

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



# 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

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

Terrace had approximately 400 students in grades PK-5. 1 class per grade level was bilingual Spanish in K-4th , and we also added a PK-K and a 1-2 Vietnamese bilingual class. All mainstream ESL in 5th.

Demographics are as follows:

- 400 Students K-5
- 75% Hispanic
- 13% White
- 5% AA
- 5% Asian
- 2% Two or more
- 72% Economically Disadvantaged
- 40% ELL
- 58% At Risk
- 14% Special Education
- 10-11% Mobility
- Spanish and Vietnamese Bilingual program

The Vietnamese Bilingual program came to 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.

14% of students receiving special education services.

Enrollment fluctuates right below 400.

The surrounding neighborhood has begun to change with an increase in younger couples moving into the homes with toddlers. These families have created a public school support group called Going Local and they have begun to support Terrace in multiple ways by providing volunteers, participating in our CIT, and with materials and supplies.

### **Demographics Strengths**

Diverse campus population.

Multiple cultures represented.

Low mobility rates

Teachers live in the community and send their children to our school.

Neighborhood school, close community

Small bilingual population (Vietnamese and Spanish)

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

**Problem Statement 1:** 33% of Eco. Dis. students passed Reading STAAR at the Meets or Masters level. **Root Cause:** Lack of consistent and sustainable reading and writing program to support vocabulary and comprehension.

**Problem Statement 2:** 38% of Eco. Dis. students passed Math STAAR at the Meets or Masters level. **Root Cause:** Lack of personalized learning opportunities for students.

## Student Achievement

### Student Achievement Summary

Increases in all subjects (except for a slight decline in 5<sup>th</sup> grade reading and science).

#### 3<sup>rd</sup> grade Reading – increase in Approaches in all areas, but decrease in Meets and Masters

3 <sup>rd</sup> Reading	Approaches		Meets		Masters	
	2017	2018	2017	2018	2017	2018
All Students	65%	77%	43%	27%	31%	8%
Hispanic	56%	78%	33%	??%	26%	6%
Econ. Dis	58%	74%	36%	12%	30%	6%
White	100%		88%		50%	

#### 3<sup>rd</sup> grade Math – improvement in Approaches, Meets and Masters in all areas

3 <sup>rd</sup> Math	Approaches		Meets		Masters	
	2017	2018	2017	2018	2017	2018
All Students	69%	72%	33%	37%	10%	17%
Hispanic	62%	79%	26%	37%	12%	19%
Econ. Dis	67%	74%	33%	74%	11%	18%
White	100%		57%		0%	

#### 4<sup>th</sup> grade Reading – improvement in Approaches, slight decline in Meets and Masters levels

4 <sup>th</sup> Reading	Approaches		Meets		Masters	
	2017	2018	2017	2018	2017	2018
All Students	67%	70%	39%	36%	19%	15%
Hispanic	65%	72%	37%	31%	17%	13%
Econ. Dis	63%	63%	35%	34%	12%	16%
White	57%	89%	43%	67%	14%	33%

4<sup>th</sup> grade Math – increase in Approaches in all areas except white, a slight decrease in meets and Masters

4 <sup>th</sup> Math	Approaches		Meets		Masters	
	2017	2018	2017	2018	2017	2018
All Students	60%	63%	35%	31%	17%	13%
Hispanic	52%	59%	24%	26%	9%	15%
Econ. Dis	52%	63%	30%	29%	14%	13%
White	88%	75%	63%	63%	38%	13%

4<sup>th</sup> grade Writing – increase in Approaches, Meets and Masters levels in all areas.

4 <sup>th</sup> Writing	Approaches		Meets		Masters	
	2017	2018	2017	2018	2017	2018
All Students	47%	54%	27%	38%	3%	4%

Hispanic	42%	55%	22%	37%	2%	3%
Econ. Dis	42%	49%	21%	35%	2%	5%
White	57%	78%	47%	67%	0%	11%

5<sup>th</sup> grade Reading – a slight decrease in Approaches at every subpopulation except remained stable for Hispanic, Significant increase at meets level for all except a decrease in Hispanic. a slight decrease in Masters at every subpopulation except increase for Hispanic.

5 <sup>th</sup> Reading	Approaches		Meets		Masters	
	2017	2018	2017	2018	2017	2018
All Students	77%	76%	33%	43%	15%	13%
Hispanic	72%	72%	30%	13%	9%	13%
Econ. Dis	72%	71%	24%	37%	11%	10%
White	91%	80%	50%	60%	36%	20%

5<sup>th</sup> grade Math –improvement in all performance levels. Meets almost doubled for every subpopulation.

5 <sup>th</sup> Math	Approaches		Meets		Masters	
	2017	2018	2017	2018	2017	2018
All Students	73%	84%	26%	47%	8%	18%
Hispanic	67%	81%	20%	42%	7%	11%
Econ. Dis	65%	83%	22%	40%	9%	15%
White	91%	100%	42%	50%	0%	33%



5<sup>th</sup> grade Science –a slight decrease in approaches level, but increase meets levels in all areas

5 <sup>th</sup> Science	Approaches		Meets		Masters	
	2017	2018	2017	2018	2017	2018
All Students	72%	66%	28%	36%	11%	12%
Hispanic	66%	58%	21%	26%	9%	6%
Econ. Dis	64%	60%	16%	32%	9%	8%
White	91%	100%	45%	60%	9%	40%

Although we are rated MET STANDARD in all Domains, we did not earn any distinctions. We increased 1 quartile level for 3rd grade Math performance at the Masters level.

**Closing the Gaps:** Performance at the Meets level or above 3 of 12 targets = 25%

Academic achievement in reading

- 40% all students (44%)
- 36% His (37%)
- 72% White (60%)
- 43% Asian (74%)
- 33% ED (33%)
- 32% EL (29%)
- 36% Sped (19%)
- 43% Cont. Enrolled (46%)
- 21% Not Cont.Enrolled (42%)

Academic achievement in math

- 41% all students (48%)
- 38% His (40%)
- 61% White (59%)

- 50% Asian (62%)
- 37% ED (38%)
- 35% EL (40%)
- 32% Sped (23%)
- 42% Cont. Enrolled (47%)
- 34% Non Con. Enrolled (45%)

#### Growth Status in reading

- 70 all students (68%)
- 68 His (65%)
- 82 White (69%)
- 61 Asian (77%)
- 68 ED (64%)
- 72 EL (64%)
- 96 Sped (59%)
- 70 Cont. Enrolled (68%)
- 68 Not Cont. enrolled (67%)

#### Growth Status in Math

- 64 all students (71%)
- 64 His (69%)
- 57 White (74%)
- 67 Asian (86%)
- 63 ED (68%)
- 71 EL (68%)
- 54 Sped (61%)
- 63 Cont. Enrolled (71%)
- 65 Not Cont. enrolled (70%)

MAP Math: 63% met or exceeded growth

MAP Reading: 52% met or exceeded growth

#### Student Achievement Strengths

Math performance at the Approaches level has continued to grow in all grade levels, reaching 84% in 5th grade.

Increases in all subject areas at the Approaches level except for slight decline in science.

Campus MAP data shows that we surpassed our goal in Math at 63% meeting or exceeding growth.

Did not meet our goal in Reading at 52% but did pass the district goal that was set at 50%. We did show progress in both areas at mid year and end of year.

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

**Problem Statement 1:** 41% of all students performed at the Meets level or above on Math STAAR. **Root Cause:** Lack of personalized learning opportunities for students.

**Problem Statement 2:** 54% of all 4th grade students performed at the Approaches level on Writing STAAR. **Root Cause:** Lack of consistent, sustainable, research based approach to writing instruction including grammar K-5.

**Problem Statement 3:** 32% of EL students performed at the Meets level or above on reading STAAR. **Root Cause:** Lack of a consistent, sustainable, research based approach to reading and/or writing that would support vocabulary and comprehension.

**Problem Statement 4:** 40% of all students performed at the Meets level or above on Reading STAAR. **Root Cause:** Lack of a consistent, sustainable, research based approach to reading and/or writing.

**Problem Statement 5:** 35% of EL students performed at the Meets level or above on math STAAR. **Root Cause:** Lack of personalized learning opportunities for students.

**Problem Statement 6:** 52% of all students met or exceeded their growth on MAP reading. **Root Cause:** Lack of a consistent, sustainable, research based, personalized approach to reading.

**Problem Statement 7:** 6% of Hispanic students performed at the Meets level or above on Science STAAR. **Root Cause:** Lack of experiences and academic vocabulary.

## School Culture and Climate

### School Culture and Climate Summary

#### Panorama

Staff Survey Results	Terrace- Percentage Responded Favorably	National Percentile Ranking
Core Values	58%	N/A
Feedback and Coaching	42%	40-59 <sup>th</sup>
Professional Learning	54%	40-59 <sup>th</sup>
Resources	49%	80-99 <sup>th</sup>
School Climate	62%	40-59 <sup>th</sup>
Staff-Leadership Relationships	79%	60-79 <sup>th</sup>

Student Survey Results	Terrace- Percentage Responded Favorably	National Percentile Ranking
Teacher-Student Relationships	78%	80-99 <sup>th</sup>
Rigorous Expectations	76%	60-79 <sup>th</sup>
School Belonging	70%	80-99 <sup>th</sup>
School Climate	70%	60-79 <sup>th</sup>
School Safety	65%	60-79 <sup>th</sup>

Family Survey Results	Terrace- Percentage Responded Favorably	National Percentile Ranking
Core Values	92%	N/A
School Safety	89%	80-99 <sup>th</sup>
Barriers to Engagement	88%	80-99 <sup>th</sup>
School Climate	75%	60-79 <sup>th</sup>
Family Engagement	66%	N/A
Learning Behaviors	62%	60-79 <sup>th</sup>
School Fit	60%	20-39 <sup>th</sup>
School Environment	51%	N/A
Nutrition	32%	N/A

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**

Staff and Leader relationship is the highest among the staff survey results. According to teacher comments, teachers feel free to try new things and feel supported by the campus administration.

Teacher and student relationships are the highest among the student survey results. The strongest results were related to teachers showing respect to students and how excited students would be to have their current teacher again.

Core values, School safety and Barriers to engagement (not problematic) were the highest favorable among the parent surveys.

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.

OSS - 6

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DAEP referral 1 - student withdrew

### **Problem Statements Identifying School Culture and Climate Needs**

**Problem Statement 1:** 34% of students responded favorably when asked how often people are disrespectful to other at school. **Root Cause:** Lack of empathy and character development opportunities school wide.

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

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

Teacher retention remains consistent.

We will have 8 new staff members. Only 3 are classroom teachers.

New hires: All hires are experienced educators, except speech pathologist. New positions added - Interventionist and stipends for MCL and Expanded Impact teacher.

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

Staff turnover minimal.

No novice teachers are 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

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

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

We implemented Teachers College for Reading this year for grades K-3. This year it will move up to 4th grade and 5th grade will use some of the strategies.

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 used Mastery Connect to assess and plan for instruction.

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. 3rd-5th grades began flexible groupings for intervention based on checkpoint assessments. Resources used were Engaging Mathematics, Edusmart math assessment bank, Kamico, Patterns of Power.

Terrace was selected to be a part of the SBISD Collaborative Schools Redesign Cohort in 17-18. The design teams met throughout the year with support from the district to look closely at how we can adjust school to better meet the needs of our students. We followed a human centered design process and created graduate aims for our students. We then designed experiences aligned to those graduate aims. These experiences will be launched in 18-19. The team will continue to refine our work in order to go to scale with some of the experiences.

Signature Experiences: Problem Based Learning Units, Family Time, STEAM Studio, Kinder Wonderland, Go Time, Student Goal Setting/Data Tracking, Timberwolf Time, and Power Hour.

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

Implementation of a personalized, consistent, research based program to support reading and writing - TCRWP.



Terrace will continue as an Affiliate school with Teacher's College and have a staff developer supporting PD on campus 5 times throughout the year.

Personalized blended learning (Go Time) has resulted in success this year and will continue as a redesign experience with a focus on student goal setting and data tracking.

School redesign experiences have been planned and are ready for launch and implementation. The Terrace community is on boards and excited about year 1.

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

**Problem Statement 1:** 54% of all 4th grade students met standard on Writing STAAR. **Root Cause:** Lack of consistent research based program or curriculum to support writing including grammar.

**Problem Statement 2:** 36% of all students performed at the Meets level or above on Science STAAR. **Root Cause:** Lack of experiences and academic vocabulary.

**Problem Statement 3:** 76% of students in 3rd - 5th grade feel that their teachers hold them to high expectations around effort, understanding, persistence, and performance in class. **Root Cause:** Lack of opportunities for students to work at their pace and path, lack of individual goal setting and reflection.

## Parent and Community Engagement

### Parent and Community Engagement 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 Class Dojo & 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.

### Parent and Community Engagement 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

## **Technology**

### **Technology Summary**

5th grade classrooms are able to be one to one since we now have only 2 classrooms. The technology of the 3rd classroom was redistributed to support the others and increase the number of devices in 4th and 3rd grade.

2nd grade has 12 chromebooks in each classroom.

K - 1st have 8 Ipads in each classroom.

There is some additional Ipads in each room but the technology is now old and they do not always work.

There is one kindergarten classroom that is new and does not have a brightlink or activboard.

The library has not yet gone through it's refresh and new technology in the library is greatly needed.

### **Technology Strengths**

Students utilize technology devices to produce, practice, and for personalized learning opportunities.

Teachers are utilizing ItsLearning to support personalized learning in the classroom.

Teachers and students using software to support teaching, learning, and assesment such as Mastery Connect, Dream Box, Raz Kids, Edusmart, STAAR Smart, Khan Mappers, ItsLearning, See Saw.

# 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
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

## Student Data: Assessments

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

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress 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
- 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.
- 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
- 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
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

# Goals

Revised/Approved: August 28, 2018

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

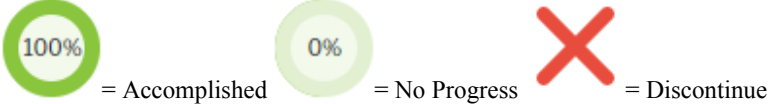
**Performance Objective 1:** By June 2019, at least 65% of Terrace students will meet or exceed growth expectations in reading on MAP.

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

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<p><b>Comprehensive Support Strategy</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>1) Implementation of the Teachers College Reading and Writing Project Units of Study in grades K-4</p>	2.4, 2.5, 2.6	Principal AP MCL II and Lead Interventionist	PD attendance reports Calendar dates of campus/district PD Campus walk throughs and observations Student performance growth as measured by: MAP STAAR DRA/EDL			
<p>Staff development, reading kits and mentor texts, as well as classroom libraries and book carts are needed for consistent implementation.</p> <p>Terrace will continue as a Teacher's College Affiliate school and will work with staff developers 5 times throughout the school year.</p> <p>Funds will be used to purchase all materials and resources needed for implementation as well as for staff development consultant costs and substitutes.</p>	<p>Problem Statements: Student Achievement 4, 6</p> <p>Funding Sources: 211 - Title I, Part A - 6700.00</p>					

<p align="center"><b>Comprehensive Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 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, professional books/resources, teacher materials and resources, as well as office supplies.</p>	2.4, 2.5, 2.6	Principal AP MCL and Lead Interventionist	Student performance growth as measured by: MAP STAAR local assessment data			
<p>Problem Statements: Student Achievement 4, 6 Funding Sources: 199 PIC 11 - Instructional Services - 8243.00</p>						
<p align="center"><b>Comprehensive Support Strategy</b> <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>	2.4, 2.5, 2.6	Principal AP MCL and Lead Interventionist	Team minutes PLC agendas Data sheets Observations Student performance data			
<p>Problem Statements: Student Achievement 4, 6</p>						
<p align="center"><b>Comprehensive Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 5</p> <p>4) Accelerated Instruction will be provided for identified students through after school tutoring, adaptive software such as Razkids and Reading A-Z.</p>	2.4, 2.5, 2.6	Principal AP MCL and Lead Interventionist Teachers	Student performance growth as measured by: MAP STAAR DRA/EDL Local Assessment data Adaptive software reports Tutorial data and documentation			
<p>Problem Statements: Student Achievement 4, 6 Funding Sources: 199 PIC 11 - Instructional Services - 5000.00</p>						
<p align="center"><b>Comprehensive Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4</p> <p>5) Provide a full time intervention specialist and a part time reading tutor who will collaborate, plan with teachers as well as provide small group instruction to students and assist with SSCs.</p>	2.4, 2.5, 2.6	Principal AP	Student performance growth as measured by: MAP DRA/EDL levels STAAR data Anecdotal notes/SSC			
<p>Problem Statements: Demographics 1 - Student Achievement 3, 4, 6 Funding Sources: 211 - Title I, Part A - 89372.00</p>						

<b>Comprehensive Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 4 CSF 5 CSF 6 CSF 7  6) Ensure that our learning commons has adequate and appropriate books, materials, resources, and technology to support and enhance learning for all students.	2.4, 2.5, 2.6	Principal Librarian	Surveys Library schedule Student feedback			
	Problem Statements: Student Achievement 4, 6 Funding Sources: 199 PIC 99 - Undistributed - 2700.00					
						

**Performance Objective 1 Problem Statements:**

<b>Demographics</b>
<b>Problem Statement 1:</b> 33% of Eco. Dis. students passed Reading STAAR at the Meets or Masters level. <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 3:</b> 32% of EL students performed at the Meets level or above on reading STAAR. <b>Root Cause 3:</b> Lack of a consistent, sustainable, research based approach to reading and/or writing that would support vocabulary and comprehension.
<b>Problem Statement 4:</b> 40% of all students performed at the Meets level or above on Reading STAAR. <b>Root Cause 4:</b> Lack of a consistent, sustainable, research based approach to reading and/or writing.
<b>Problem Statement 6:</b> 52% of all students met or exceeded their growth on MAP reading. <b>Root Cause 6:</b> Lack of a consistent, sustainable, research based, personalized approach to reading.

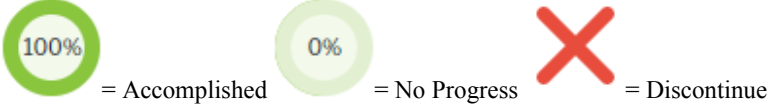


**Goal 1:** In order to achieve T-2-4, students will consistently meet appropriately ambitious academic growth targets.

**Performance Objective 2:** By June 2019, at least 65% of Terrace students will meet or exceed growth expectations in math on MAP.

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

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<p><b>Comprehensive Support Strategy</b>  <b>Critical Success Factors</b>            CSF 1 CSF 2 CSF 4 CSF 6 CSF 7</p> <p>1) 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</p>	2.4, 2.5, 2.6	Principal AP MCL and Lead Interventionist	Assessment data Data meeting minutes			
<p>Problem Statements: Demographics 2 - Student Achievement 1, 5            Funding Sources: 199 PIC 30 - At Risk School Wide SCE - 1000.00</p>						
<p><b>Comprehensive Support Strategy</b>  <b>Critical Success Factors</b>            CSF 1 CSF 2 CSF 4 CSF 5</p> <p>2) Accelerated Instruction for students through after school tutoring and adaptive software such as Dreambox, TTM, and Khan Academy.</p>	2.4, 2.5, 2.6	Principal AP MCL and Lead Interventionist Teachers	MAP growth STAAR PSA and common assessments.			
<p>Problem Statements: Demographics 2 - Student Achievement 1, 5</p>						
<p><b>Critical Success Factors</b>            CSF 1 CSF 2 CSF 3 CSF 4 CSF 6</p> <p>3) Implementation of Go Time with student goal setting and data tracking to support a personalized learning path for students.</p>	2.4, 2.5, 2.6	Principal AP MCL and Lead Interventionist Teacher	Student performance as measured by MAP STAAR Local assessment data Student goal setting and data tracking sheets			
<p>Problem Statements: Demographics 2 - Student Achievement 1, 5</p>						
						

**Performance Objective 2 Problem Statements:**

<b>Demographics</b>
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**Problem Statement 2:** 38% of Eco. Dis. students passed Math STAAR at the Meets or Masters level. **Root Cause 2:** Lack of personalized learning opportunities for students.

**Student Achievement**

**Problem Statement 1:** 41% of all students performed at the Meets level or above on Math STAAR. **Root Cause 1:** Lack of personalized learning opportunities for students.

**Problem Statement 5:** 35% of EL students performed at the Meets level or above on math STAAR. **Root Cause 5:** Lack of personalized learning opportunities for students.

**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 85% of 3-5 graders will respond favorably on the Panorama survey.

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

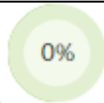
**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 6</p> <p>1) Every classroom will participate in 15 minutes of Family Time focused on character building, empathy, goal setting and data tracking.</p>	2.4, 2.5, 2.6	Principal, AP, Counselor, ILT	scope and sequence, data trackers, discipline records			
Problem Statements: School Culture and Climate 1						
<p><b>Critical Success Factors</b> CSF 1 CSF 3 CSF 4 CSF 6</p> <p>2) 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>	2.5, 2.6	Principal, AP, PBS committee	Panorama Survey Discipline data			
Problem Statements: School Culture and Climate 1						
<p><b>Critical Success Factors</b> CSF 1 CSF 5 CSF 6</p> <p>3) 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, and participation in No Place for Hate. Purchase materials and supplies to support behavior and social emotional initiatives.</p>	2.5, 2.6	Principal, AP, PBS committee, Counselor, CIS	Panorama Survey Discipline data			
Funding Sources: 199 PIC 99 - Undistributed - 200.00						
<p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 5 CSF 6</p> <p>4) 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>	2.5, 2.6	Principal, Counselor, CIS.	Rosters, calendars, campus surveys.			

<p align="center"><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>5) 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. 22nd-26th</p>	2.5, 2.6	Principal AP Counselor CIS	Student participation Teacher participation			
<p align="center"><b>Critical Success Factors</b> CSF 4 CSF 6</p> <p>6) 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 in August.</p>	2.4, 2.5, 2.6	Principal AP Counselor	Panorama Survey Discipline data			
<p>Funding Sources: 199 PIC 99 - Undistributed - 750.00</p>						
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 5 CSF 6</p> <p>7) 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>	2.4, 2.5, 2.6	Principal, ILT, CIT, and counselors	Calendar dates, student products or performances, surveys			
<p align="center"><b>Critical Success Factors</b> CSF 6</p> <p>8) Terrace will establish Maker Space in our learning commons where classes can engage in project based learning, creative work, building, and problem solving.</p>	2.4, 2.5, 2.6	Principal Librarian	Student products Schedule Panorama Survey			
<p align="center"><b>Comprehensive Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 5 CSF 6</p> <p>9) 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.</p>	2.4, 2.5, 3.2	Principal, AP, CIT and ILT	Sign in sheets, calendar dates, school surveys, increased student achievement and involveme			



= Accomplished



= No Progress



= Discontinue

### Performance Objective 1 Problem Statements:

#### School Culture and Climate

**Problem Statement 1:** 34% of students responded favorably when asked how often people are disrespectful to other at school. **Root Cause 1:** Lack of empathy and character development opportunities school wide.




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

**Performance Objective 1:** By June 2019, Terrace Elementary will increase the number of students performing at the Masters level by 5%.

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

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<p><b>Comprehensive Support Strategy</b></p> <p><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. 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>	2.4, 2.5, 2.6	Principal AP MCL and Lead Interventionist Teachers	STAAR Local assessments TELPAS			
Problem Statements: Student Achievement 2						
<p><b>Comprehensive Support Strategy</b></p> <p><b>Critical Success Factors</b> CSF 1 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>	2.4, 2.5, 2.6	Principal AP MCL and Lead Interventionist	rubric calendar dates minutes from meeting action plans			
<p><b>Comprehensive Support Strategy</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 7</p> <p>3) Writing checkpoints in grade 4 over grammar, revising and editing. Teachers will meet to review data and plan for instruction based on this data.</p>	2.4, 2.5, 2.6	Principal MCL and Lead Interventionist	Assessment data Assessment calendar meeting minutes			
Problem Statements: Student Achievement 2						

<p><b>Comprehensive Support Strategy</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 6</p> <p>4) Student will develop voice and agency by taking ownership of their learning through individual goal setting and data tracking. Funds will be used to purchase materials and supplies to support this experience including but not limited to goal setting sheets and folders for every child.</p>	2.4, 2.5, 2.6				
<p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>5) Implementation of a STEAM studio so that students can experience problem solving challenges, create and build, aligned to science, technology, engineering, art, and math. Teacher and community will support the creation and upkeep of the space and challenges. 3rd grade will participate in a Region IV pilot STEM program that will provide the professional development, materials, and resources for implementation.</p>	2.4, 2.5, 2.6	Principal Teachers	STAAR MAP		
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>6) Design and implement interdisciplinary Problem Based Learning Units of Study. Teachers will attend professional development and work collaboratively to plan and create these units.</p>	2.4, 2.5, 2.6	Principal AP MCL II Team Leaders	Student Products Panorama surveys Local assessment data		
<p style="text-align: center;">  = Accomplished       = No Progress       = Discontinue </p>					

**Performance Objective 1 Problem Statements:**

<b>Demographics</b>
<p><b>Problem Statement 2:</b> 38% of Eco. Dis. students passed Math STAAR at the Meets or Masters level. <b>Root Cause 2:</b> Lack of personalized learning opportunities for students.</p>
<b>Student Achievement</b>
<p><b>Problem Statement 1:</b> 41% of all students performed at the Meets level or above on Math STAAR. <b>Root Cause 1:</b> Lack of personalized learning opportunities for students.</p>
<p><b>Problem Statement 2:</b> 54% of all 4th grade students performed at the Approaches level on Writing STAAR. <b>Root Cause 2:</b> Lack of consistent, sustainable, research based approach to writing instruction including grammar K-5.</p>
<p><b>Problem Statement 4:</b> 40% of all students performed at the Meets level or above on Reading STAAR. <b>Root Cause 4:</b> Lack of a consistent, sustainable, research based approach to reading and/or writing.</p>

<b>Problem Statement 5:</b> 35% of EL students performed at the Meets level or above on math STAAR. <b>Root Cause 5:</b> Lack of personalized learning opportunities for students.
<b>Problem Statement 7:</b> 6% of Hispanic students performed at the Meets level or above on Science STAAR. <b>Root Cause 7:</b> Lack of experiences and academic vocabulary.
<b>Curriculum, Instruction, and Assessment</b>
<b>Problem Statement 2:</b> 36% of all students performed at the Meets level or above on Science STAAR. <b>Root Cause 2:</b> Lack of experiences and academic vocabulary.
<b>Problem Statement 3:</b> 76% of students in 3rd - 5th grade feel that their teachers hold them to high expectations around effort, understanding, persistence, and performance in class. <b>Root Cause 3:</b> Lack of opportunities for students to work at their pace and path, lack of individual goal setting and reflection.






**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, Terrace Elementary will close existing achievement gaps by at least 5%.

**Evaluation Data Source(s) 1:** Common Assessments  
STAAR

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<p><b>Comprehensive Support Strategy</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>1) Ensure that ELL strategies are implemented with consistency school wide through staff development and training.</p> <p>Funds may be used to pay for PD registration and substitutes needed.</p>	2.4, 2.5, 2.6	Principal AP MCL and Lead Interventionist	Observations Walk throughs ELL performance on state and local assessments			
<p><b>Comprehensive Support Strategy</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 6 CSF 7</p> <p>2) Purchase materials, supplies, and books to support the bilingual/ESL students and program. Purchase materials and supplies to support implementation of literacy program.</p>	2.4, 2.5, 2.6	Principal	purchase orders classroom observations			
<p>Funding Sources: 199 PIC 25 - ESL/Bilingual - 840.00</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:** Terrace will remain compliant to all federal and state laws.

**Evaluation Data Source(s) 1:** Title I Documentation

At Risk documentation  
 GT and Sped documentation

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	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.                      Campus Leadership Team will meet in the summer to disaggregate data and re-evaluate plan based on STAAR data. Each grade level team will meet to evaluate their programming and adjust curriculum and planning based on end of year data.                      CIP will meet to finalize plan.</p>	2.4, 2.5, 2.6	Principal ILT CIT	Local assessment data, SSC documentation, STAAR, TELPAS, At Risk list and Discipline data			
<p>Funding Sources: 199 PIC 99 - Undistributed - 300.00</p>						

<p align="center"><b>Comprehensive Support Strategy</b></p> <p align="center"><b>Critical Success Factors</b></p> <p align="center">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-4. 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>2.4, 2.5, 2.6</p>	<p>Principal AP MCL and Lead Interventionist</p>	<p>Local assessment data STAAR DRA/EDL MAP</p>			
<p align="center"><b>Critical Success Factors</b></p> <p align="center">CSF 1 CSF 2 CSF 6 CSF 7</p> <p>3) Monitor progress of students failing to meet SSI promotion requirements in the previous academic year and provide remediation via supplemental materials and services. Progress will be recorded on the accelerated instruction plan; interim reports and opportunities to conference will be provided to parents of students so identified. Classroom profile sheets completed at the beginning of the year. Progress will be recorded and monitored by teachers in conjunction with RTI coordinator and intervention specialist. They will receive personalized 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>2.4, 2.5, 2.6</p>	<p>Principal AP Teachers Intervention team</p>	<p>Local assessment data RTI documentation STAAR TELPAS MAP</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). 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 and Bloomboard. We will have a campus trail guide and CTC to assist with implementation of technology and professional development.</p>	2.4, 2.5, 2.6	Principal AP Librarian	Sign in sheets, calendar dates, agendas and meeting notes. Lesson plans observations student products			
<p align="center"><b>Comprehensive Support 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. 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, Spanish, and Vietnamese. We also promote Positive Choices week. We also hold family literacy, math, science, and health nights throughout the year.</p>	3.1, 3.2	Principal, Counselor, CIS, Committees.	Calendar dates, agendas, sign in sheets, documents from events			
<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 in the areas of positive behavior supports and social emotional support such as PBSI, TBSI, Love and Logic, Restorative Justice, and Family Time. All new staff will attend Project CLASS training in Aug.</p>	2.5, 2.6	Principal, AP, and Counselor	Calendar of dates, sign in sheets, agendas and meeting notes.			
<p>Funding Sources: 211 - Title I, Part A - 1050.00</p>						

<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. -Implement levels of support based on student need. - Life Skills students will be included with the same age peers as determined by the ARD. - AIM students will be included with the same age peers as determined by the ARD. - working with campus/district staff to monitor LRE ratio. - purchase needed materials to support inclusion</p>	2.4, 2.5, 2.6	Principal, Special Education Staff	ARD minutes, rosters, schedules			
<p align="center"><b>Comprehensive Support Strategy</b> <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. - 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. - purchase any materials and supplies that may be needed to support students and teachers.</p>	2.4, 2.6	Principal, Special Education Staff	ARD minutes, rosters, schedules			
<p>Funding Sources: 199 PIC 23 - Special Education - 175.00</p>						

<p>9) SPECIAL EDUCATION - Ensure that Special Education staff, building administrators, and counselors are trained on and adhere to Special Education timelines and compliance requirements. Ensure that Special Education staff, building administrators, and counselors are trained on and adhere to Special Education timelines and compliance requirements per August staff development. Special Education teachers also held IEP meetings in August with each teacher or staff members who works with students to discuss plans and or BIP.</p>	2.4, 2.5, 2.6	Principal and Sped staff.	Sign in sheets and agendas.			
<p><b>Comprehensive Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 4 CSF 6 CSF 7</p> <p>10) STATE COMP ED - Provide supplemental At-Risk services/support in the content areas: * Language Arts * Math * Science * Behavior</p> <p>By way of tutoring and small group instruction, intervention, and acceleration. Funds will be used to purchase materials and resources, computer software programs, and pay for professional development registration and fees.</p>	2.4, 2.5, 2.6	Principal	Sign in sheets, agendas, meeting notes, schedules, student lists and groups, local assessment data, STAAR, TELPAS.			
<p>Funding Sources: 199 PIC 30 - At Risk School Wide SCE - 1614.00</p>						

<p><b>Comprehensive Support Strategy</b></p> <p><b>Critical Success Factors</b> 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) Teachers will complete At Risk identification forms by October. Once identified as At-Risk will have access to supplemental services, materials and resources, computer assisted software or apps, intervention support from staff during the day and after school. Teachers will keep Student Profile sheets and monitor progress using Mastery Connect. Funds will be used to purchase Mastery Connect License for all teachers to monitor progress</p>	<p>2.4, 2.5, 2.6</p>	<p>Principal, Teachers, RTI Coordinator, and Teachers</p>	<p>Local assessment data, STAAR, TELPAS.</p>			
<p><b>Critical Success Factors</b> CSF 5</p> <p>12) Develop, monitor, and evaluate campus volunteer/partnership programs that include: * recruitment * training/support * recognition of volunteers/partnerships CIS liaison coordinates our mentor program. The goal is to increase the number of mentors we have servicing our students. We will have a campus volunteer liason that will recruit, coordinate, and plan our volunteer celebration for our campus volunteers.</p>	<p>2.5, 2.6</p>	<p>Principal, CIS, counselor</p>	<p>Mentor lists, meeting dates, partners list, and calendar date of events.</p>			




<p align="center"><b>Comprehensive Support Strategy</b></p> <p align="center"><b>Critical Success Factors</b></p> <p align="center">CSF 1 CSF 2 CSF 7</p> <p>13) TITLE II A - Provide professional development to teachers and administrators that increases knowledge and skills related to their work and area of teaching or support including but not limited to reading, writing, math, science, social studies, behavior, special populations, fine arts, health fitness, library, nursing, and leadership.</p> <p>Includes substitute costs, training costs, registration fees, travel costs, per diem during travel, and professional books needed for professional development.</p> <p>*Teachers College Reading and Writing Project.  * Action Based Learning  *Orton Gillingham Dyslexia  *PBL  * OWDL and ESL  *Music educators conference  *TLEA - Librarian  *School Nurses Conference</p>	<p>2.4, 2.5, 2.6</p>	<p>Principal, ILT, CIT</p>	<p>Sign in sheets, training agenda and rosters, calendar of dates, classroom observations and walk throughs.</p>			
<p align="center"><b>Critical Success Factors</b></p> <p align="center">CSF 3 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. 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>	<p>2.4, 2.5, 2.6</p>	<p>Principal and AP</p>	<p>Training agenda, sign in sheets, walk throughs, observations, and appraisal data.</p>			



<p 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 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>	2.5, 2.6	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 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>	2.5, 2.6	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. Monthly CIT meetings, parent training provided by CIS and other campus staff. Coorindation with PTA</p>	3.2	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. This activity for PK and elementary schools only. Other campuses may delete. 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.</p>	2.4, 2.5, 2.6	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. All GT certified teachers will attend a 6 hour refresher course to meet these areas. Any teacher who has GT students assigned will meet all PD requirements for the year.</p>	2.4, 2.5, 2.6	Principal and Counselor	Lesson plans, student products, training certificates			
<p align="center"><b>Critical Success Factors</b> CSF 1 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. GT Coordinator, Planned Experiences Coordinator , and Primary Gifted Teacher will attend regularly scheduled meetings and will update campus teachers.</p>	2.4, 2.5, 2.6	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>21) COORDINATED SCHOOL HEALTH (CSH) and CIP - 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>- 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> <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>-Bus transportation to support trips and experiences for our student groups.</li> <li>- purchase materials and supplies needed to support our clinic.</li> </ul>	2.5	Principal and CSHAC committee	Calendar dates, event flyers, sign in sheets.			
Funding Sources: 199 PIC 11 - Instructional Services - 1000.00, 199 PIC 99 - Undistributed - 750.00						

<p align="center"><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>22) Review and revisit both the Home/School Compact and Parental Involvement Policy. *offer several opportunities for parent input. *develop, with parent input, current school year compact and policy in appropriate language(s) - English/Spanish. *share compact with parents and document. CIT meeting held in Sept to gather input and revise compact and policy. All documents and information is shared during Back to School Night in September.</p>	3.1	Principal, CIT	Sign in sheets, agenda, compact, and policies			
<p align="center"><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>23) Increase parent attendance at Title I Annual Meeting to share: *standards and goals *parents' rights' *curriculum *School Report Card *Title I participation 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>	3.2	Principal and CIT	Sign in sheets, agenda, compact, and policies			
<p align="center">  = Accomplished       = No Progress       = Discontinue </p>						

## Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Implementation of the Teachers College Reading and Writing Project Units of Study in grades K-4 Staff development, reading kits and mentor texts, as well as classroom libraries and book carts are needed for consistent implementation. Terrace will continue 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, professional books/resources, teacher materials and resources, as well as office supplies.
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	Accelerated Instruction will be provided for identified students through after school tutoring, adaptive software such as Razkids and Reading A-Z.
1	1	5	Provide a full time intervention specialist and a part time reading tutor who will collaborate, plan with teachers as well as provide small group instruction to students and assist with SSCs.
1	1	6	Ensure that our learning commons has adequate and appropriate books, materials, resources, and technology to support and enhance learning for all students.
1	2	1	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	2	Accelerated Instruction for students through after school tutoring and adaptive software such as Dreambox, TTM, and Khan Academy.
2	1	9	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.
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.

Goal	Objective	Strategy	Description
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. Teachers will meet to review data and plan for instruction based on this data.
3	1	4	Student will develop voice and agency by taking ownership of their learning through individual goal setting and data tracking. Funds will be used to purchase materials and supplies to support this experience including but not limited to goal setting sheets and folders for every child.
4	1	1	Ensure that ELL strategies are implemented with consistency school wide through staff development and training. Funds may be used to pay for PD registration and substitutes. needed.
4	1	2	Purchase materials, supplies, and books to support the bilingual/ESL students and program. Purchase materials and supplies to support implementation of literacy program.
5	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-4. 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.
5	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, Spanish, and Vietnamese. We also promote Positive Choices week. We also hold family literacy, math, science, and health nights throughout the year.
5	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. - purchase any materials and supplies that may be needed to support students and teachers.
5	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. Funds will be used to purchase materials and resources, computer software programs, and pay for professional development registration and fees.
5	1	11	Identify At-Risk students; provide them with supplemental services; and monitor progress (including continual English language development for LEP students) Teachers will complete At Risk identification forms by October. Once identified as At-Risk will have access to supplemental services, materials and resources, computer assisted software or apps, intervention support from staff during the day and after school. Teachers will keep Student Profile sheets and monitor progress using Mastery Connect. Funds will be used to purchase Mastery Connect License for all teachers to monitor progress

Goal	Objective	Strategy	Description
5	1	13	TITLE II A - Provide professional development to teachers and administrators that increases knowledge and skills related to their work and area of teaching or support including but not limited to reading, writing, math, science, social studies, behavior, special populations, fine arts, health fitness, library, nursing, and leadership. Includes substitute costs, training costs, registration fees, travel costs, per diem during travel, and professional books needed for professional development. *Teachers College Reading and Writing Project. * Action Based Learning *Orton Gillingham Dyslexia *PBL * OWDL and ESL *Music educators conference *TLEA - Librarian *School Nurses Conference

# Campus Funding Summary

<b>199 PIC 11 - Instructional Services</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	materials and supplies - general	199.11.6399.000.122.11.0.122	\$8,243.00
1	1	4	software	199.11.6397.000.122.11.0.122	\$5,000.00
5	1	21	transportation	199.11.6494.000.122.11.0.122	\$1,000.00
5	1	22	misc. contract services - printing	199.11.6299.000.122.99.0.122	\$500.00
<b>Sub-Total</b>					\$14,743.00
<b>Budgeted Fund Source Amount</b>					\$14,743.00
<b>+/- Difference</b>					\$0
<b>199 PIC 23 - Special Education</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	8	materials and supplies Sped	199.11.6399.000.122.23.0.122	\$175.00
<b>Sub-Total</b>					\$175.00
<b>Budgeted Fund Source Amount</b>					\$175.00
<b>+/- Difference</b>					\$0
<b>199 PIC 25 - ESL/Bilingual</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	2	materials and supplies Bil/ESL	199.11.6399.000.122.25.0.122	\$840.00
<b>Sub-Total</b>					\$840.00
<b>Budgeted Fund Source Amount</b>					\$840.00
<b>+/- Difference</b>					\$0
<b>199 PIC 30 - At Risk School Wide SCE</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Software - STAAR Smart Item bank	199.11.6397.000.122.30.0.122	\$1,000.00
3	1	4	Materials and supplies	199.11.6399.000.122.30.0.122	\$1,000.00
5	1	10	materials and supplies At Risk	199.11.6399.000.122.30.0.122	\$1,614.00



<b>Sub-Total</b>					\$3,614.00
<b>Budgeted Fund Source Amount</b>					\$3,614.00
<b>+/- Difference</b>					\$0

**199 PIC 99 - Undistributed**

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6	other reading material - library	199.12.6329.000.122.99.0.122	\$2,500.00
1	1	6	other supply - library	199.12.6399.000.122.99.0.122	\$200.00
2	1	3	materials and supplies counselor	199.31.6399.000.122.99.0.122	\$200.00
2	1	6	PD registration/travel	199.13.6411.000.122.99.0.122	\$750.00
5	1	1	materials and supplies - admin	199.23.6399.000.122.99.0.122	\$300.00
5	1	13	PD registration/travel Region IV	199.13.6239.000.122.99.0.122	\$500.00
5	1	13	PD registration/travel	199.13.6411.000.122.99.0.122	\$250.00
5	1	13	PD registration/travel	199.23.6411.000.122.99.0.122	\$300.00
5	1	13	misc. expenses and snacks for PD	199.23.6499.000.122.99.0.122	\$500.00
5	1	21	supply - clinic	199.33.6399.000.122.11.0.122	\$750.00
5	1	22	misc. contract services - printing	199.23.6299.000.122.99.0.122	\$500.00
<b>Sub-Total</b>					\$6,750.00
<b>Budgeted Fund Source Amount</b>					\$6,750.00
<b>+/- Difference</b>					\$0

**211 - Title I, Part A**

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	materials and supplies	211.11.6399.000.122.30.0.000.FBG19	\$1,000.00
1	1	1	Other reading materials	211.11.6329.000.122.30.0.000.FBG19	\$5,700.00
1	1	5	salary	211.11.6119.000.30.0.000.FBG19	\$74,360.00
1	1	5	medicare	211.11.6141.000.122.30.0.000.FBG19	\$1,078.00
1	1	5	employer contribution	211.11.6142.000.122.30.0.000.FBG19	\$5,800.00
1	1	5	workers comp	211.11.6143.000.122.30.0.000.FBG19	\$475.00
1	1	5	teacher retirement	211.11.6146.000.122.30.0.000.FBG19	\$7,659.00

5	1	5	supplies and materials for parental involvement	211.61.6399.000.122.30.0.000.FBG19	\$1,050.00
5	1	13	Substitutes	211.13.6112.000.122.30.0.000.FBG19	\$6,300.00
5	1	13	medicare	211.13.6141.000.122.30.0.000.FBG19	\$116.00
5	1	13	workers comp	211.13.6143.000.122.30.0.000.FBG19	\$52.00
5	1	13	PD registration/travel	211.13.6411.000.122.30.0.000.FBG19	\$1,410.00
<b>Sub-Total</b>					\$105,000.00
<b>Budgeted Fund Source Amount</b>					\$105,000.00
<b>+/- Difference</b>					\$0
<b>Grand Total</b>					\$131,122.00