Spring Branch Independent School District

Cedar Brook Elementary School

2018-2019 Campus Improvement Plan

Accountability Rating: Met Standard

Mission Statement

To instill in all students the desire to be lifelong learners and reach their individual potential.

Vision

Through personalization, creativity & innovation, and teaching critical thinking skills, CBE will work to ensure all students leave 5th grade with High School Spanish Credit, and/or enrolled in one or more Pre-AP courses.

Value Statement

Every Child

We put students at the heart of everything we do.

- Every child. Every day. Every minute. Every way.
- What's Best for the Child Drives the Decision
- Infinite Possibilities Through Education

Collective Greatness

We, as a community, leverage our individual strengths to reach challenging goals.

- Surpass Expectations
- Everyone's Work Matters
- Diversity Makes Us Stronger

Collaborative Spirit

We believe in each other and find joy in our work.

- Each of Us is Committed to All of Us
- Together We're Better
- Assume the Best

Limitless Curiosity

We never stop learning and growing.

- Empowered to Innovate
- Tenaciously Embrace Challenges
- Unleashed Potential

Moral Compass

We are guided by strong character, ethics and integrity.

- Personal Responsibility
- Kindness and Mutual Respect
- Trustworthiness

Comprehensive Needs Assessment

Demographics

Demographics Summary

Cedar Brook's enrollment hovers around 754 students.

The student population is approximately: 5.8% African American, 83.3% Hispanic, 7.2% Anglo, and 1.5% Asian, 1.8% at Two-or-more ethnicities; 80% At-risk; 59.5% Economically Disadvantaged, 60.23% LEP, 5% GT, 3.37% SPED, and 4.3% 504.

We have a total of 45 teachers.

Demographics Strengths

 CBE is a diverse school that welcomes students from all over SBISD. CBE we offers three different programs; TWDL, OWDL and MS.

Problem Statements Identifying Demographics Needs

Problem Statement 1: CBE is in pursuit of closing the achievement gap across all demographic groups as well as between students who are economically disadvantaged. **Root Cause**: Students are below grade level. There is an enormous need to differentiate with more detail, using proficiency scales to plan the right instruction.

Student Academic Achievement

Student Academic Achievement Summary

2018 STAAR results:

3rd-5th Grade Reading: 70%

3rd-5th Grade Math: 74%

4th Grade Writing: N/A

5th Grade Science: 55%

MAP results:

Math: 53%

Reading: 43%

Note: Not all grade levels hit 50%. The following grade levels were below 50%:

K: 29%

4th: 42%

5th: 48%

Student Academic Achievement Strengths

CBE met standard overall.

CBE met standard in Student Achievement.

CBE met School Progress.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: CBE has the potential to have 80% of students reaching the meet level on STAAR through building bilteracy skills through critical thinking skills and differentiation. **Root Cause**: We need to further differentiate for students, using proficiency scales and by building teacher capacity through literacy skills across all content areas.

School Processes & Programs

School Processes & Programs Summary

CBE strives to hire the most qualified staff available. CBE will support and develop all staff members to provide the best possible instruction to all of our students.

New OWDL and TWDL teachers will receive extensive training from Dr. Mercuri to support the dual language instruction in their classrooms.

In addition, we will continue to implement Opportunity Culture on our campus. We have hired two teachers from within CBE to support our primary and intermediate students and teachers.

We have two interventionists that support students during our school-wide intervention time.

Another way to ensure staff quality, recruitment, and retention for CBE is, by implementing Professional Learning Community meetings (PLC's) in all grade levels. CBE is committed to establish a culture of collaboration; thus achieving our collective purpose of learning for all. Administrators will coach teachers by providing formal and informal instructional feedback in order to build teacher capacity and overall grow instructional practices.

Also, all new teachers will receive additional support through a mentor/Buddy program who will ensure new members of our team feel supported, equipped and encouraged. At CBE every new teacher is paired up with a mentor teacher or a buddy teacher. If the new teacher is brand new to the profession they have a mentor teacher to help guide them through their first year and if they are just new to CBE or district they have a buddy teacher. Lead mentors help the mentor and buddy teachers be the best mentors they can be to these new teachers so that they feel prepared and successful for the school year. Monthly meetings with the mentors are held to address any questions or concerns the new teachers may have and make sure that all mentors are up to date with any school events coming up, due dates or any other information they need to relay to the new teachers.

CBE staff members have completed GT initial hours and required update. Also, all OWDL and TWDL teachers have and will continue to participate in ongoing staff development sessions with Dr. Mercuri in order to strengthen our Dual language program. These sessions have been differentiated to meet the needs of individual teachers.

Staff strengths include flexibility, collaboration, responsiveness, and devotion to our students. Implementation and receptiveness to PLCs.

Perceptions

Perceptions Summary

<u>Panorama School Connectedness Student Survey Results:</u>

School Belonging: 71%

School Climate: 73%

School Rigorous Expectations: 83%

School Safety: 52%

School Teacher- Student Relationships: 78%

Perceptions Strengths

School Rigorous Expectations: 83%

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

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions

Employee Data

- Staff surveys and/or other feedback

Parent/Community Data

- Parent surveys and/or other feedback

Goals

Goal 1: In order to achieve T-2-4, students will consistently meet appropriately ambitious academic growth targets.

Performance Objective 1: By June 2019, at least 50% of CBE students will meet or exceed growth expectations on MAP.

Evaluation Data Source(s) 1: MAP

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 6 CSF 7 1) PLC meetings will be conducted every week (Thursday) to review data, plan units of instruction using the Proficiency Scales and create rigorous common assessments.	2.4, 2.5, 2.6	Administrators Team leaders Teachers Lead Interventionist MCL's	1. Improvement in student performance data both formatively and summatively (STAAR,MAP, and PSA data) across all subgroups. 2. Feedback from staff and students in relationship to rigor and differentiation. 3. Overall increase in student achievement.			
Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6 CSF 7 2) Flexible student groups within teams (Intervention groups): Grade Level teams in all grade levels (except Pre-K) will plan to pull small groups across their grade levels according to data from a variety of sources in reading and math: MAP, STAAR, DRA/EDL, OS, small group anecdotal data and formative assessments.	2.4, 2.5, 2.6	Administrators Team leaders Teachers Lead Interventionist MCL's	1. Improvement in student performance data both formatively and summatively (STAAR,MAP, and PSA data) across all subgroups. 2. Feedback from staff and students in relationship to rigor and differentiation. 3. Small group records reflecting variable, differentiated groups in reading and math.			
Tutorials will be implemented during the week, before school, during Intervention (Bulldog Time) and after-school.	Funding Sources: 211 - Title I, Part A - 9000.00, 199 PIC 11 - Instructional Services - 9500.00					

Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7 3) RESPONSIVE TEACHING PRACTICES: Using formative assessment practices and Mastery Connect, teachers will plan instruction, design formative assessments and responses to possible outcomes of these assessments in advance of teaching so that they can respond quickly to student misunderstandings.	2.4, 2.5, 2.6	Administrators Team leaders Teachers Lead Interventionist MCL's	1. Improvement in student performance data both formative and summatively (STAAR, MAP and PSA data) across all subgroups. 2. Increased student agency. 3. Evidence of stronger differentiation for all students.
Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7 4) SMALL GROUP PLANNING: CBE will focus on small group planning to allow for proper differentiation for all students. MCLs and grade level teams will plan small group collaboratively using anecdotal records, formative and summative assessment data, student work, campus resources and best practices to delineate small group teaching points and plans and differentiated workstations.	2.4, 2.5, 2.6	Administrators Team leaders Teachers Lead Interventionist MCL's	1.Quality Small Group Plans and Anecdotal Records Minutes of Meetings.

Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6 5) Teachers, administrators, students and staff will be provided with materials, resources, and staff development to meet or exceed growth expectations.	2.4, 2.5, 2.6	Admin,Teachers, Lead Interventionist, and MCL's.	Improvement in student performance data both formative and summatively (STAAR, MAP and PSA data) across all subgroups.			
Teachers and administrators will participate in professional staff development and conferences. Substitutes will be provided in some cases during staff development or for teacher conferences. Computer software will be purchased and implemented in all grade levels in order to drive instruction and support students reading and comprehension levels. Purchase guided reading materials, books, Teachers Collage Reading and Writing Project (TCRWP) materials, computer software (Achieve 3000/Mastery Connect/Learning A-Z & RAZ KIDS), resources, technology equipment and materials to support student needs. Achieve 3000 to be purchased for all students. Primary grades- Smarty Ants Intermediate grades- KidBiz	Funding Sources: 211 - Title I, Part A - 60645.00, 199 PIC 11 - Instructional Services - 10434.00, 199 PIC 99 - Undistributed - 14288.00, 199 PIC 30 - At Risk School Wide SCE - 3000.00					
Critical Success Factors CSF 1 CSF 4 CSF 6 6) CBE will continue study trips that are aligned with the content area TEKS and objectives for improving reading levels and learning across the content areas. Students will be able to show what they have learned from a study trip by creating a product that could be literacy based and involve writing.	2.4, 2.5, 2.6	Administrators Team leaders Teachers Counselor	1. Overall increase in student achievement.			
	Funding Sources: 211 - Title I, Part A - 12000.00, 199 PIC 11 - Instructional Services - 5500.00					

100% = Accomplished   0% = No Progress   ✖ = Discontinue

Goal 2: In order to achieve T-2-4, students will feel connected to their school community as both an individual and a learner.

Performance Objective 1: By June 2019, at least 70% of 3-5 graders will respond favorably on the School Safety section of the Panorama survey.

Evaluation Data Source(s) 1: Panorama Survey

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
Critical Success Factors CSF 1 CSF 4 CSF 6 1) 1) CBE will implement Project Class school wide and continue to utilize Love & Logic components to increase self-disciplined student behavior, responsibility, and ownership. Admin team, teachers and our counselor will collaborate with one another and will work at building relationships with students. We will also offer our parents a Project Class training. Project Class campus wide training Conduct Faculty meetings to share data, survey information, training and teacher updates.	2.5, 2.6	Administrators Counselor and Student Support Specialist Leadership Team MCLs CIS	1. Increase in school-connectedness and positive student-teacher relationships as measured on Panorama. 2. Staff and student feedback 3. Disciplinary referral reduction			
	Funding Sources: 199 PIC 99 - Undistributed - 2295.00					
Critical Success Factors CSF 4 CSF 6 CSF 7 2) COMMUNITY CIRCLES: Using provided protocols, lessons and topics, classroom teachers will hold community circles every morning on a variety of topics, some selected by the classroom teacher and/or the children. Topics could include: character traits designated by SBISD, classroom celebrations, conversations surrounding classroom practices and relationships and lessons enhancing positive conflict resolution, restorative justice, student agency and other tools for student development.	2.5, 2.6	Administrators Counselor and Student Support Specialist Leadership Team MCLs	1. Increase in school-connectedness and positive student-teacher relationships as measured on Panorama. 2. Staff and student feedback 3. Disciplinary referral reduction			

Critical Success Factors CSF 6 CSF 7 3) CBE will implement an Action Based Learning lab so that specific students can receive targeted social skill and academic instruction in grades Pk-5th Grade. This is in addition to the support of the Project Class pull out.	2.4, 2.5, 2.6	Administrators Counselor Student Support Specialist Teachers	1. Reduction in referrals 2. Feedback from students and staff 3. Increased school-connectedness and strong teacher-student relationships as measured by Panorama.			
Critical Success Factors CSF 1 CSF 5 CSF 6 4) CBE will facilitate Library/Music/Technology Nights, TWDL Family events, Health Fair, STAAR/Curriculum Nights, Parent Classes and Parent Coffees to strengthen the home-school connection, support students behavior, and reinforce classroom teaching and learning. Our CIS worker will facilitate student and parent classes and events to strengthen parental involvement.	2.6, 3.1, 3.2	Administrators Counselor CIS Teachers	1.Increased school-connectedness and strong teacher-student relationships as measured by Panorama.			

Funding Sources: 211 - Title I, Part A - 2431.00, 199 PIC 99 - Undistributed - 1350.00

100% = Accomplished   0% = No Progress   ✗ = Discontinue

Goal 3: In order to achieve, T-2-4, students will demonstrate college-ready academic performance.

Performance Objective 1: By June 2019, at least 50% of CBE students will perform at Postsecondary-ready levels on MAP (66-77th percentile reading, 70-84th percentile math in 3rd & 5th grades) and 34% of our 5th grade students will meet Postsecondary-Readiness on STAAR.

    Evaluation Data Source(s) 1: Map & STAAR Data

    Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7 1) Flexible student groups within teams (Intervention groups): Grade Level teams in all grade levels (except Pre-K) will plan to pull small groups across their grade levels according to data from a variety of sources in reading and math: MAP, STAAR, DRA/EDL, OS, small group anecdotal data and formative assessments.	2.4, 2.5, 2.6	Administrators Team leaders Teachers Lead Interventionist MCL's	1. Improvement in student performance data both formatively and summatively (STAAR,MAP, and PSA data) across all subgroups. 2. Feedback from staff and students in relationship to rigor and differentiation. 3. Small group records reflecting variable, differentiated groups in reading and math.			
Purchase of technology and computer software to support intervention. Achieve 3000 will be purchased for all students. Primary grades- Smarty Ants Intermediate grades- KidBiz	Funding Sources: 211 - Title I, Part A - 4638.00					
Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6 CSF 7 2) CBE will implement Units of Study-Teachers College in Kinder through 2nd grade.	2.4, 2.5, 2.6	Administrators Team leaders Teachers Lead Interventionist MCL's	1. Improvement in student performance data both formatively and summatively (MAP, running records, reading levels across all subgroups). 2. Small group records reflecting variable, differentiated groups in reading.			

Critical Success Factors CSF 1 CSF 7 3) TWDL Refresh: CBE will continue to strengthen and support our Dual language programs through professional development with DR. Mercuri. Dual language teachers will meet throughout the year as a team to make decisions and share ideas for continuous improvement of our Pre-K through 5th grade programs. Implementation of the CBE Dual Language Non-negotiables.	2.4, 2.5, 2.6	Administrators Team leaders Teachers Lead Interventionist MCL's	1. Alignment across the TWDL program Feedback from staff.			
	Funding Sources: 211 - Title I, Part A - 2000.00					

100% = Accomplished   0% = No Progress   ✗ = Discontinue

Goal 4: In order to achieve T-2-4, students will receive equitable opportunities resulting in the closing of existing achievement gaps.

Performance Objective 1: By June 2019, CBE will close existing achievement gaps by at least 5% in each of the following subgroups: Hispanic students, African American students , Economically Disadvantaged students, Special Education students and English Language Learners while all performance improves.

Evaluation Data Source(s) 1: STAAR Data

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 6 CSF 7 1) PLC meetings will be conducted every week (Thursday) to review data, plan units of instruction using the Proficiency Scales and create rigorous common assessments.	2.4, 2.5, 2.6	Administrators Team leaders Teachers Lead Interventionist MCL's	1. Improvement in student performance data both formatively and summatively (STAAR,MAP, and PSA data) across all subgroups. 2. Feedback from staff and students in relationship to rigor and differentiation. 3. Overall increase in student achievement.			
Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7 2) Primary and Intermediate grade levels will receive additional support in the form of a MCL and Interventionist. They will work with students requiring extra assistance. The MCLs will also support the teachers by modeling lessons and pulling small groups. They will focus on reading and math.	2.4, 2.5, 2.6	Administrators Team leaders Teachers Lead Interventionist MCL's	1. Student data across all subgroups. 2. Teacher and MCL feedback 3. Overall increase in student achievement.			

Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6 CSF 7 3) Flexible student groups within teams (Intervention groups): Grade Level teams in all grade levels (except Pre-K) will plan to pull small groups across their grade levels according to data from a variety of sources in reading and math: MAP, STAAR, DRA/EDL, OS, small group anecdotal data and formative assessments. Purchase reading materials and supplies for intervention. students will be provided with materials and resources.	2.4, 2.5, 2.6	Administrators Team leaders Teachers Lead Interventionist MCL's	1. Improvement in student performance data both formatively and summatively (STAAR, MAP and PSA data) across all subgroups. 2. Feedback from staff and students in relationship to rigor and differentiation. 3. Small group records reflecting differentiated groups in reading and math. 4. Overall increase in student achievement.			
Funding Sources: 199 PIC 30 - At Risk School Wide SCE - 6092.00, 199 PIC 23 - Special Education - 180.00, 199 PIC 25 - ESL/Bilingual - 2405.00						
Critical Success Factors CSF 1 CSF 4 4) Implementation of Dreambox, its Learning, Mastery Connect and purchase Achieve 3000.	2.4, 2.5, 2.6	Administrators Team leaders Teachers Lead Interventionist MCL's	1. Improvement in student performance data both formatively and summatively (STAAR, MAP and PSA data) across all subgroups. 2. Overall increase in student achievement.			

100% = Accomplished   0% = No Progress   ✗ = Discontinue

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

Performance Objective 1: Cedar Brook will comply with all federal and state laws as required.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
Critical Success Factors CSF 1 CSF 2 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. GT, SPED, and LEP programs and services will be evaluated for compliance and effectiveness.	2.4, 2.5, 2.6, 3.1	Admin, teachers, counselor	MAP Data District and State Assessments Report Card STAAR Audit Reports			
Critical Success Factors CSF 1 CSF 2 CSF 4 2) Develop/strengthen/monitor capacity of teachers, grade levels and departments to support measurable growth in reading proficiency as measured by by an increase in growth percentage in MAP and DRA. Teachers will be trained in Guided Reading, Writer's Workshop and DRA, EDL and Teachers Collage Reading and Writing Project (TCRWP). MCL's and Interventionist Specialists will work closely with new teachers and struggling teachers to meet students needs. Purchase guided reading materials, TCRWP materials, computer software, resources and materials to support student needs.	2.4, 2.5, 2.6	Intervention Specialist Administration MCL's	Administration DRA/EDL MAP Running Records Report Cards STAAR			

Critical Success Factors	2.4, 2.5, 2.6	Administrators	MAP			
CSF 1 CSF 2 CSF 4		Diagnostician	Campus and District Assessments			
		Special Ed. Staff	Surveys			
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.		Teachers MCL's	Report Cards Overall increase in student achievement.			
Teachers will attend staff development on how to identify and work with struggling students in small groups to ensure success. Tutorials will be provided for students who do not meet academic standards before school, during the day, and after school by teachers and intervention specialists through tutorial sessions.						
Critical Success Factors	2.4, 2.5, 2.6	Administrators	Campus and District Assessments			
CSF 1 CSF 4		Librarian	STAAR			
		District Technology	Surveys			
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).		Staff ITS Learning Trail Guide	Report Cards Overall increase in student achievement.			
Training on integration of technology into the instructional practices will be given to teachers. Devices and software will be purchased.						
Achieve 3000 to be purchased for all students. Primary grades- Smarty Ants Intermediate grades- KidBiz						
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.						

| Critical Success Factors
CSF 1 CSF 5 CSF 6

5) Promote parent and community involvement in drug and violence prevention programs/ activities.

We will emphasize drug awareness and bully prevention throughout the year when our counselor prepares and delivers lessons to students in the classroom. We will also kickoff these
initiatives during Red Ribbon Week.

Parenting classes through CIS will be available for the parents.
Monthly parent meetings will be held by the principal and CIS for information
on prevention programs and up to date district
initiative. | 2.4, 2.6, 3.1, 3.2 | Administrators
CIS Worker
Counselor | Sign-In Sheets
Participation
Discipline Referrals | | | |

Critical Success Factors CSF 1 CSF 4 CSF 5 CSF 6 6) Provide professional development based on level of expertise and need in the following areas: * Bullying Prevention-We will emphasize this through a student assembly during Red Ribbon Week. * Violence/conflict resolution-Our counselor will continue classroom lessons and small group interventions for students in need. * No Place for Hate-Teachers and students will rally together to complete various activities and sign the NPFH Pledge. * CSHAC-We will coordinate a Health Fair to provide positive role models for students regarding healthy living. * SEL-We will encourage all teachers to become familiar with the System of Care as a program and philosophy for building relationships with students and fostering self-discipline. * Love and Logic--We will continue to focus on using enforceable statements from the L&L philosophy, as well as allowing natural consequences to occur when students make poor choices. *Implement Project Class school-wide * Community Circles- School-wide	2.5, 2.6, 3.1, 3.2	Administrators Counselor CIS CSHAC Committee Behavior Support Team Action Based Learning Team System of Care	Spring Panorama Discipline Reports			

Critical Success Factors CSF 1 7) SPECIAL EDUCATION - Monitor LRE ratio. Develop campus capacity to support inclusive programming for students with disabilities. Evaluate campus LRE ratio. Develop and monitor campus capacity to support inclusive programming for students with disabilities. The diagnostician will work with teachers to ensure IEP's and BIP's are implemented	2.4, 2.6	Administrators Diagnostician Special Ed. Staff Teachers	ARDS Report Cards STAAR District and Campus Assessments				
Critical Success Factors CSF 1 CSF 4 8) SPECIAL EDUCATION - Examine state assessment reports to evaluate progress of students with disabilities relative to ARD committee recommendations and predictions. How accurately did ARD committee recommendations predict and guide student achievement on state assessments? Staffing meetings will be scheduled to meet on students progress and any recommendations that are needed to ensure students success.	2.6	Administrators Diagnostician Special Ed. Staff Teachers	ARD Minutes IEP's Progress Reports District & Campus Assessments STAAR				
9) SPECIAL EDUCATION - Ensure that Special Education staff, building administrators, and counselors are trained on and adhere to Special Education timelines and compliance requirements. District and Campus staff development will be scheduled to ensure all staff members understand compliance requirements and timelines.	2.6	Administrators Diagnostician Counselor Special Ed. Staff Teachers	Schedules Meeting Minutes Audit				

Critical Success Factors CSF 1 CSF 4 10) STATE COMP ED - Provide supplemental At-Risk services/support in the content areas: * Language Arts * Math * Science * Social Studies * LEP Intervention Specialist Intervention Specialist, MCL's, Assistant Principals will develop staff development and data analysis to address support for the at-risk students in all content areas. After School Tutorials, Curriculum Nights, and Library Nights will be provided to help at-risk students.	2.4, 2.5, 2.6	Administrators Intervention Specialist MCL'S Librarian LEP Intervention Assistant	Campus and District Assessments STAAR Report Cards			
Critical Success Factors CSF 1 CSF 4 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, and bilingual materials. After-school extended day computer assisted instruction includes: Achieve 3000, and Dreambox. MCL's , Intervention Specialists and Assistant Principals will develop staff development and conduct data analysis to address support for the at-risk students in all content areas. After School tutorials; Curriculum Nights, Library Nights, Parent Family Nights will be provided to help at-risk students.	2.4, 2.5, 2.6	Administrators Intervention Specialist MCL'S Dean of Students Librarian LEP Intervention Assistant	Sign-in Sheets DRA Progress Reports TELPAS Report Cards Campus/District/State Assessments			

| Critical Success Factors
CSF 5 CSF 6

12) Develop, monitor, and evaluate campus volunteer/partnership
programs that include:

* recruitment
* training/support
* recognition of volunteers/partnerships

We will partner with CEPC and Duchesne Academy to develop
and implement mentor programs and school partnerships that will increase student success. We will honor our volunteers during Volunteer Appreciation Month in the spring semester. | 2.5, 2.6 | Counselor
CIS Manager
Administrators | Survey data
Informal observations
Volunteer Reports
Sign-In Sheet | | | |

Critical Success Factors CSF 1 CSF 2 CSF 4 13) TITLE II A - Provide professional development to CIT, teachers, and administrators that increases knowledge and skills related to: * vertical alignment--We will provide this meeting time quarterly for all teachers after school from 3-4:30. * integration of technology into curricula and instruction for improving teaching, learning, and technology literacy--Our campus librarian and Vanguard teachers will partner to provide training to teachers 1-2 times per month after school from 3-4:30 for technology tools. * STAAR testing and the state curriculum standards (TEKS) in the content areas of English/Language Arts, social studies, and/or science, and/or math--Admin, MCL's and Interventionist will train all 3rd-5th teachers in November how to best prepare for and meet the rigorous demands of state testing. * Dual Language Programs--We will partner with our DL consultant to continue ongoing staff development in the area of second language acquisition. * Small Group Instruction--All teachers are trained during inservice week on how to plan for, implement, and document small group instruction. * This includes opportunities for teachers to be coached, attend sustained training/inservices/ workshops and/or conferences together with structured follow-up.	2.4, 2.6	Administrators Intervention Specialists MCLS's Teachers	Campus and District Assessments Progress Reports T-TESS Report Cards STAAR			

Critical Success Factors CSF 1 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. We will provide for or send teachers to sessions that will help them to integrate technology into their lessons while keeping with the DDI process.	2.5, 2.6	Administrators Intervention Specialist MCL'S	Campus and District Assessments T-TESS STAAR	
Critical Success Factors CSF 3 CSF 6 CSF 7 15) Provide support for new teachers with ongoing mentoring and planning with certified staff. Each new teacher has been assigned a mentor or buddy. They will meet once per week to plan and discuss teaching and learning. The Lead Mentors will meet with new teachers once per month to answer questions and receive feedback.	2.5, 2.6	Administrators Lead Mentor MCL's Interventionists Team Leader	T-TESS Retention Rate	
Critical Success Factors CSF 6 CSF 7 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 We will continue to participate in the Choice Fair and district job fair to recruit students and teachers to join our school program.	2.6	Administration	Hiring Data Retention	

Critical Success Factors CSF 1 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. The CIT will meet monthly to discuss campus needs and agenda items relating to professional development needs. Meetings will be held with the principal for parents to voice suggestions and needs for the school in order to guide staff development.	2.6	CIT memberS Administration CIS Counselor Teachers	CIP Agendas Sign-In Sheets				
Critical Success Factors CSF 1 CSF 6 18)) PreK and K teachers develop transition strategies. Elementary campuses provide kindergarten orientation at different times and in a variety of settings. We will hold a Pre-K visit to campus in the spring that will allow feeder campus to visit our Kinder classrooms. We also will hold two DL site visits and two DL Orientation sessions for incoming Pre-K and Kinder parents.	2.6	Kindergarten Teachers Administration ADA Pre-K Director	Parent Sign in Sheets Agendas				

Critical Success Factors CSF 1 CSF 7	2.4, 2.6	Administration Counselor TeacherS	Student Portfolios GT hour requirement reports T-TESS			
19) GIFTED AND TALENTED - Provide opportunities for G/T professional development, based on level of expertise and need, in one of the following areas: a) Nature and needs of G/T students b) Assessing and identifying G/T student needs c) Differentiating Curriculum for G/T students d) Assessing social and emotional needs of G/T students e) Creativity and instructional strategies for G/T students.

A book study on Nature and Needs will be led in the fall semester for all teachers to receive 6 credit hours.

The counselor will check to ensure that GT students are in the appropriate classes and that teacher have the certification needed to instruct them. Teachers will attend training to meet the needs of our GT students. Parent Awareness Training will be provided. | | | | | | |
| Critical Success Factors CSF 1 CSF 4 | 2.5, 2.6 | Administrators Counselor Library Advanced Academic Studies | Student Portfolios Student Referrals for GT identification Screening Reports | | | |
| 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.

We will meet the needs of GT students through PGP pullouts and intermediate students will attend Bendwood school each Tuesday for an all day problem/project based learning experience. | | | | | | |

Critical Success Factors			

	2.5	Bendwood Administrator Counselor Advanced Academic Studies Department	Sign-In Sheets Student Referrals for GT Identification Survey GT ID Data			
Critical Success Factors CSF 1 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. Conduct an annual G/T parent meeting to develop awareness of the program, identification, and requirements.	2.5	Bendwood Administrator Counselor Advanced Academic Studies Department	Sign-In Sheets Student Referrals for GT Identification Survey GT ID Data			
Critical Success Factors CSF 5 CSF 6 22) COORDINATED SCHOOL HEALTH (CSH) and CIP - Steps to incorporate CSH - 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: a.District Five Year Goal Campus Survey b.School Health Index c.SEL/40 Developmental Asset Survey The school will conduct a health fair once a year for the community.	2.6	Administrators Health Fitness Teachers Nurse Counselor CIS	Surveys Attendance Report Clinic Logs			
Critical Success Factors CSF 1 CSF 6 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. During Open House week, we will share the previous parent compact and ask for parent input. After this the compact will be revised and sent home during parent conference week.	2.6	Administration Counselor CIS	Sign-In Sheets Agendas			

Critical Success Factors CSF 1 CSF 5 CSF 6 24) Increase parent attendance at Title I Annual Meeting to share: *standards and goals *parents' rights' *curriculum *School Report Card *Title I participation *Offer a flexible number of meetings. During Open House week, we will invite parents to come to the annual meeting at which time we will share campus results and goals, parent's rights, and other components listed above. Parent meetings (CBE Cafe) will be held throughout the school year.	3.1, 3.2	Administration CIS Counselor	Flyers Agendas Sign-in Sheets Minutes			

100% = Accomplished   0% = No Progress   ✗ = Discontinue

Generated by Plan4Learning.com

31 of 34

Campus #124
October 18, 2018 12:37 pm

Campus Funding Summary

199 PIC 11 - Instructional Services

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2		199.11.6399	$9,500.00
1	1	5		199.11.6112	$1,000.00
1	1	5		199.11.6122	$5,155.00
1	1	5		199.11.6249	$690.00
1	1	5		199.11.6321	$200.00
1	1	5		199.11.6329	$1,000.00
1	1	5		199.11.6399	$2,389.00
1	1	6		199.11.6412	$3,000.00
1	1	6		199.11.6494	$2,500.00
				Sub-Total	$25,434.00
				Budgeted Fund Source Amount	$25,434.00
				+/- Difference	$0

199 PIC 23 - Special Education

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	3		199.11.6399	$180.00
				Sub-Total	$180.00
				Budgeted Fund Source Amount	$180.00
				+/- Difference	$0

199 PIC 25 - ESL/Bilingual

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	3		199.11.6399	$2,405.00
				Sub-Total	$2,405.00
				Budgeted Fund Source Amount	$2,405.00
				+/- Difference	$0

199 PIC 30 - At Risk School Wide SCE

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5		199.13.6411	$3,000.00
4	1	3		199.11.6329	$1,000.00
4	1	3		199.11.6399	$5,092.00
				Sub-Total	$9,092.00
				Budgeted Fund Source Amount	$9,092.00
				+/- Difference	$0

199 PIC 99 - Undistributed

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5		199.13.6239	$200.00
1	1	5		199.13.6411	$4,000.00
1	1	5		199.23.6122	$560.00
1	1	5		199.23.6399	$1,028.00
1	1	5		199.23.6411	$7,000.00
1	1	5		199.33.6399	$1,500.00
2	1	1		199.23.6499	$2,000.00
2	1	1		199.31.6399	$295.00
2	1	4		199.12.6329	$500.00
2	1	4		199.12.6399	$500.00
2	1	4		199.51.6121	$200.00
2	1	4		199.52.6399	$150.00
				Sub-Total	$17,933.00
				Budgeted Fund Source Amount	$17,933.00
				+/- Difference	$0

211 - Title I, Part A

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2		211.11.616	$9,000.00

1	1	5		211.13.612	$12,000.00
1	1	5		211.11.6399	$15,271.00
1	1	5		211.11.6329	$9,874.00
1	1	5		211.13.6329	$2,000.00
1	1	5		211.23.6329	$500.00
1	1	5		211.13.6411	$4,475.00
1	1	5		211.23.6411	$9,813.00
1	1	5	Region IV Services	211.13.6239	$500.00
1	1	5		211.23.6239	$500.00
1	1	5	Achieve 3000 and Learning A-Z & RAZ KIDS	211.11.6397	$5,712.00
1	1	6		211.11.6412	$6,000.00
1	1	6		211.11.6494	$6,000.00
2	1	4		211.61.6399	$1,831.00
2	1	4		211.61.6499	$600.00
3	1	1		211.11.6398	$4,638.00
3	1	3		211.13.6299	$2,000.00
				Sub-Total	$90,714.00
				Budgeted Fund Source Amount	$248,400.00
				+/- Difference	$157,686.00
				Grand Total	$145,758.00