

Spring Branch Independent School District
Ridgecrest Elementary School
2018-2019 Campus Improvement Plan



Mission Statement

Student success is our mission.

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

Needs Assessment Overview

As we head into the 2018-2019 school year, our desire is to continue to grow to the next level for our school by building on our strengths of high expectations for learning and strong and positive school culture.

Demographics

Demographics Summary

At Ridgecrest Elementary, we currently serve 761 students ranging from Kindergarten to 5th Grade. We have 52 certified teachers on staff serving as classroom teachers, instructional specialists, enrichment teachers and special education teachers. The Race/Ethnicity of our Students are as follows: We have 96% of our students who are Hispanic/Latino, 1.5% are African-American, 1.5% are White and 1% are Asian or other ethnicities. Among our students, 93% of them receive free/reduced lunch. Also, 75% are English Language Learners. Finally, we have 11% of students receiving Special Education Services.

Demographics Strengths

We are a school rich in more than one language proficiency, and we have children who come to us with a variety of gifts and strengths that we have the opportunity to build upon.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Ridgecrest is in pursuit of closing the achievement gap between students who are economically disadvantaged versus those who are not. **Root Cause:** We will continue to increase our expectations for learning for every child by building upon their strengths.

Student Academic Achievement

Student Academic Achievement Summary

Our 2018 STAAR Results were as follows: 71% of our 3rd - 5th Graders met minimum expectations in Reading, 79% of them met minimum expectations in Math, 58% of our 4th Graders met the minimum expectations in Writing, and 75% of our 5th Grade students met minimum expectations in Science.

In the area of School Culture, 95% of our 3rd - 5th grade students voted they felt they were connected to the school.

Student Academic Achievement Strengths

Our student achievement strengths are in the areas of Math and Science on our campus. Our students have made growth in Reading (+6% points) this year from last year. Biliteracy is another strength that we will continue to grow in.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: We need to continue to build biliteracy (English and Spanish reading and writing) in our students and critical thinking skills. **Root Cause:** We will build teacher capacity in building literacy skills across all content areas.

School Processes & Programs

School Processes & Programs Summary

For the upcoming 2018-2019 school year, Ridgecrest has no new teachers to education. We also added 2 additional teachers due to the following: 1 teacher retired, 1 teacher took a sabbatical to care for her small children.

Our focus will also be on increasing the Math, Reading and Writing Skills, Academic Vocabulary, and Critical Thinking skills for problem solving for all ELL students and Non-ELL students.

School Processes & Programs Strengths

We are a school with a large number of staff members who have served at Ridgecrest Elementary for 10 years or more. Others who have joined our family have experience in education for at least 3 - 20 years. Our teachers are dedicated to their role as educators, and they are committed raising student achievement. On top of this and most importantly, is that our staff cares about the children as individuals as well as their learning.

Through PLCs and planning sessions, the Instructional Leadership Team support teacher's effective implementation of curriculum through innovative and research based strategies and on-going assessment practices. Teachers collaborate with each other within grade levels and across to alsing practices for optimal student results.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Ridgecrest continues to strive to provide a strong and positive culture of learning, support and collaboration to ensure staff members needs are met. **Root Cause:** Teachers and staff desire to be effective in their role and to be supported in the process.

Perceptions

Perceptions Summary

On our Spring 2018 Panorama School Connectedness Survey for Grades 3 - 5, our students scored our school with a score of 95% of students feeling connected to the school. The Component Scores were as follows: School Belonging was at 95%, School Climate was at 96%, School Rigorous Expectations was at 96%, School Safety was at 91% and last but not least, Teacher - Student Relationships scored at 96%.

We believe in our Spring Branch Core Values of Every Child, Moral Compass, Limitless Curiosity, Collective Greatness and Collaborative Spirit.

Perceptions Strengths

Student surveys from Panorama as well as random empathy interviews revealed that students believe their teachers care about them and their learning.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Ridgecrest is committed to increasing School Safety and Belonging among student surveys. **Root Cause:** Students continue to need support in character development and soft skills such as empathy.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Male / Female performance, progress, and participation data

- Special education population, including performance, discipline, progress, and participation data
- Migrant population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Response to Intervention (RtI) student achievement 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
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Study of best practices
- Action research results




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 70% of students will meet or exceed growth expectations in Math and Reading as measured by MAP.

Evaluation Data Source(s) 1: MAP

Summative Evaluation 1:

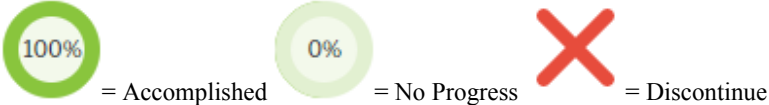
| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|--|---|--|--|-------------------|-----|-----|
| | | | | Nov | Jan | Mar |
| 1) The After School Academy will begin in October for Grades K-5 to address and support students who need accelerated instruction to close the reading and math achievement gap. | 2.4, 2.5, 2.6 | Teachers Administration | Campus and District Assessments Report Cards STAAR DRA/EDL MAP | | | |
| | Funding Sources: 211 - Title I, Part A - 31828.00 | | | | | |
| 2) Teachers will receive training on the components of a balanced literacy classroom including Guided Reading and Writer's Workshop. | 2.4, 2.5, 2.6 | Dean of Instruction Interventionist Administrators | DRA/EDL MAP Campus and District Assessments STAAR TELPAS | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div> | | | | | | |

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

Performance Objective 2: By June 2019, 100% of students will make 1 year's growth or more in Reading as measured by DRA/EDL.

Evaluation Data Source(s) 2: DRA/EDL

Summative Evaluation 2:




| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|--|---|--|-------------------|-----|-----|
| | | | | Nov | Jan | Mar |
| 1) Our Interventionists will work with teachers on instructional strategies to ensure students are reading on grade level or above. | 2.4, 2.5, 2.6 | Dean of Instruction Interventionist | DRA/EDL MAP Report Cards Campus and District Assessments STAAR T-TESS | | | |
| Funding Sources: 211 - Title I, Part A - 145000.00 | | | | | | |
| 2) Implement a school-wide Reading Campaign with monthly activities and incentives to increase the amount of time students are reading daily. | 2.4, 2.5, 2.6 | Librarian Enrichment Teachers Interventionist Administration | DRA/EDL MAP STAAR Campus and District Assessments TELPAS | | | |
| Purchase materials for intervention for reading. | Funding Sources: 199 PIC 11 - Instructional Services - 8324.00 | | | | | |
|  | | | | | | |

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 97% of 3-5 graders will respond favorably on the Panorama survey.

Evaluation Data Source(s) 1: Spring Panorama Survey

Summative Evaluation 1:




| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|--|---|--|-------------------|-----|-----|
| | | | | Nov | Jan | Mar |
| 1) Teachers will implement Community Circle daily in their classroom to build a community of learners and reinforce positive relationships. | 2.4, 2.5, 2.6 | Teachers Dean of Students Counselor Administration | Reduce Discipline Referrals Panorama Survey | | | |
| | Funding Sources: 199 PIC 11 - Instructional Services - 1500.00 | | | | | |
| 2) Teachers will reinforce monthly character traits through read alouds, writing prompts and community circle. | 2.4, 2.5, 2.6 | Teachers Dean of Students Counselor Administration | Reduce Discipline Referrals Panorama Survey | | | |
| 3) As a Redesign school, we will increase student agency in Grades 3-5 as they learn how to choose signature activities that pertain to their personal interests in the multiple intelligence areas. | 2.4, 2.5, 2.6 | Administrators Enrichment Team Librarian | Panorama Survey | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>100% = Accomplished</p> </div> <div style="text-align: center;">  <p>0% = No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div> | | | | | | |

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

Performance Objective 1: By June 2019, at least 45% of students will perform at postsecondary-ready levels on MAP (66-77th percentile reading, 70-84th percentile math in 3rd & 5th grades) and/or STAAR (meets grade level in 3rd & 5th grades)

Evaluation Data Source(s) 1: MAP/STAAR

Summative Evaluation 1:




| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|---|---|---|-------------------|-----|-----|
| | | | | Nov | Jan | Mar |
| 1) As a Redesign School, Signature Experiences in Personalized Learning have been developed to increase student critical thinking skills and student agency across the school. 1. Interdisciplinary Units of Inquiry K-2 2. Passion Project Based Learning 3-5 3. Student Goal Setting and Data Binders. | 2.4, 2.5, 2.6 | Administration Redesign Team Teachers | Report Card DRA/ED MAP STAAR | | | |
| | Funding Sources: 199 PIC 11 - Instructional Services - 5000.00, 211 - Title I, Part A - 4000.00, 199 PIC 99 - Undistributed - 2000.00 | | | | | |
| 2) In order for teachers to plan and engage students in rigorous and relevant learning activities in the classroom, teachers will be coached on how to increase the level of rigor in thinking for students through Professional Learning Communities and planning sessions. They will ensure high expectations for student achievement in the classroom for every child. | 2.4, 2.5, 2.6 | Interventionist Administration Teachers | Campus and District Assessments STAAR Report Cards DRA/EDL MAP | | | |
| 3) In order to personalize student learning to develop critical reading skills, teachers will incorporate the blended learning model into their instructional delivery and continue to use the model of balanced literacy to ensure students growth. Purchase of guided reading books and other reading material. Librarian will purchase additional reading book for the library. | 2.4, 2.5, 2.6 | Administration Interventionists Teachers Librarian | Progress Reports Report Cards District and Campus Assessments DRA/EDL Informal observation of learning visits | | | |
| | Funding Sources: 211 - Title I, Part A - 8000.00 | | | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div> | | | | | | |

Goal 4: 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, will close existing achievement gaps by at least 10% between Special Education Students and Non-Special Education Students while all performance improves.

Evaluation Data Source(s) 1: STAAR
Benchmark assessments

Summative Evaluation 1:




| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|---|---|--|-------------------|-----|-----|
| | | | | Nov | Jan | Mar |
| 1) K-5 Teachers and Special Education Teachers will attend professional development in math to learn high yield strategies and math workshop blended learning model. | 2.4, 2.5, 2.6 | Administration Dean of Instruction Teachers | Report Cards Campus and District Assessments MAP STAAR | | | |
| | Funding Sources: 199 PIC 11 - Instructional Services - 2000.00, 211 - Title I, Part A - 2750.00 | | | | | |
| 2) Professional development and training for teachers on learning strategies to personalize instruction through flexible small group/individualized instruction, rigorous thinking experiences and student agency. Through Professional Learning Communities, teachers will collaborate with instructional leadership team to write assessments that reflect the state standard and level of complexity. | 2.4, 2.5, 2.6 | Administration Dean of Instruction Interventionists Teachers | Common Assessment Data Report Cards District and State Assessments | | | |
| | Funding Sources: 211 - Title I, Part A - 750.00, 199 PIC 99 - Undistributed - 3000.00 | | | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>100% = Accomplished</p> </div> <div style="text-align: center;">  <p>0% = No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div> | | | | | | |

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

Performance Objective 2: By June 2019, will close existing achievement gaps by at least 10% between ELL Students and Non-ELL Students while all performance improves.

Evaluation Data Source(s) 2: STAAR

Summative Evaluation 2:

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|---------------|--|--|-------------------|-----|-----|
| | | | | Nov | Jan | Mar |
| <p>1) Teacher will have professional development in effective ELD strategies that develop and ensure English academic vocabulary. The guidelines and specifics of the dual language program and ESL program will be reviewed for teachers.</p> <p>We will partner with the bilingual/esl department to work with Dr. Mercuri, with our K-2 English Language Instruction. Also, we will collaborate with Vivian Pratts and Laura Ramos (Dr. Sandra Mercuri and Associates) to develop and implement ELD strategies for our 3-5 grades.</p> | 2.4, 2.5, 2.6 | Teachers Interventionists Administration | Campus and District Assessments Report Cards STAAR TELPAS | | | |
| <p>Funding Sources: 211 - Title I, Part A - 4000.00</p> | | | | | | |
| <p style="text-align: center;">  = Accomplished  = No Progress  = Discontinue </p> | | | | | | |

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

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

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

Summative Evaluation 1:

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|--|---------------|---|--|-------------------|-----|-----|
| | | | | Nov | Jan | Mar |
| <p>1) Conduct annual program evaluation (CATE, SCE G/T, LEP) utilizing student performance data derived from special populations for the purpose of program review and revision.</p> <p>Dual Language K-5 Afterschool Program GT Program</p> | 2.4, 2.5, 2.6 | Counselor Administration CIS Worker | MAP Data District and State Assessments Report Card STAAR | | | |
| <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 growth percentage in MAP and DRA.</p> <p>Teachers will be trained in Guided Reading, Analysis Pyramid, and Writer's Workshop. The reading intervention specialist will work closely with new teachers and struggling teachers to meet students needs. Purchase guided reading materials.</p> | 2.4, 2.5, 2.6 | Intervention Specialist Administration | Administration DRA/EDL MAP Running Records Report Cards STAAR | | | |

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|---|---------------|--|---|--|--|--|
| <p>3) Monitor progress of students failing to meet SSI promotion requirements in the previous academic year and provide accelerated instruction via supplemental materials and services. Progress will be recorded on the accelerated instructional plan; interim reports and opportunities to conference will be provided to parents of students so identified.</p> <p>Teachers will attend staff development on how to identify and work with struggling students in small groups to ensure success. After School tutorials will be provided for students who do not meet academic standards.</p> | 2.4, 2.5, 2.6 | Administrators Diagnostician Special Ed. Staff Teachers | MAP Campus and District Assessments Surveys Report Cards | | | |
| Funding Sources: 211 - Title I, Part A - 22478.00, 199 PIC 30 - At Risk School Wide SCE - 4000.00, 199 PIC 99 - Undistributed - 2000.00 | | | | | | |
| <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). Continue to provide support for new teachers through the mentor program.</p> <p>Training on integration of technology into the instructional practices will be given to teachers and devices and software will be purchased. RAZ Kids software to be purchased for K-2 & Special Ed students. Achieve 3000 will be purchased to target 3-5 grades. PC's/laptop needed to update student use in the library</p> | 2.4, 2.5, 2.6 | Administrators Technology Committee District Technology Staff ITS Learning Trail Guide | Campus and District Assessments STAAR Surveys Report Cards | | | |
| Funding Sources: 211 - Title I, Part A - 12000.00, 199 PIC 99 - Undistributed - 4000.00 | | | | | | |
| <p>5) Promote parent and community involvement in drug and violence prevention programs/activities.</p> <p>Parenting classes through CIS and will be available for the parents. Monthly parent meetings will be held by the principal for information on prevention programs and up to date district initiative.</p> <p>AVANCE, ESL classes, nutrition classes and legal aid classes.</p> | 3.1, 3.2 | Administrators CIS Worker Counselor | Sign-In Sheets Participation Discipline Referrals | | | |
| Funding Sources: 211 - Title I, Part A - 350.00 | | | | | | |

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|--|---------------|--|--|--|--|--|
| <p>6) Provide professional development based on level of expertise and need in the following areas: * Bullying Prevention - Teachers will be trained on identifying and preventing bullying at RGE. * Violence/conflict resolution - The counselor will train and work with students on problem-solving techniques * No Place for Hate - the school will participate in the NPFH activities. * CSHAC - the committee will meet bi-semester to plan healthy activities for our students and staff * Community Circles - ongoing training and implementation of Community Circles will be planned on campus. * Behavior Support Team - the cadre will train and make presentations on the staff on how to work with students using these strategies. *System of Care - district support will be requested from this department for help with training for teachers.</p> | 2.4, 2.6 | Administrators Counselor CIS CSHAC Committee Behavior Support Team Action Based Learning Team System of Care | Spring Panorama Discipline Reports | | | |
| <p>7) SPECIAL EDUCATION - Monitor LRE ratio. Develop campus capacity to support inclusive programming for students with disabilities. Evaluate campus LRE ratio. The diagnostician will work with teachers to ensure IEP's and BIP's are implemented.</p> | 2.4, 2.6 | Administrators Diagnostician Dean of Students Special Ed. Staff Teachers | ARDS Report Cards STAAR District and Campus Assessments | | | |
| <p>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.</p> | 2.4, 2.5, 2.6 | Administrators Diagnostician Special Ed. Staff Teachers | ARD Minutes IEP's Progress Reports District & Campus Assessments STAAR | | | |




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|---|----------------------|--|--|--|--|--|
| <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>District and Campus staff development will be scheduled to ensure all staff members understand compliance requirements and timelines.</p> <p>Purchase supplies needed in the classroom setting.</p> | <p>2.4, 2.5, 2.6</p> | <p>Administrators Diagnostician Special Education Staff Counselor</p> | <p>Schedules Meeting Minutes Audit</p> | | | |
| <p>Funding Sources: 199 PIC 23 - Special Education - 270.00</p> | | | | | | |
| <p>10) STATE COMP ED - Provide supplemental At-Risk services/support in the content areas:</p> <ul style="list-style-type: none"> * Language Arts * Math * Science * Social Studies * LEP Intervention Specialist <p>Intervention Specialist and 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, Library Night and Saturday camps will be provided to help at-risk students.</p> | <p>2.4, 2.5, 2.6</p> | <p>Administrators Intervention Specialist Librarian LEP Intervention Assistant</p> | <p>Campus and District Assessments STAAR Report Cards</p> | | | |
| <p>Funding Sources: 199 PIC 30 - At Risk School Wide SCE - 5165.00, 211 - Title I, Part A - 10000.00</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 After-school extended day</p> <p>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 Night and Saturday Campus will be provided to help at-risk students.</p> | <p>2.4, 2.5, 2.6</p> | <p>Administrators Dean of Students Interventionists Teacher Assistants Librarian</p> | <p>Sign-in Sheets DRA Progress Reports TELPAS Report Cards Campus/District/State Assessments</p> | | | |
| <p>Funding Sources: 211 - Title I, Part A - 38000.00, 199 PIC 25 - ESL/Bilingual - 2835.00, 199 PIC 11 - Instructional Services - 3000.00, 199 PIC 99 - Undistributed - 2100.00</p> | | | | | | |

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|--|---------------|--|--|--|--|--|
| <p>12) Develop, monitor, and evaluate campus volunteer/partnership programs that include:</p> <ul style="list-style-type: none"> * recruitment * training/support * recognition of volunteers/partnerships <p>Recognition events will be held for our volunteers and partners.</p> <p>The counselor and CIS manager will communicate needs and help with recruitment of volunteers and partners. They will also coordinate events for helping our community.</p> | 3.2 | Counselor CIS Manager Administrators | Volunteer Reports Sign-In Sheet | | | |
| <p>13) TITLE II A - Provide professional development to CIT, teachers, and administrators that increases knowledge and skills related to:</p> <ul style="list-style-type: none"> * vertical alignment * instructional strategies to meet the needs of diverse student populations * 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. * Dual Language Programs * Personalized Learning * Flexible Grouping * Small Group Instruction * This includes opportunities for teachers to be coached, attend sustained training/inservices/ workshops and/or conferences together with structured follow-up. <p>The school will have vertical alignment meetings to discuss TEKS across the curriculum and the gaps created between grade levels.</p> <p>Small Group instruction will be a focus area as an acceleration strategy.</p> <p>Opportunities for teachers to do peer observations will be scheduled and debriefing will occur.</p> | 2.4, 2.5, 2.6 | Administrators Intervention Specialists Teachers | Campus and District Assessments Progress Reports T-TESS Report Cards STAAR | | | |

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|--|---------------|--|--|--|--|--|
| <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 staff will be trained in ELD and Rigor increasing strategies such as questioning.</p> | 2.4, 2.6 | Administrators Intervention Specialist | Campus and District Assessments T-TESS STAAR | | | |
| Funding Sources: 211 - Title I, Part A - 2000.00, 199 PIC 11 - Instructional Services - 2000.00 | | | | | | |
| <p>15) Provide support for new teachers with ongoing mentoring and planning with certified staff.</p> <p>All new teachers will be provided with a mentor. Campus will provide staff development for new teachers on site. New teachers will observe veteran teachers. Support will be given to new teachers by having interventionist model lessons and conduct coaching session.</p> | 2.4, 2.6 | Administrators Lead Mentor Interventionists Team Leader | T-TESS Retention Rate | | | |
| <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>The administration team will assist HR in attending recruiting and job fairs.</p> | 2.4, 2.6 | Administration | Hiring Data Retention | | | |
| <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>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.</p> | 2.4, 2.6, 3.2 | CIT member Administration CIS Counselor | Agendas Sign-In Sheets | | | |

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|--|--------------------|--|--|--|--|--|
| <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>Ridgecrest will collaborate with Lion Lane to provide Kinder Round-up where the Pre-K students visit and tour Ridgecrest. Multiple Pre-K parent meeting will be scheduled in the spring to allow parents to meet teachers and tour the building. Snacks will be provided for the students.</p> | 2.4, 2.6, 3.2 | Kindergarten Teachers Administration Pre-K Director | Parent Sign in Sheets Agendas | | | |
| Funding Sources: 199 PIC 99 - Undistributed - 300.00 | | | | | | |
| <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:</p> <ul style="list-style-type: none"> a) Nature and needs of G/T students b) Assessing and identifying G/T student needs c) Differentiating Curriculum for G/T students d) Assessing social and emotional needs of G/T students e) Creativity and instructional strategies for G/T students. <p>A) 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.</p> | 2.4, 2.5, 2.6, 3.2 | Administration Counselor Teacher | Student Portfolios T-TESS | | | |
| <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>The Counselor will work with teachers on effective instructional strategies on how to differentiate for Gifted students.</p> | 2.4, 2.5, 2.6 | Administrators Counselor Library Advanced Academic Studies | Student Referrals for GT identification Screening Reports | | | |

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|--|---------------------------|--|---|--|--|--|
| <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>Conduct an annual G/T parent meeting to develop awareness of the program, identification, and requirements.</p> | <p>2.4, 2.5, 2.6, 3.2</p> | <p>Bendwood Administrator Counselor Advanced Academic Studies Department</p> | <p>Sign-In Sheets Student Referrals for GT Identification</p> | | | |
| <p>22) COORDINATED SCHOOL HEALTH (CSH) and CIP -</p> <p>Steps to incorporate CSH -</p> <ol style="list-style-type: none"> 1. Review the School Health Index completed by the C-SHAC 2. Identify focus area(s) for campus 3. Choose focus area(s) to place in this area of Required Elements 4. Recommended indicators for assessing CSH may be chosen from this list of approved indicators that are completed each year: <ol style="list-style-type: none"> a. District Five Year Goal Campus Survey b. School Health Index c. SEL/40 Developmental Asset Survey <p>The school will conduct a health fair once a year for the community</p> | <p>2.4, 2.6, 3.2</p> | <p>CSHAC Committee Health Fitness Teachers Nurse CNS Manager</p> | <p>Fitness Gram Assessments Surveys Attendance Report Clinic Logs</p> | | | |

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|--|--------------------|---|--|--|--|--|
| <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>A parent Title I meeting will be held in the first 9 weeks of school to discuss the compact's and Parent Involvement Policy's importance with the parents. The compact and Parent Involvement Policy are included in the Title I portfolio. Follow up meetings will be held to get regular input from parents on Curriculum, Programs, and other academic and social issues.</p> | 2.4, 2.6, 3.1, 3.2 | Administration Counselor CIS | Sign-In Sheets Agendas | | | |
| <p>24) Increase Parent Involvement attendance at Title I Annual Meetings, parent meetings monthly, Library Nights and/or any parent nights for parents and students. Title I Parent meetings will cover the following with parents: *standards and goals *parents' rights' *curriculum *School Report Card *Title I participation *Offer a flexible number of meetings.</p> <p>The Title I annual meeting will be held during a Parent Coffee to which all parents will be invited. The above topics will be covered. Will conduct monthly meetings with parents.</p> <p>Child care will be provided for evening events for smaller children so that parents will be allowed to attend.</p> | 2.4, 2.6, 3.1, 3.2 | Administration CIS Counselor Librarian | Flyers Agendas Sign-in Sheets Minutes | | | |
| <p style="text-align: center;">  = Accomplished  = No Progress  = Discontinue </p> | | | | | | |



= Accomplished



= No Progress



= Discontinue

Campus Funding Summary

| 199 PIC 11 - Instructional Services | | | | | |
|---|-----------|----------|--|--------------|-------------|
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 2 | 2 | supplies | 6399 | \$5,500.00 |
| 1 | 2 | 2 | reading material, library books, classroom libraries | 6329 | \$2,824.00 |
| 2 | 1 | 1 | supplies/materials | 6399 | \$1,500.00 |
| 3 | 1 | 1 | supplies (paper and binders) | 6399 | \$5,000.00 |
| 4 | 1 | 1 | staff development | 6411 | \$2,000.00 |
| 5 | 1 | 11 | supplies | 6399 | \$3,000.00 |
| 5 | 1 | 14 | Staff Development | 6411 | \$2,000.00 |
| Sub-Total | | | | | \$21,824.00 |
| Budgeted Fund Source Amount | | | | | \$21,824.00 |
| +/- Difference | | | | | \$0 |
| 199 PIC 23 - Special Education | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 5 | 1 | 9 | supplies | 6399 | \$270.00 |
| Sub-Total | | | | | \$270.00 |
| Budgeted Fund Source Amount | | | | | \$270.00 |
| +/- Difference | | | | | \$0 |
| 199 PIC 25 - ESL/Bilingual | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 5 | 1 | 11 | supplies | 6399 | \$2,835.00 |
| Sub-Total | | | | | \$2,835.00 |
| Budgeted Fund Source Amount | | | | | \$2,835.00 |
| +/- Difference | | | | | \$0 |
| 199 PIC 30 - At Risk School Wide SCE | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |

| | | | | | |
|------------------------------------|------------------|-----------------|-------------------------|---------------------|---------------|
| 5 | 1 | 3 | Supplies/Materials | 6399 | \$4,000.00 |
| 5 | 1 | 10 | supplies | 6399 | \$5,165.00 |
| Sub-Total | | | | | \$9,165.00 |
| Budgeted Fund Source Amount | | | | | \$9,165.00 |
| +/- Difference | | | | | \$0 |
| 199 PIC 99 - Undistributed | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 3 | 1 | 1 | supplies | 6399 | \$2,000.00 |
| 4 | 1 | 2 | substitutes | 6112 | \$3,000.00 |
| 5 | 1 | 3 | supplies | 6399 | \$2,000.00 |
| 5 | 1 | 4 | hardware | 6498 | \$4,000.00 |
| 5 | 1 | 11 | supplies | 6399 | \$2,100.00 |
| 5 | 1 | 18 | CNS | 6499 | \$300.00 |
| 5 | 1 | 24 | Supplies | 6399 | \$3,000.00 |
| Sub-Total | | | | | \$16,400.00 |
| Budgeted Fund Source Amount | | | | | \$16,400.00 |
| +/- Difference | | | | | \$0 |
| 211 - Title I, Part A | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 1 | Extra Pay | 6116 | \$28,100.00 |
| 1 | 1 | 1 | Supplies | 6399 | \$3,728.00 |
| 1 | 2 | 1 | salaries | 6119 | \$145,000.00 |
| 3 | 1 | 1 | supplies | 6399 | \$4,000.00 |
| 3 | 1 | 3 | Reading materials | 6329 | \$8,000.00 |
| 4 | 1 | 1 | staff development | 6239 | \$750.00 |
| 4 | 1 | 1 | substitutes | 6112 | \$2,000.00 |
| 4 | 1 | 2 | supplies | 6399 | \$750.00 |
| 4 | 2 | 1 | substitutes | 6112 | \$4,000.00 |

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|------------------------------------|---|----|-------------------|---------|--------------|
| 5 | 1 | 3 | summer school | 6116 | \$22,478.00 |
| 5 | 1 | 4 | Adaptive software | 6397 | \$12,000.00 |
| 5 | 1 | 5 | Supplies | 6499 | \$350.00 |
| 5 | 1 | 10 | supplies | 6399 | \$10,000.00 |
| 5 | 1 | 11 | supplies | 6399 | \$8,000.00 |
| 5 | 1 | 11 | LEP Assistant | 6129 | \$30,000.00 |
| 5 | 1 | 14 | Supplies | 6399 | \$2,000.00 |
| 5 | 1 | 24 | Child care | 61.6125 | \$2,000.00 |
| 5 | 1 | 24 | Supplies | 61.6499 | \$644.00 |
| 5 | 1 | 24 | supplies | 6399 | \$3,000.00 |
| Sub-Total | | | | | \$286,800.00 |
| Budgeted Fund Source Amount | | | | | \$286,800.00 |
| +/- Difference | | | | | \$0 |
| Grand Total | | | | | \$337,294.00 |