOC meetings. Conversations resulted in SSC/RTI referrals, counselor referrals, mentor referrals. Follow up occurred in Feb. with Mid-Year conferences/GPCs and in May with EOY conferences and GPCs.

5th and 3rd began flexible groupings for intervention based on checkpoint assessments. Resources used were Engaging Mathematics, Edusmart math assessment bank, STAAR Ready, Ford Ferrier.

### **Curriculum, Instruction, and Assessment Strengths**

Our focus has been on balanced literacy, math instruction, writers workshop, CCP, and ELL strategies. Teachers have implemented new learning and

instructional practices such as phonemic support strategies from Neuhaus, CCP, Empowering Writers, and Model Drawing. We have seen improvement with the implementation of these practices as our student performance data has increased. CCP has greatly impacted active discussions, student engagement, ownership and narrative writing.

### **Problem Statements Identifying Curriculum, Instruction, and Assessment Needs**

**Problem Statement 1:** 42% of all ELL students met standards on STAAR and our reading scores continue to be in the bottom 15% in the state resulting in Focus school status. 69% of all students meeting standards in reading (65% in reading 2016) **Root Cause:** Lack of consistent and sustainable reading and writing program to support vocabulary and comprehension.

**Problem Statement 2:** Math scores continue to be in the bottom 15% in the state resulting in Focus school status. 68% meeting standards in math. (66% in math 2016) **Root Cause:** Limited understanding of academic language and a lack of consistent monitoring and intervention cycles in math in all grade levels.

**Problem Statement 3:** 49% of all 4th grade students met standard on Writing STAAR. **Root Cause:** Lack of explicit instruction in writing including grammar K-5.

## **Family and Community Involvement**

### **Family and Community Involvement Summary**

- Terrace is community neighborhood school. There has historically been a low mobility rate however, more families have left the area due to cost of living.
- Those families that can afford to stay in the area will stay for their child's elementary and secondary careers.
- Teachers staff members and retired Terrace staff members live in the neighborhood.
- We have a small but dedicated PTA.
- Our bilingual parents have become more active this year as volunteers and in PTA.

All teachers meet with all parents in October for fall conferences. Teachers turn in their parent communication logs monthly. Teachers frequently communicate with parents via phone, email, face to face conferences, and Remind. Each grade level provides a monthly newsletter to parents along with the campus wide newsletter, the Wolfcall. Many teachers also provide weekly newsletters to their parents. School wide communication is sent via call out, email blast, and paper flyer in both English and Spanish. Some teacher utilize classroom blogs or Twitter with their parents. We post upcoming events on the marquee. Blanco offered parent coffees with each grade level in January after the PEG letter was mailed out. We had very low attendance at these meetings.

PTA memberships have remained steady. We have seen an increase in student mentors from SWHS and we continued our partnership with 1 local businesses for mentors. We have a strong partnership with Central Bank and the United Way. Results of these partnerships include: CIT representatives, Breakfast of Champions sponsorship, Learning Together, Summer Book Clubs, 2 Children's Museum Family Nights, ESL classes for parents, and Literacy Advanced parent workshops. We need to continue working on increasing parental involvement and PTA support. It was very challenging to find PTA board members. Blanco also received feedback from some parents regarding our volunteer opportunities. Based on their feedback, we will be creating a clear procedure for onboarding and assigning volunteers on the campus.

### **Family and Community Involvement Strengths**

- Low mobility rate leads to loyal and committed families.
- Supportive PTA whose profits directly support student activities and school resources.
- Active community - local businesses and community member have served on our CIT, PTA, as volunteers and vendors.
- Families choose to send their children to Terrace and request transfers.
- Terrace is a center for neighborhood activities such as Scouts, Champion Youth Outreach programs, YMCA, and other after school programs.

## **Problem Statements Identifying Family and Community Involvement Needs**

**Problem Statement 1:** Limited parental involvement and attendance at parent information meetings. **Root Cause:** Lack of connection to school and understanding of importance in order to support their child.



# Technology

## Technology Summary

Primary technology has been refreshed..

Terrace students frequently use technology throughout the day as a tool for learning and demonstrating their knowledge.

All classrooms have similar technology devices for the children to use.

The Learning Commons has a variety of devices and desktops that the children and parents can benefit from throughout the day and overnight.

## Technology Strengths

- Activboards in 1-5th classrooms, resource and music. Brightlinks in Kinder.
- I pads, minis, and I pods in every classroom
- 8 chromebooks per classroom in grades 3-5 plus the 8 refresh devices resulting in almost a 1 to 1 situation.
- 12 chromebooks in each 2nd grade classroom.
- Students can check out internet devices overnight.
- 2 apple tables and a set of Mac desktops.
- A computer lab with laptops
- Teacher comfortable with technology and using it daily
- Staff utilizes platforms such as Google docs, edmodo, google classroom for communication

## Problem Statements Identifying Technology Needs

**Problem Statement 1:** Students unable to access learning anytime, anywhere. **Root Cause:** Lack of technology at home as well as programs to support personalized 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
- 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
- Critical Success Factor(s) data
- Accountability Distinction Designations
- PBMAS 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
- Progress of prior year STAAR failures
- STAAR Released Test Questions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data

## Student 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
- 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
- PDAS and/or T-TESS

### **Parent/Community Data**

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

### **Support Systems and Other Data**

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

# Goals

**Goal 1: Student Growth - 60% of all students will meet their MAP growth goal in Reading and Math.**

**Performance Objective 1:** 60% of students will meet or exceed their MAP growth goal in Reading.

**Evaluation Data Source(s) 1:** MAP

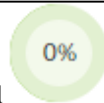
**Summative Evaluation 1:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<p><b>System Safeguard Strategy</b> <b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 7</p> <p>1) Implementation of the Teachers College Reading and Writing Project Units of Study in grades K-3.</p> <p>Staff development, reading kits and mentor texts, as well as classroom libraries and book carts are needed for consistent implementation. Terrace has been accepted as a Teacher's College Affiliate school and will work with staff developers 5 times throughout the school year. Funds will be used to purchase all materials and resources needed for implementation as well as for staff development consultant costs and substitutes.</p>	1, 2, 3, 4, 9, 10	Principal AP I Coaches	PD attendance reports Calendar dates of campus/district PD Campus walk throughs and observations MAP STAAR DRA/EDL			
<p>Problem Statements: Student Achievement 1</p> <p>Funding Sources: 211 - Title I, Part A - \$2,875.00, 199 PIC 25 - ESL/Bilingual - \$359.60, 199 PIC 30 - At Risk School Wide SCE - \$719.20, 211 - Title I, Part A - Focus Grant - \$12,784.00</p>						

<p><b>System Safeguard Strategy</b> <b>PBMAS</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 6 CSF 7</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, 3, 9	Principal AP I Coaches	MAP STAAR TELPAS local assessment data			
<p>Problem Statements: Demographics 1 - Student Achievement 1 - Curriculum, Instruction, and Assessment 1</p> <p>Funding Sources: 211 - Title I, Part A - \$4,744.00, 199 PIC 30 - At Risk School Wide SCE - \$450.00, 199 PIC 11 - Instructional Services - \$8,163.00</p>						
<p><b>System Safeguard Strategy</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 7</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, 3, 4, 8, 9	Principal AP I Coaches ILT	Team minutes PLC agendas Data sheets Implementation of learned strategies and plans Continued growth in student performance data			
<p>Problem Statements: Demographics 1 - Student Achievement 1 - Curriculum, Instruction, and Assessment 1</p> <p>Funding Sources: 211 - Title I, Part A - \$6,531.00</p>						
<p><b>System Safeguard Strategy</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 5 CSF 6</p> <p>4) Identified students in 4th and 2nd grade will participate in Learning 2Gether program after school.</p>	1, 9, 10	Principal, Campus Coord. and United Way	MAP, DRA, and local assessments			
<p>Problem Statements: Student Achievement 1 - School Culture and Climate 1 - Curriculum, Instruction, and Assessment 1</p>						
<p><b>System Safeguard Strategy</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 5</p> <p>5) Accelerated Instruction will be provided for identified students through after school tutoring and adaptive software such as Razkids, Reading A-Z, Nearpod, and I Station.</p>	1, 2, 4, 8, 9, 10	Principal AP I Coaches Teachers	Student performance growth as measured by MAP STAAR TELPAS DRA/EDL Local Assessment data Adaptive software reports			
<p>Problem Statements: Demographics 1 - Student Achievement 1 - Curriculum, Instruction, and Assessment 1 - Technology 1</p> <p>Funding Sources: 199 PIC 11 - Instructional Services - \$4,500.00, 211 - Title I, Part A - \$1,000.00</p>						
<p><b>System Safeguard Strategy</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4</p> <p>6) Certified Reading Tutor to support students reading below grade level during the school day as part of Accelerated Instructional Plan.</p>	1, 3, 9	Principal AP	Student performance growth as measured by: MAP DRA/EDL levels STAAR data Anecdotal notes/SSC			
<p>Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1</p> <p>Funding Sources: 211 - Title I, Part A - \$17,800.00</p>						



= Accomplished



= No Progress



= Discontinue

### Performance Objective 1 Problem Statements:

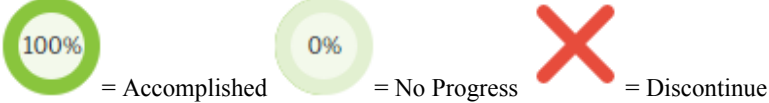
<b>Demographics</b>
<b>Problem Statement 1:</b> 47% of ELL students met passing standards on STAAR and there continues to be a 20 point gap amongst other subpopulations. <b>Root Cause 1:</b> Lack of consistent and sustainable reading and writing program to support vocabulary and comprehension.
<b>Student Achievement</b>
<b>Problem Statement 1:</b> 42% of all ELL students met standards on STAAR and our reading scores continue to be in the bottom 15% in the state resulting in Focus school status. 69% of all students meeting standards in reading (65% in reading 2016) <b>Root Cause 1:</b> Reading. Lack of a consistent, sustainable, research based approach to reading and/or writing.
<b>School Culture and Climate</b>
<b>Problem Statement 1:</b> Lack of student leadership opportunities. <b>Root Cause 1:</b> Lack of sponsor and structure for supporting these activities.
<b>Curriculum, Instruction, and Assessment</b>
<b>Problem Statement 1:</b> 42% of all ELL students met standards on STAAR and our reading scores continue to be in the bottom 15% in the state resulting in Focus school status. 69% of all students meeting standards in reading (65% in reading 2016) <b>Root Cause 1:</b> Lack of consistent and sustainable reading and writing program to support vocabulary and comprehension.
<b>Technology</b>
<b>Problem Statement 1:</b> Students unable to access learning anytime, anywhere. <b>Root Cause 1:</b> Lack of technology at home as well as programs to support personalized learning.

**Goal 1:** Student Growth - 60% of all students will meet their MAP growth goal in Reading and Math.

**Performance Objective 2:** 60% of students will meet or exceed their MAP growth goal in Math.

**Evaluation Data Source(s) 2:** MAP

**Summative Evaluation 2:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7  1) Provide a full time math bilingual lead intervention and instructional specialist who will lead data PLCs, collaborate, model, and coach teachers as well as provide small group instruction to students and assist with SSCs.	1, 3, 4, 8, 9	Principal AP	Student performance growth as measured by: MAP STAAR TELPAS Local Assessment data Observations and Walk throughs PLC minutes and observations			
<b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 6 CSF 7  2) Common Formative Assessments to monitor progress and plan for intervention/accelerations. - Data analysis meeting - Training as needed for CFA - Question banks and creation of assessments - purchase software test item bank	1, 2, 3, 4, 8, 9	Principal AP I Coaches	Assessment data Data meeting minutes			
<b>System Safeguard Strategy</b> <b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 5  3) Accelerated Instruction for students through after school tutoring and adaptive software such as Dreambox, TTM, and Khan Academy.	1, 2, 4, 8, 9	Principal AP I Coaches Teachers	MAP growth STAAR PSA and common assessments.			
						

**Performance Objective 2 Problem Statements:**

<b>Demographics</b>
<b>Problem Statement 1:</b> 47% of ELL students met passing standards on STAAR and there continues to be a 20 point gap amongst other subpopulations. <b>Root Cause 1:</b> Lack of consistent and sustainable reading and writing program to support vocabulary and comprehension.
<b>Student Achievement</b>
<b>Problem Statement 2:</b> Math scores continue to be in the bottom 15% in the state resulting in Focus school status. 68% meeting standards in math. (66% in math 2016) <b>Root Cause 2:</b> Limited understanding of academic language and a lack of consistent monitoring and intervention cycles in math in all grade levels.
<b>Curriculum, Instruction, and Assessment</b>
<b>Problem Statement 2:</b> Math scores continue to be in the bottom 15% in the state resulting in Focus school status. 68% meeting standards in math. (66% in math 2016) <b>Root Cause 2:</b> Limited understanding of academic language and a lack of consistent monitoring and intervention cycles in math in all grade levels.
<b>Technology</b>
<b>Problem Statement 1:</b> Students unable to access learning anytime, anywhere. <b>Root Cause 1:</b> Lack of technology at home as well as programs to support personalized learning.






**Goal 2: School Connectedness - 80% of students will agree that they feel connected to school as measured by the Panorama survey.**

**Performance Objective 1:** 80% of students will agree that they feel connected to school as measured by the Panorama survey.

**Evaluation Data Source(s) 1:** Panorama survey

**Summative Evaluation 1:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<p><b>Critical Success Factors</b> CSF 1 CSF 3 CSF 4 CSF 6</p> <p>1) Terrace will implement PBIS strategies to support a positive strong student culture. This will include campus wide expectations, procedures, and routines for all common areas.</p>	1, 2, 4, 9	Principal, AP, PBS committee	Campus survey, discipline data			
<p><b>Critical Success Factors</b> CSF 5 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, Student Ambassadors, 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, Teachers.	Rosters, student performances, products, and participation.			
Problem Statements: School Culture and Climate 1						
<p><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>3) CIS/Counselor Lunch Bunches - Students with perceived barriers such as open CPS cases, divorced parents, incarcerated family members, etc. will be invited to participate in Lunch Bunches with the Counselor or CIS staff member. These lunches will provide an outlet, a peer group and an opportunity to problem-solve strategies to overcome such barriers.</p>	1, 2, 6, 9, 10	Principal, Counselor, CIS.	Rosters, calendars, campus surveys.			
<p><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>4) Terrace staff and students will participate in Positive Choices week to promote opportunities beyond high school. This is a combination of GenTx and Red Ribbon Week. Oct. 5-9th</p>	6, 9	Principal AP Counselor CIS	Student participation Teacher participation			

<p><b>Critical Success Factors</b> CSF 4 CSF 6</p> <p>5) School-wide implementation of Houston Achievement Place Project Class so that students will have the necessary social skills needed to fully access the curriculum in class and be respectful citizens in life. This will include training for any new teachers.</p>	4, 7, 9, 10	Principal AP Counselor	Discipline data			
<p>Problem Statements: School Culture and Climate 1 - Staff Quality, Recruitment, and Retention 1 Funding Sources: 199 PIC 30 - At Risk School Wide SCE - \$375.00</p>						
<p><b>System Safeguard Strategy</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 5 CSF 6</p> <p>6) Terrace 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, empathy, and respect. Includes but not limited to presentations, study trips, performances, assemblies, museum trip, author visits, and trainings.</p>	1, 6, 10	Principal, ILT, CIT, and counselors.	Calendar dates, student products or performances, surveys.			
<p><b>Critical Success Factors</b> CSF 6</p> <p>7) Terrace will establish a Maker Space in our learning commons where classes can engage in project based learning, creative work, building, and problem solving.</p>	1, 2	Principal, librarian	Student products, sign up sheets			
<p style="text-align: center;">  = Accomplished       = No Progress       = Discontinue </p>						

**Performance Objective 1 Problem Statements:**




<b>School Culture and Climate</b>
<p><b>Problem Statement 1:</b> Lack of student leadership opportunities. <b>Root Cause 1:</b> Lack of sponsor and structure for supporting these activities.</p>
<b>Staff Quality, Recruitment, and Retention</b>
<p><b>Problem Statement 1:</b> Strong teacher mentors needed for Novice or Novice plus 1 teachers. <b>Root Cause 1:</b> Lack of system or structure for new teacher mentor program.</p>

**Goal 2:** School Connectedness - 80% of students will agree that they feel connected to school as measured by the Panorama survey.

**Performance Objective 2:** 50% of parents surveyed agree that they understand their child's progress and how they can help them as measured by campus surveys.

**Evaluation Data Source(s) 2:**

**Summative Evaluation 2:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<p><b>System Safeguard Strategy</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 5 CSF 6</p> <p>1) Provide opportunities to inform and train parents so that they may help reinforce curriculum, social skills, and support student achievement. Including but not limited to curriculum nights, Back to School Night, STAAR info sessions, Kinder Round up, and grade level parent meetings, summer cooler kits.</p> <p>Funds will be used for operating expenses, snacks, books for family nights.</p>	1, 6	Principal, AP, CIT, and ILT	Sign in sheets, calendar dates, school surveys, increased student achievement and involvement/participation of parents.			
<p>Problem Statements: Family and Community Involvement 1</p> <p>Funding Sources: 211 - Title I, Part A - \$1,036.00</p>						
<p style="text-align: center;">  = Accomplished                = No Progress                = Discontinue         </p>						

**Performance Objective 2 Problem Statements:**

<b>Family and Community Involvement</b>
<p><b>Problem Statement 1:</b> Limited parental involvement and attendance at parent information meetings. <b>Root Cause 1:</b> Lack of connection to school and understanding of importance in order to support their child.</p>




**Goal 3: Post Secondary Readiness, Achievement - We will increase the number of students performing at the Meets level on Reading, Math, Science, and Writing STAAR by 6%.**

**Performance Objective 1:** 65% of 4th grade students will meet standard on the Writing STAAR.

**Evaluation Data Source(s) 1:** STAAR.

**Summative Evaluation 1:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<p><b>System Safeguard Strategy</b> <b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 7</p> <p>1) Implementation of the Teachers College Reading and Writing Project Units of Study in grades K-3.</p> <p>Staff development, writing kits and mentor text are needed for consistent implementation. Terrace has been accepted as a Teacher's College Affiliate school and will work with staff developers 5 times throughout the school year. Funds will be used to purchase all materials and resources needed for implementation as well as for staff development consultant costs and substitutes.</p>	1, 2, 3, 4, 9	Principal AP I Coaches Teachers	STAAR PSA Common Assessments TELPAS			
<p>Problem Statements: Demographics 1 - Student Achievement 3 - Curriculum, Instruction, and Assessment 3 Funding Sources: 211 - Title I, Part A - \$1,000.00</p>						
<p><b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 2 CSF 7</p> <p>2) School wide writing collection plan will be implemented. Each child will complete a writing sample, each team will review using a rubric and determine next steps for instruction with each child. Collections will occur every 9 weeks.</p>	1, 3, 4, 8, 9	Principal I Coach	rubric calendar dates minutes from meeting action plans			
<p>Problem Statements: Demographics 1 - Student Achievement 3 - Curriculum, Instruction, and Assessment 3</p>						

<p><b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 7</p> <p>3) Writing checkpoints in grade 4 over grammar, revising and editing. Checkpoints will be given Sept. Oct, Nov., and Dec. Teachers will meet to review data and plan for instruction based on this data.</p>	1, 8, 9	Principal I Coach	Assessment data Assessment calendar meeting minutes			
<p>Problem Statements: Demographics 1 - Student Achievement 3 - Curriculum, Instruction, and Assessment 3</p>						
<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>						

**Performance Objective 1 Problem Statements:**

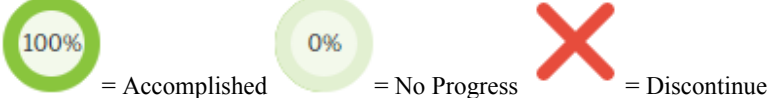
<b>Demographics</b>
<p><b>Problem Statement 1:</b> 47% of ELL students met passing standards on STAAR and there continues to be a 20 point gap amongst other subpopulations. <b>Root Cause 1:</b> Lack of consistent and sustainable reading and writing program to support vocabulary and comprehension.</p>
<b>Student Achievement</b>
<p><b>Problem Statement 3:</b> 49% of all 4th grade students met standard on Writing STAAR. <b>Root Cause 3:</b> Lack of explicit instruction in writing including grammar K-5.</p>
<b>Curriculum, Instruction, and Assessment</b>
<p><b>Problem Statement 3:</b> 49% of all 4th grade students met standard on Writing STAAR. <b>Root Cause 3:</b> Lack of explicit instruction in writing including grammar K-5.</p>

**Goal 3:** Post Secondary Readiness, Achievement - We will increase the number of students performing at the Meets level on Reading, Math, Science, and Writing STAAR by 6%.

**Performance Objective 2:** 65% of all ELLs will meet standards on STAAR.

**Evaluation Data Source(s) 2:**

**Summative Evaluation 2:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<p><b>System Safeguard Strategy</b> <b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4</p> <p>1) Purchase Edusmart to assist with science instruction and supports for second language learners.</p>	1, 3, 4, 9	Principal AP I Coaches Teachers	Science STAAR PSA and common assessments			
<p>Problem Statements: Demographics 1 - Student Achievement 1 - Curriculum, Instruction, and Assessment 1 Funding Sources: 199 PIC 11 - Instructional Services - \$2,500.00</p>						
<p><b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>2) Ensure that ELL strategies are implemented with consistency school wide through staff development and training.</p>	1, 3, 4, 9	Principal AP	Observations Walk throughs ELL performance on state and local assessments			
<p>Problem Statements: Demographics 1 - Student Achievement 1, 2, 3 - Curriculum, Instruction, and Assessment 1, 2, 3</p>						
<p><b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 4 CSF 6 CSF 7</p> <p>3) Purchase materials, supplies, and books to support the bilingual/ESL students and program.</p>	1, 3, 9	Principal Instructional Team	purchase orders classroom observations			
<p>Problem Statements: Demographics 1 - Student Achievement 1, 2, 3 - Curriculum, Instruction, and Assessment 1, 2, 3 Funding Sources: 199 PIC 11 - Instructional Services - \$845.00</p>						
						

**Performance Objective 2 Problem Statements:**

<b>Demographics</b>
<p><b>Problem Statement 1:</b> 47% of ELL students met passing standards on STAAR and there continues to be a 20 point gap amongst other subpopulations. <b>Root Cause 1:</b> Lack of consistent and sustainable reading and writing program to support vocabulary and comprehension.</p>

### Student Achievement

**Problem Statement 1:** 42% of all ELL students met standards on STAAR and our reading scores continue to be in the bottom 15% in the state resulting in Focus school status. 69% of all students meeting standards in reading (65% in reading 2016) **Root Cause 1:** Reading. Lack of a consistent, sustainable, research based approach to reading and/or writing.

**Problem Statement 2:** Math scores continue to be in the bottom 15% in the state resulting in Focus school status. 68% meeting standards in math. (66% in math 2016) **Root Cause 2:** Limited understanding of academic language and a lack of consistent monitoring and intervention cycles in math in all grade levels.

**Problem Statement 3:** 49% of all 4th grade students met standard on Writing STAAR. **Root Cause 3:** Lack of explicit instruction in writing including grammar K-5.

### Curriculum, Instruction, and Assessment

**Problem Statement 1:** 42% of all ELL students met standards on STAAR and our reading scores continue to be in the bottom 15% in the state resulting in Focus school status. 69% of all students meeting standards in reading (65% in reading 2016) **Root Cause 1:** Lack of consistent and sustainable reading and writing program to support vocabulary and comprehension.

**Problem Statement 2:** Math scores continue to be in the bottom 15% in the state resulting in Focus school status. 68% meeting standards in math. (66% in math 2016) **Root Cause 2:** Limited understanding of academic language and a lack of consistent monitoring and intervention cycles in math in all grade levels.

**Problem Statement 3:** 49% of all 4th grade students met standard on Writing STAAR. **Root Cause 3:** Lack of explicit instruction in writing including grammar K-5.

**Goal 4: 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><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 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.</p> <p>IR Campus Leadership Team will meet in the summer to disaggregate data and re-evaluate plan based on STAAR data.</p> <p>Each grade level team will meet to evaluate their programming and adjust curriculum and planning based on end of year data.</p> <p>CIP planning teams will meet to align and refine practices, programs, and plan for short term and long term campus improvement.</p>	1, 2, 8	Principal, ILT, CIT	Local assessment data, SSC documentation, STAAR, TELPAS, At Risk list and Discipline data.			
<p>Funding Sources: 211 - Title I, Part A - Focus Grant - \$3,848.00</p>						



<p><b>System Safeguard Strategy</b></p> <p><b>Critical Success Factors</b> 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 percentage of students in "Developing As Expected" and "Advanced Development" categories in the Reading Standards.</p> <p>Implementation of TCRWP Units of Study in reading grades K-3.</p> <p>Teachers will be required to maintain a student profile sheet and small group binder which will hold their guided reading plans, notes, anecdotal records, along with other student data to monitor progress.</p>	<p>1, 2, 3, 4, 8, 9</p>	<p>Principal, AP, PDC Coach, CIT, ILT</p>	<p>Local assessment data, STAAR, DRA/EDL.</p>			
<p><b>Critical Success Factors</b> 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.</p> <p>Classroom profile sheets completed at the beginning of the year.</p> <p>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 AMI/ARI forms as well as SSC documentation if needed.</p>	<p>1, 8, 9</p>	<p>Principal, RTI Coordinator, Teachers</p>	<p>Assessment data, RTI documentation and data, STAAR, TELPAS.</p>			

<p align="center"><b>Critical Success Factors</b> 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).</p> <p>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, and Bloomboard.</p>	<p>1, 2, 3, 4, 8, 9</p>	<p>Principal, PDC Coach and librarian</p>	<p>Sign in sheets, calendar dates, agendas and meeting notes. Lesson plans observations student products</p>			
<p align="center"><b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>5) Promote parent and community involvement in drug and violence prevention programs/ activities.</p> <p>Promote parent and community involvement by recruiting volunteers and mentors, communication monthly in Wolf Call newsletter, using call outs, email blasts, Back to School Nights, Curriculum Nights, and PTA, Title I compact and parental involvement policy. 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 literacy, math, science, and health nights throughout the year.</p>	<p>1, 6</p>	<p>Principal, Counselor, CIS, Committees.</p>	<p>Calendar dates, agendas, sign in sheets, documents from events.</p>			

<p align="center"><b>Critical Success Factors</b> 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:</p> <ul style="list-style-type: none"> <li>* Project CLASS</li> <li>*PBIS</li> <li>*Student and Staff Culture</li> <li>*Crisis Management and De-escalation</li> <li>*TBSI</li> </ul> <p>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 Aug. staff dev.</p>	4, 9, 10	Principal, AP, and Counselor	Calendar of dates, sign in sheets, agendas and meeting notes.			
<p align="center"><b>Critical Success Factors</b> 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.</p> <ul style="list-style-type: none"> <li>-Implement levels of support based on student need.</li> <li>- Life Skills students will be included with the same age peers as determined by the ARD.</li> <li>- AIM students will be included with the same age peers as determined by the ARD.</li> <li>- working with campus/district staff to monitor LRE ratio.</li> <li>- purchase needed materials to support inclusion</li> </ul>	3, 8	Principal, Special Education Staff	ARD minutes, rosters, schedules			
<p>Funding Sources: 199 PIC 23 - Special Education - \$295.00</p>						

<p><b>System Safeguard Strategy</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 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.</p> <p>- 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>	4, 8	Principal and Sped staff	Meeting dates and ARD/Staffing minutes.			
<p><b>Critical Success Factors</b> 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.</p> <p>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	Principal and Sped staff.	Sign in sheets and agendas.			

<p align="center"><b>System Safeguard Strategy</b></p> <p align="center"><b>Critical Success Factors</b></p> <p align="center">CSF 1 CSF 4 CSF 6 CSF 7</p>	1, 3, 9	Principal	Sign in sheets, agendas, meeting notes, schedules, student lists and groups, local assessment data, STAAR, TELPAS.			
<p>10) STATE COMP ED - Provide supplemental At-Risk services/support in the content areas:</p> <ul style="list-style-type: none"> <li>* Language Arts</li> <li>* Math</li> <li>* Science</li> <li>* Behavior</li> </ul> <p>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 Raz Kids for reading.</p> <p>Classroom materials will also be purchased for the teacher and students as well as for the Action Based Learning Lab.</p>	<p>Funding Sources: 199 PIC 11 - Instructional Services - \$2,580.00</p>					

<p style="text-align: center;"><b>System Safeguard Strategy</b></p> <p style="text-align: center;"><b>Critical Success Factors</b></p> <p style="text-align: center;">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)</p> <p>Materials include: manipulatives, literacy materials, STAAR support, bilingual materials. Computer assisted instruction includes Raz kids and Dreambox.</p> <p>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.</p> <p>Once identified as At-Risk will have access to:</p> <ul style="list-style-type: none"> <li>-computer assisted software or apps - Intervention support from specialist as needed.</li> <li>- Manipulatives daily</li> <li>- leveled readers daily</li> <li>-Bilingual materials daily</li> <li>- progress monitored by teacher, interventionist, and SSC if needed.</li> <li>- After school tutoring will also be provided for students based on need.</li> </ul>	<p>1, 3, 4, 8, 9</p>	<p>Principal, Teachers, RTI Coordinator, and Teachers</p>	<p>Local assessment data, STAAR, TELPAS.</p>			
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<p style="text-align: center;"><b>Critical Success Factors</b> CSF 5</p> <p>12) Develop, monitor, and evaluate campus volunteer/partnership programs that include:</p> <ul style="list-style-type: none"> <li>* recruitment</li> <li>* training/support</li> <li>* recognition of volunteers/partnerships</li> </ul> <p>CIS liaison coordinates our mentor program. The goal is to increase the number of mentors we have servicing our students.</p> <p>We will have a campus volunteer liason that will recruit, coordinate, and plan our volunteer celebration for our campus volunteers.</p>	<p>1, 6, 9, 10</p>	<p>Principal, CIS, counselor</p>	<p>Mentor lists, meeting dates, partners list, and calendar date of events.</p>			
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<p align="center"><b>System Safeguard Strategy</b></p> <p align="center"><b>Critical Success Factors</b></p> <p align="center">CSF 1 CSF 2 CSF 7</p>	<p>1, 3, 4, 8, 9</p>	<p>Principal, ILT, CIT</p>	<p>Sign in sheets, training agenda and rosters, calendar of dates, classroom observations and walk throughs.</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 costs, registration fees, travel costs, per diem during travel, and professional books needed for professional development.</p> <ul style="list-style-type: none"> <li>* Action Based Learning</li> <li>*Neuhaus strategies</li> <li>* instructional strategies to meet needs of ESL</li> <li>* Balanced Literacy and TCRWP</li> <li>* integration of technology into curricula and instruction for improving teaching, learning, and technology literacy</li> <li>* STAAR testing and the state curriculum standards (TEKS) in the content areas of English/Language Arts, social studies, and/or science, and/or math.</li> <li>* Data Wise and PLCs</li> <li>* Observation and Feedback</li> <li>* Planning and assessments</li> <li>*Technology</li> <li>*Leadership</li> </ul>	<p>Funding Sources: 199 PIC 11 - Instructional Services - \$720.00, 211 - Title I, Part A - Focus Grant - \$3,368.00</p>					






<p style="text-align: center;"><b>Critical Success Factors</b> CSF 6 CSF 7</p> <p>14) Teachers/Administrators/Staff will develop understanding of the (a) Professional Development Framework and continue participation in professional development in the areas of Teaching and Learning and Leadership for Results; including (b) The Process for Designing and Delivering Effective Instruction through differentiation and technology integration.</p> <p>All teachers will be trained in T-TESS in August prior to the window opening for observations. Administrative observations and walk throughs will be completed and documented. Follow up will be through: teacher conferences Faculty meetings grade level meetings extended planning</p>	4	Principal and AP	Training agenda, sign in sheets, walk throughs, observations, and appraisal data.			
<p style="text-align: center;"><b>Critical Success Factors</b> CSF 6 CSF 7</p> <p>15) Provide support for new teachers with ongoing mentoring and planning with certified staff</p> <p>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	Principal	Orientation agenda and packet, sign in sheets, calendar of dates and meeting notes.			

<p align="center"><b>Critical Success Factors</b> CSF 6 CSF 7</p> <p>16) Recruit and retain highly-qualified staff, defined through state, No Child Left Behind (NCLB) and local criteria, by highlighting the school and its students on the website and by participating in job fairs. Provide recruitment information on website</p> <p>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 TCE 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	Principal	Calendar dates, retention rates, staff surveys.			
<p align="center"><b>Critical Success Factors</b> CSF 5</p> <p>17) The CIT, teachers, administrators, other staff members, and parents will collaborate and coordinate planning efforts and implementation of staff development that will build ties between parents and school.</p> <p>Monthly CIT meetings, parent training provided by CIS and other campus staff. Coorindation with PTA</p>	6	Principal	Agenda ,sign in Sheets, meeting notes, surveys.			

<p align="center"><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>18) PreK and K teachers develop transition strategies. Elementary campuses provide kindergarten orientation at different times and in a variety of settings.</p> <p>This activity for PK and elementary schools only. Other campuses may delete.</p> <p>PK students will visit Terrace in the spring. Kindergarten will hold a Round Up in April for student and parents. Terrace will also reach out to local day care centers to recruit for Kinder. Kindergarten teacher will continue with the summer backpack program where students can come in over the summer and check out books to help maintain reading skills. Parent information and training will be provided.</p>	6, 7	Principal and Kinder teachers, counselor.	Calendar dates, sign in sheets, agenda, and notes.			
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 6 CSF 7</p> <p>19) GIFTED AND TALENTED - Provide opportunities for G/T professional development, based on level of expertise and need, in one of the following areas: 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	Principal and Counselor	Lesson plans, student products, training certificates.			
<p align="center"><b>Critical Success Factors</b> CSF 6 CSF 7</p> <p>20) GIFTED AND TALENTED - Implement and evaluate development of differentiated curriculum for meeting needs of gifted students using instructional techniques from gifted and talented education.</p> <p>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	Calendar of dates, student products, GT identified list of students.			

<p style="text-align: center;"><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>21) GIFTED AND TALENTED - Conduct annual G/T evaluation by following the districtwide procedures for referral, testing and identification of students. Emphasis on finding and identifying minority G/T students, low SES G/T students, and those students showing great potential but who are difficult to identify as intellectually-gifted.</p> <p>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>	3, 4, 6, 8	Principal and Counselor	Flyers, agendas, calendar dates, sign in sheets, GT list of identified students, evaluation form.			
<p style="text-align: center;"><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>22) COORDINATED SCHOOL HEALTH (CSH) and CIP -</p> <p>Our HF teacher 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"> <li>- Jump Rope for Heart Event with a Fundraiser for the American Heart Association for community awareness</li> <li>- Feb. Heart Month with Heart Facts in morning announcements.</li> <li>- Fitness Gram</li> <li>- First Tee Program (golf) with Nine Core Values and Nine Healthy Habits</li> <li>- Girls on the Run</li> <li>- Western Night/International Night 4th grade</li> <li>- Nurse talks with 4th grade on Personal Hygiene 5th Growth and Development</li> <li>- Fun Fitness Stations with Fall Festival</li> <li>- Family Health and Fitness Fair bi-annually</li> <li>- Faculty &amp; staff Wellness Flu shots,</li> <li>- Marathon Kids with Mileage/Food Logs</li> <li>- 5th Grade Track and Field event</li> </ul>	1, 6, 10	Principal and CSHAC committee	Calendar dates, event flyers, sign in sheets.			

<ul style="list-style-type: none"> <li>- HF 1st -4th Mile Club</li> <li>- Skatetime 3rd -5th in-line skating</li> <li>- Brain Pop in Health , Nutrition, and Wellness during extended times in HF</li> <li>- Cafeteria kitchen Tour and nutrition talks with 2nd grade on, 5 a day with the Healthier US Program</li> <li>- Dental talks for K-1and 2nd</li> <li>- Dairy Farmer visits bi-annually</li> <li>- No Place for Hate activities</li> <li>- Student Service Club</li> <li>- Red Ribbon week</li> <li>- GenTex (College) Week</li> <li>- Well Women Exams bi-annually</li> </ul> <p>We also promote and offer staff wellness opportunities such as Boot Camp.</p>						
<p style="text-align: center;"><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>23) Review and revisit both the Home/School Compact and Parental Involvement Policy. *offer several opportunities for parent input. *develop, with parent input, current school year compact and policy in appropriate language(s) - English/Spanish. *share compact with parents and document.</p> <p>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.</p>	1, 6	Principal and CIT	Sign in sheets, agenda, compact,and policies.			

<p align="center"><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>24) Increase parent attendance at Title I Annual Meeting to share:  *standards and goals  *parents' rights'  *curriculum  *School Report Card  *Title I participation</p> <p>The Title I annual meeting will be held in Sept., 2 nights are offered based on grade levels. Invitations and advertisements for meeting were on marquee, phone call out, email blast, Wolf Call, and flyers.</p>	6	Principal and CIT	Sign in sheets, agenda, 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
1	1	1	Implementation of the Teachers College Reading and Writing Project Units of Study in grades K-3. Staff development, reading kits and mentor texts, as well as classroom libraries and book carts are needed for consistent implementation. Terrace has been accepted as a Teacher's College Affiliate school and will work with staff developers 5 times throughout the school year. Funds will be used to purchase all materials and resources needed for implementation as well as for staff development consultant costs and substitutes.
1	1	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.
1	1	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.
1	1	4	Identified students in 4th and 2nd grade will participate in Learning 2Gether program after school.
1	1	5	Accelerated Instruction will be provided for identified students through after school tutoring and adaptive software such as Razkids, Reading A-Z, Nearpod, and I Station.
1	1	6	Certified Reading Tutor to support students reading below grade level during the school day as part of Accelerated Instructional Plan.
1	2	1	Provide a full time math bilingual lead intervention and instructional specialist who will lead data PLCs, collaborate, model, and coach teachers as well as provide small group instruction to students and assist with SSCs.
1	2	2	Common Formative Assessments to monitor progress and plan for intervention/accelerations. - Data analysis meeting - Training as needed for CFA - Question banks and creation of assessments - purchase software test item bank
1	2	3	Accelerated Instruction for students through after school tutoring and adaptive software such as Dreambox, TTM, and Khan Academy.
2	1	6	Terrace 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, empathy, and respect. Includes but not limited to presentations, study trips, performances, assemblies, museum trip, author visits, and trainings.
2	2	1	Provide opportunities to inform and train parents so that they may help reinforce curriculum, social skills, and support student achievement. Including but not limited to curriculum nights, Back to School Night, STAAR info sessions, Kinder Round up, and grade level parent meetings, summer cooler kits. Funds will be used for operating expenses, snacks, books for family nights. .

Goal	Objective	Strategy	Description
3	1	1	Implementation of the Teachers College Reading and Writing Project Units of Study in grades K-3. Staff development, writing kits and mentor text are needed for consistent implementation. Terrace has been accepted as a Teacher's College Affiliate school and will work with staff developers 5 times throughout the school year. Funds will be used to purchase all materials and resources needed for implementation as well as for staff development consultant costs and substitutes.
3	1	2	School wide writing collection plan will be implemented. Each child will complete a writing sample, each team will review using a rubric and determine next steps for instruction with each child. Collections will occur every 9 weeks.
3	1	3	Writing checkpoints in grade 4 over grammar, revising and editing. Checkpoints will be given Sept. Oct, Nov., and Dec. Teachers will meet to review data and plan for instruction based on this data.
3	2	1	Purchase Edusmart to assist with science instruction and supports for second language learners.
3	2	2	Ensure that ELL strategies are implemented with consistency school wide through staff development and training.
3	2	3	Purchase materials, supplies, and books to support the bilingual/ESL students and program.
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 percentage of students in "Developing As Expected" and "Advanced Development" categories in the Reading Standards. Implementation of TCRWP Units of Study in reading grades K-3. Teachers will be required to maintain a student profile sheet and small group binder which will hold their guided reading plans, notes, anecdotal records, along with other student data to monitor progress.
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 Wolf Call newsletter, using call outs, email blasts, Back to School Nights, Curriculum Nights, and PTA, Title I compact and parental involvement policy. 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 literacy, math, science, and health nights throughout the year.
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	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 Raz Kids for reading. Classroom materials will also be purchased for the teacher and students as well as for the Action Based Learning Lab.



Goal	Objective	Strategy	Description
4	1	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.
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 costs, registration fees, travel costs, per diem during travel, and professional books needed for professional development. * Action Based Learning *Neuhaus strategies * instructional strategies to meet needs of ESL * Balanced Literacy and TCRWP * 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 Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Nelda De La Rosa	Bilingual Intervention Specialist	Title I	

# Campus Funding Summary

<b>199 PIC 11 - Instructional Services</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	materials and supplies	199.11.6399.000.122.11.0.122	\$8,163.00
1	1	5	Software	199.11.6397.000.122.11.0.122	\$4,500.00
1	2	2	software	199.11.6397.000.122.30.0.122	\$1,000.00
3	2	1	Software	199.11.6397.000.122.11.0.122	\$2,500.00
3	2	3	materials, supplies, books - bil	199.11.6399.000.122.25.0.000	\$845.00
4	1	10	materials and supplies - at risk	199.11.6399.000.122.30.0.122	\$2,580.00
4	1	13	employee travel	199.13.6411.000.122.99.0.122	\$520.00
4	1	13	employee travel	199.23.6411.000.122.99.0.122	\$200.00
<b>Sub-Total</b>					<b>\$20,308.00</b>
<b>Budgeted Fund Source Amount</b>					<b>\$18,588.00</b>
<b>+/- Difference</b>					<b>\$-1,720.00</b>
<b>199 PIC 23 - Special Education</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	7	materials and supplies	199.11.6399.000.122.23.0.122	\$295.00
<b>Sub-Total</b>					<b>\$295.00</b>
<b>Budgeted Fund Source Amount</b>					<b>\$295.00</b>
<b>+/- Difference</b>					<b>\$0</b>
<b>199 PIC 25 - ESL/Bilingual</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	units of study for bilingual class	199.11.6399.000.122.25.122	\$359.60
<b>Sub-Total</b>					<b>\$359.60</b>
<b>Budgeted Fund Source Amount</b>					<b>\$845.00</b>
<b>+/- Difference</b>					<b>\$485.40</b>
<b>199 PIC 30 - At Risk School Wide SCE</b>					

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	units of study for ESL class	199.11.6399.000.122.30.122	\$719.20
1	1	2	magazines and periodicals	199.11.6325.000.122.30.0.122	\$450.00
2	1	5	training - Project CLASS	199.13.6299.000.122.99.0.122	\$375.00
<b>Sub-Total</b>					\$1,544.20
<b>Budgeted Fund Source Amount</b>					\$4,030.00
<b>+/- Difference</b>					\$2,485.80
<b>199 PIC 99 - Undistributed</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$8,263.00
<b>+/- Difference</b>					\$8,263.00
<b>211 - Title I, Part A</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Materials and Supplies	211.11.6399.000.122.11.30.0.000.FBG18	\$2,000.00
1	1	1	employee travel	211.13.6411.000.122.11.30.0.000.FBG18	\$875.00
1	1	2	student books and consumables	211.11.6329.000.122.30.0.000.FBG18	\$515.00
1	1	2	materials and supplies	211.11.6399.000.122.30.0.000.FBG18	\$3,229.00
1	1	2	other reading materials - teachers	211.13.6329.000.122.30.0.000.FBG18	\$1,000.00
1	1	3	substitute cost	211.13.6112000.122.30.0.000.FBG18	\$6,531.00
1	1	5	Software	211.11.6397.000.122.30.0.000.FBG18	\$1,000.00
1	1	6	professional salary	211.11.6119.000.122.30.0.000.FB18	\$17,422.00
1	1	6	medicare- salary	211.11.6141.000.122.30.0.000.FBG18	\$268.00
1	1	6	workers comp -salary	211.11.6143.000.122.30.0.000.FBG18	\$110.00
1	2	1	salary	211.13.6119.000.122.30.0.000.FBG18	\$57,583.00
1	2	1	medicare	211.13.6141.000.122.30.0.000.FBG18	\$908.00
1	2	1	benefits	211.13.6142.000.122.30.0.000.FBG18	\$3,792.00

1	2	1	work comp	211.13.6143.000.122.30.0.000.FBG18	\$400.00
1	2	1	teacher retirement	211.13.6146.000.122.30.0.000.FBG18	\$5,931.00
2	2	1	books for parental involvement	211.61.6499.000.122.30.0.000.FBG18	\$800.00
2	2	1	snacks for parent meetings and trainings	211.61.6329.000.122.30.0.000.FBG18	\$236.00
3	1	1	other reading materials - teacher	211.13.6329.000.122.30.0.000.FBG18	\$1,000.00
<b>Sub-Total</b>					\$103,600.00
<b>Budgeted Fund Source Amount</b>					\$103,600.00
<b>+/- Difference</b>					<b>\$0</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	1	Misc. contract services - consultant fees TCRWP	211.13.6299.000.122.11.30.0.000.FOC18	\$4,000.00
1	1	1	Other reading materials	211.11.6329.000.122.11.30.0.000.FOC18	\$4,694.00
1	1	1	Other reading materials	211.13.6329.000.122.11.30.0.000.FOC18	\$4,090.00
4	1	1	extra duty pay summer planning	211.13.6116.000.122.30.000.FOC18	\$3,454.00
4	1	1	Medicare summer plan	211.13.6141.000.122.30.000.FOC18	\$48.00
4	1	1	Workers Comp summer plan	211.13.6143.000.122.30.000.FOC18	\$21.00
4	1	1	TRS summer plan	211.13.6146.000.122.30.000.FOC18	\$325.00
4	1	13	employee travel	211.13.6411.000.122.30.0.000.122.FOC18	\$3,368.00
<b>Sub-Total</b>					\$20,000.00
<b>Budgeted Fund Source Amount</b>					\$20,000.00
<b>+/- Difference</b>					<b>\$0</b>
<b>Grand Total</b>					\$146,106.80