

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



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

Revised/Approved: April 17, 2018

Demographics

Demographics Summary

Total Students: 550

Ethnic Distribution:

African American 8 1.5%

Hispanic 527 95.8%

White 10 1.8%

American Indian 1 0.2%

Asian 1 0.2%

Pacific Islander 0 0.0%

Economically Disadvantaged 479 87.1%

Non-Educationally Disadvantaged 71 12.9%

English Language Learners (ELL) 474 86.2%

At-Risk 503 91.5%

Mobility

Mobility (2015-2016):

Total Mobile Students 125 22%

By Ethnicity:

African American 7 1.3%

Hispanic 113 20.3%

White 3 0.5%

American Indian 1 0.2%

Demographics Strengths

Hispanics are the largest percentage of students at Treasure Forest. Celebrations of cultures are represented.

Neighborhood school, close community

Many services are within walking distance of the school allowing families to access as needed.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The mobility rate is 22% causing an inconsistency and instability in the student group throughout the year **Root Cause:** The lack of employment and domestic abuse issues in the community create a instability for students maintaining the same residence all school year.

Student Academic Achievement

Student Academic Achievement Summary

Despite significant growth over the last two academic school years, Treasure Forest is currently in Year 3 of Improvement Required. According to the TAPR

	2016	2017	2018	+/- 17 v 18
3Read	47%	38%	44%	+6
3 Math	47%	47%	51%	+4
4 Read	37%	53%	39%	-14
4 Math	29%	54%	51%	-3
4 Writing	28%	46%	25%	-21
5 Read	27%	44%	52%	+8
5 Math	40%	55%	70%	+15
5 Science	27%	36%	49%	+13

Student Academic Achievement Strengths

There was significant grow in the fifth grade Reading, Math and Science. That cohort of students scored well in the same areas in 2016-2017.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: There was a significant decrease in the writing scores for fourth grade. **Root Cause:** Teachers need more training and instructional professional development in the writing process schoolwide.

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

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 EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Local diagnostic math 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
- 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

Student Data: Behavior and Other Indicators

- Mobility rate, including longitudinal data
- Student surveys and/or other feedback

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus department and/or faculty meeting discussions and data
- Evaluation(s) of professional development implementation and impact
- T-TESS

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data
- 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 all students will meet or exceed growth expectations on MAP.

Evaluation Data Source(s) 1: MAP

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<p style="text-align: center;">Critical Success Factors CSF 1 CSF 2</p> <p>1) Implementation of the readers writers workshop and scientific spelling will improve student academic growth. Staff development, as well as classroom resources will enable implementation. Funds will be used to purchase all materials and resources needed for implementation as well as for staff development and consultant costs.</p>	2.4, 2.5, 2.6	Administration, Leadership Team, Intervention Specialists	PD attendance reports Calendar dates of campus/district PD Campus walk throughs and observations MAP STAAR DRA/EDL			
<p style="text-align: center;">Comprehensive Support Strategy Critical Success Factors CSF 1</p> <p>2) 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	Administration, Leadership Team, Intervention Specialists	Student performance growth as measured by: MAP Teacher Assessments STAAR data Anecdotal notes/SSC			

<p align="center">Comprehensive Support Strategy</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1</p> <p>3) Provide opportunities for teachers to improve their practice and ensure targeted sub populations such as ELL, Special Ed and Economically Disadvantaged student's needs are met by attending professional development, working collaboratively to analyze data, and plan for instruction. Funds will be utilized to provide substitutes and consultant and professional development opportunities.</p>	2.4, 2.5	Administration, Leadership Team, Intervention Specialists, Consultant, Professional Development Provider	PD attendance reports Calendar dates of campus/district PD Campus walk throughs and observations MAP STAAR DRA/EDL			
	<p>Problem Statements: Student Achievement 1</p> <p>Funding Sources: 199 PIC 25 - ESL/Bilingual - 1105.00, 199 PIC 30 - At Risk School Wide SCE - 2000.00</p>					
<p align="center">  = Accomplished  = No Progress  = Discontinue </p>						

Performance Objective 1 Problem Statements:

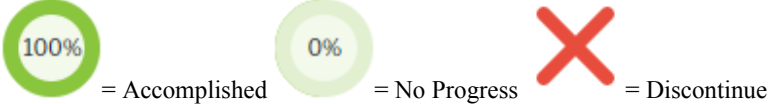
Demographics
Problem Statement 1: The mobility rate of 22% impacts the learning of students at Treasure Forest Elementary. Root Cause 1: The economically disadvantage percentage of students at Treasure Forest cause an instability in families being able to maintain a permanent residence.
Student Achievement
Problem Statement 1: The 4th grade cohort did not show an increase in any content area instead it show a decrease in math, reading and writing. Root Cause 1: The 4th grade cohort struggled academically in 3rd grade state testing an a need for more intentional and effective interventions were needed.

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 80% of 3-5 graders will respond favorably on school connectedness on the Panorama survey.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) 1) Provide opportunities to inform and train parents so that they may help reinforce curriculum, social skills, and support student achievement. Including but not limited to curriculum nights, Back to School Night, STAAR info sessions, Kinder Round up, and grade level parent meetings, summer cooler kits. Funds will be used for operating expenses, snacks, books for family nights.	3.1, 3.2	Administration Team, Counselor, CIS	Sign in sheets, calendar dates, school surveys, increased student achievement and involvement/participation of parents.			
Problem Statements: Parent and Community Engagement 1 Funding Sources: 199 PIC 30 - At Risk School Wide SCE - 1000.00						
Critical Success Factors CSF 6 2) Provide opportunities for students to build leadership and character through a variety of experiences and activities including but not limited to Safety Patrols, Service Club, Student, Student Ambassadors	2.6	Administration Team, CIS, Counselor	Surveys, Rosters, student performances, products, and participation			
Critical Success Factors CSF 3 CSF 6 3) CIS/Counselor Lunch Bunches - Students with perceived barriers such as open CPS cases, divorced parents, incarcerated family members, etc. will be invited to participate in Lunch Bunches with the Counselor or CIS staff member. These lunches will provide an outlet, a peer group and an opportunity to problem-solve strategies to overcome such barriers.	2.6	Administration Team, CIS, Counselor	Rosters, calendars, campus surveys.			
Problem Statements: Demographics 1						
						

Performance Objective 1 Problem Statements:

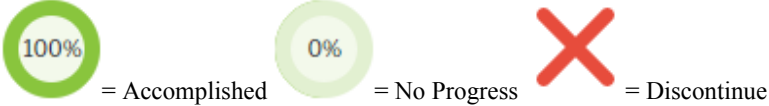
Parent and Community Engagement
Problem Statement 1: Limited parental involvement and attendance at parent information meetings. Root Cause 1: Lack of connection to school and understanding of importance in order to support their child.
Demographics
Problem Statement 1: The mobility rate is 22% causing an inconsistency and instability in the student group throughout the year Root Cause 1: The lack of employment and domestic abuse issues in the community create a instability for students maintaining the same residence all school year.

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

Performance Objective 1: By June 2019, at least 30% of ELL 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:

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
Critical Success Factors CSF 1 1) Ensure that ELL strategies are implemented with consistency school wide through staff development and training.	2.4, 2.6	Administration Team, Leadership Team, Teachers	Observations Walk throughs ELL performance on state and local assessments			
	Problem Statements: Student Achievement 1 Funding Sources: 199 PIC 25 - ESL/Bilingual - 1000.00					
Critical Success Factors CSF 4 2) Provide staff development for teachers on instructional strategies that will be effective in meeting students academic need.	2.4, 2.6	Administration Team, Leadership Team	Formal and Informal Assessments, Benchmarks, STAAR, Report Cards			
	Problem Statements: Student Achievement 1					
Comprehensive Support Strategy Critical Success Factors CSF 1 3) Writing checkpoints in grade 4 over grammar, revising and editing. Checkpoints will be given Sept. Oct, Nov., and Dec. Teachers will meet to review data and plan for instruction and intervention based on this data.	2.4	Administration, Leadership Team, Intervention Specialists, Teachers	Assessment data Assessment calendar meeting minutes			
	Problem Statements: Student Achievement 1					
						

Performance Objective 1 Problem Statements:

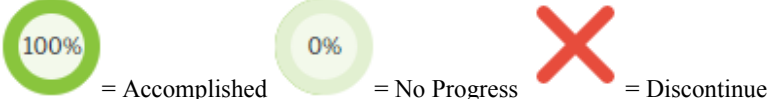
Student Achievement
Problem Statement 1: The 4th grade cohort did not show an increase in any content area instead it show a decrease in math, reading and writing. Root Cause 1: The 4th grade cohort struggled academically in 3rd grade state testing an a need for more intentional and effective interventions were needed.

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, Treasure Forest Elementary School will close existing achievement gaps by at least 10% [across specific demographic groups relevant to the campus] while all performance improves.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
Comprehensive Support Strategy Critical Success Factors CSF 1 1) Certified Reading Tutor to support students reading below grade level during the school day as part of Accelerated Instructional Plan.	2.4, 2.6	Administration Team, Tutor	Student performance growth as measured by: MAP DRA/EDL levels Campus Assessments Report Cards Anecdotal notes/SSC			
2) Teacher and Leader Professional Development - Teachers will engage in embedded PD throughout the school year led by consultants, school leaders, or district staff. Substitute teachers will be used for class coverage so teachers can engage during normal duty time.	2.4, 2.6	Administration Team, Leadership Team, Instructional Specialist	Student performance growth as measured by: MAP DRA/EDL levels Campus Assessments Report Cards Anecdotal notes/SSC			
Critical Success Factors CSF 1 CSF 2 3) Provide a intervention and instructional specialist who will lead data PLCs, collaborate, model, and coach teachers as well as provide small group instruction to students and assist with SSCs.	2.4, 2.6	Administration Team, Leadership Team	Student performance growth as measured by: MAP DRA/EDL levels Campus Assessments Report Cards Anecdotal notes/SSC			
						

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: The mobility rate of 22% impacts the learning of students at Treasure Forest Elementary. Root Cause 1: The economically disadvantage percentage of students at Treasure Forest cause an instability in families being able to maintain a permanent residence.
School Culture and Climate
Problem Statement 1: It was difficult to have staff change practices that were ineffective. Root Cause 1: The school has had 3 different principals and significant staff turnover in the last 4 years making it hard to establish consistent and effective procedures and processes.

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:

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<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. IR Campus Leadership Team will meet in the summer to disaggregate data and re-evaluate plan based on STAAR data.</p> <p>Each grade level team will meet to evaluate their programming and adjust curriculum and planning based on end of year data. CIP planning teams will meet to align and refine practices, programs, and plan for short term and long term campus improvement.</p>	2.4, 2.5, 2.6	Administrative Team, Leadership Team CIT,	Local assessment data, SSC documentation, STAAR, TELPAS, At Risk list and Discipline data			
	Problem Statements: Student Achievement 1					
<p>Critical Success Factors CSF 1</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 reading data.</p>	2.4, 2.6	Administration Team, Leadership Team	Local assessment data, SSC documentation, STAAR, TELPAS, At Risk list and Discipline data.			

<p align="center">Critical Success Factors CSF 1</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 differentiated small group instruction, workstations, and additional tier II interventions. Tutoring is also recommended and provided by classroom teacher and outside vendor.</p>	2.4, 2.6	Administration Team, Leadership Team, Interventionist	Increase in reading levels on MAP, Benchmarks, Passing on Reports Cards I-Station Reports			
Problem Statements: Demographics 1						
<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, state conferences and adaptive software training.</p>	2.4, 2.5, 2.6	Administration Team, Leadership Team, Librarian	Sign in sheets, calendar dates, agendas and meeting notes. Lesson plans observations student products			
Problem Statements: Demographics 1						

<p align="center">Critical Success Factors CSF 5</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 parent newsletter, using call outs, email blasts, Back to School Nights, Curriculum Nights, and PTA, Title I compact and parental involvement policy. Learning resources will be given to parents. Information will be provided in English and Spanish. We also promote Red Ribbon Week and participate in No Place for Hate. We also hold family health nights throughout the year.</p>	3.1, 3.2	Administration Team, Leadership Team, Counselor, CIS	Calendar dates, agendas, sign in sheets, documents from events.			
<p align="center">Problem Statements: Parent and Community Engagement 1</p>						
<p align="center">Critical Success Factors CSF 6</p> <p>6) Provide professional development based on level of expertise and need in the following areas: * Project CLASS *Student and Staff Culture *Crisis Management and De-escalation We hold training for our teachers on the above mentioned programs/areas in August and ensure that we are implementing with consistency. All new staff attended Project CLASS training in Aug., all staff attended training on all other areas during staff development.</p>	2.6	Administration team, Leadership Team, Project Class, CIS, Counselor,				
<p align="center">Problem Statements: School Culture and Climate 1</p>						
<p align="center">Critical Success Factors CSF 1</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>	2.6	Administration team, ILT, Special Ed.	ARD minutes, rosters, schedules, assessments			

<p>8) SPECIAL EDUCATION - Examine state assessment reports to evaluate progress of students with disabilities relative to ARD committee recommendations and predictions.</p> <ul style="list-style-type: none"> - 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. 	2.4	Administration team and special education	meetings, dates, ARD's, minutes of service			
<p>9) SPECIAL EDUCATION - Ensure that Special Education staff, building administrators, and counselors are trained on and adhere to Special Education timelines and compliance requirements.</p> <p>Ensure that Special Education staff, building administrators, and counselors are trained on and adhere to Special Education timelines and compliance requirements per August staff development. Special Education teachers also held IEP meetings in August with each teacher or staff members who works with students to discuss plans and or BIP. There will also be a PD presented by Sped staff to train teachers on process, IEP, modifying, accommodating, and grading of sped students.</p>	2.4	Administration team and Special education	Sign in sheets and agendas			
<p>10) 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 * Behavior <p>By way of tutoring and small group instruction, intervention, and acceleration. Utilize computer programs to support students in the academic areas for math and reading.</p>	2.4	Principal, Teachers, SSC Coordinator, and Teachers	Local assessment data, STAAR, TELPAS.			




<p>11) Identify At-Risk students; provide them with supplemental services; and monitor progress (including continual English language development for LEP students) Materials include: manipulatives, literacy materials, STAAR support, bilingual materials and computer assisted software. Classroom profile sheets will be completed in Sept. so that teachers can identify students At-Risk. They will also complete and ensure the At-Risk data is accurate on their students in October before snapshot date. Status of the Class Meetings will be held to create support plans for these students. Once identified as At-Risk will have access to:</p> <ul style="list-style-type: none"> -computer assisted software or apps - Intervention support from specialist as needed. - Manipulatives daily - leveled readers daily -Bilingual materials daily - progress monitored by teacher, interventionist, and SSC if needed. - After school tutoring will also be provided for students based on academic need. 	2.6	Administration Team, Teachers, SSC Coordinator, and Teachers	Local assessment data, STAAR, TELPAS.			
<p style="text-align: center;">Critical Success Factors CSF 5</p> <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>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 liaison who will recruit, train, coordinate, and plan the volunteer recognition celebration for the campus volunteers.</p>	3.2	Administration team, CIS, Counselor	Mentor lists, meeting dates, partners list, and calendar date of events.			
<p>Problem Statements: Parent and Community Engagement 1</p>						

<p align="center">Critical Success Factors CSF 1</p> <p>13) TITLE II A - Provide professional development to teachers and administrators that increases knowledge and skills related to reading, writing, math, science, social studies, behavior, special populations, and leadership. Includes training, registration fees, and professional books needed for professional development.</p> <ul style="list-style-type: none"> *Neuhaus strategies * instructional strategies to meet needs of ESL * Balanced Literacy and Reader Writer's workshop * integration of technology into curricula and instruction for improving teaching, learning, and technology literacy * STAAR testing and the state curriculum standards (TEKS) in the content areas of English/Language Arts, social studies, and/or science, and/or math. * Data Wise and PLCs * Observation and Feedback * Planning and assessments *Technology *Leadership 	<p align="center">2.4, 2.5</p>	<p>Administration team, Leadership Team, Interventionist, CIT</p>	<p>Sign in sheets, training agenda and rosters, calendar of dates, classroom observations and walk throughs.</p>			
<p align="center">Critical Success Factors CSF 7</p> <p>14) Provide support for new teachers with ongoing mentoring and planning with certified staff. New Teachers will be provided with a campus mentor for the year with whom they are expected to meet at least once per month. A Mentor Coordinator will be in place to support new teachers. New teachers will meet monthly with Mentor coordinator and Admin.</p>	<p align="center">2.4</p>	<p>Administration team, Leadership Team, Mentor Coordinator, Mentors</p>	<p>Orientation agenda and packet, sign in sheets, calendar of dates and meeting notes.</p>			
<p>Problem Statements: School Culture and Climate 1</p>						

<p>15) Recruit and retain highly-qualified staff, defined through state guidelines, 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 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	Administration Team	Calendar dates, retention rates, staff surveys.			
<p>Problem Statements: School Culture and Climate 1</p>						
<p>Critical Success Factors CSF 5</p> <p>16) 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. coordination with PTA.</p>	3.1, 3.2	Administration Team	Agendas, Minutes, Sign-In Sheets			
<p>Critical Success Factors CSF 5</p> <p>17) Pre-K & K teachers develop transition strategies. Elementary campuses provide kindergarten orientation different times and in a variety of settings. Lion Lane PK students will visit TFE in the spring. Kindergarten will hold a Round Up in April for student and parents. TFE will also reach out to local day care centers to recruit for Kinder. A parent orientation will be held for PK parents and training will be given.</p>	3.2	Administration team, Kinder Teachers, Counselor	Flyers, Sign in Sheets, Calendar Events			
<p>Problem Statements: Parent and Community Engagement 1</p>						
<p>18) GIFTED AND TALENTED - Provide opportunities for G/T professional development, based on level of expertise and need, in one of the following areas: - Differentiating Curriculum for G/T students - Creativity and using instructional strategies for G/T students.</p>	2.5	Administration Team, Leadership Team, Counselor, Librarian	Lesson plans, student products, training certificates.			

<p style="text-align: center;">Critical Success Factors CSF 4</p> <p>19) 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>	2.5	Principal, Counselor, and PGP coordinator	Flyers, agendas, calendar dates, sign in sheets, GT list of identified students, evaluation form.			
<p style="text-align: center;">Critical Success Factors CSF 2</p> <p>20) GIFTED AND TALENTED - Conduct annual G/T evaluation by following the district wide 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. Campus GT coordinator will attend district meetings, send home flyers, coordinate parent meetings. Classroom teachers will follow district procedures for nominating students as well as implementing the planning experiences. Conduct an annual G/T parent meeting to develop awareness of the program, identification, and requirements. Conduct an annual evaluation per district GT dept.</p>	2.5	Administration Team, Counselor, Librarian	Flyers, agendas, calendar dates, sign in sheets, GT list of identified students, evaluation form.			

<p align="center">Critical Success Factors CSF 3 CSF 6</p> <p>21) COORDINATED SCHOOL HEALTH (CSH) and CIP Our Nurse 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"> -Health Employee Awareness and activities - Fitness Gram - Healthy Habits - Nurse talks with 4th grade on Personal Hygiene 5th Growth and Development - Family Health Fair annually - Faculty & staff Wellness Flu shots, - 5th Grade Track and Field event -Health Fair - Vision Screening - Dental talks and screening - No Place for Hate activities - Student Service Club - Red Ribbon week - GenTex (College) Week 	2.4	Administration Team, Nurse, CSHAC Committee	Calendar dates, event flyers, sign in sheets, absenteeism reports			
Problem Statements: Demographics 1						
<p align="center">Critical Success Factors CSF 5</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 & policy. All documents and information is shared during Back to School Night in September. Principal and CIT Sign in sheets, agenda, compact, and policies.</p>	3.1, 3.2	Administration Team, CIT	Sign-in sheets, agenda, compact and policies			
Problem Statements: Parent and Community Engagement 1						

<p align="center">Comprehensive Support Strategy</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 5</p> <p>23) Increase parent attendance at Title I Annual Meeting to share: *standards and goals *parents' rights' *curriculum *School Report Card *Health Fair *Title I participation The Title I annual meetings will be held in fall and spring. Flyers, information on marquee, phone call out, email blast, and parent calendar will all inform the parents. Food will be provided. Materials for parents to work with students at home.</p>	3.1, 3.2	Administration Team, CIT	Sign in sheets, compact, policy			
<p align="center">Critical Success Factors</p> <p align="center">CSF 5</p> <p>24) 24) 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, and flyers.</p>	3.1, 3.2	Administration Team, Leadership Team, Counselor, CIS	Sign in Sheets, Compact, Flyers			
<p align="center">  = Accomplished  = No Progress  = Discontinue </p>						

Performance Objective 1 Problem Statements:

<p>Demographics</p>
<p>Problem Statement 1: The mobility rate of 22% impacts the learning of students at Treasure Forest Elementary. Root Cause 1: The economically disadvantage percentage of students at Treasure Forest cause an instability in families being able to maintain a permanent residence.</p>
<p>Student Achievement</p>

Problem Statement 1: The 4th grade cohort did not show an increase in any content area instead it show a decrease in math, reading and writing. **Root Cause 1:** The 4th grade cohort struggled academically in 3rd grade state testing an a need for more intentional and effective interventions were needed.

School Culture and Climate

Problem Statement 1: It was difficult to have staff change practices that were ineffective. **Root Cause 1:** The school has had 3 different principals and significant staff turnover in the last 4 years making it hard to establish consistent and effective procedures and processes.

Parent and Community Engagement

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

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	2	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	3	Provide opportunities for teachers to improve their practice and ensure targeted sub populations such as ELL, Special Ed and Economically Disadvantaged student's needs are met by attending professional development, working collaboratively to analyze data, and plan for instruction. Funds will be utilized to provide substitutes and consultant and professional development opportunities.
3	1	3	Writing checkpoints in grade 4 over grammar, revising and editing. Checkpoints will be given Sept. Oct, Nov., and Dec. Teachers will meet to review data and plan for instruction and intervention based on this data.
4	1	1	Certified Reading Tutor to support students reading below grade level during the school day as part of Accelerated Instructional Plan.
5	1	23	Increase parent attendance at Title I Annual Meeting to share: *standards and goals *parents' rights' *curriculum *School Report Card *Health Fair *Title I participation The Title I annual meetings will be held in fall and spring. Flyers, information on marquee, phone call out, email blast, and parent calendar will all inform the parents. Food will be provided. Materials for parents to work with students at home.

Campus Funding Summary

199 PIC 11 - Instructional Services					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$19,626.00
+/- Difference					\$19,626.00
199 PIC 23 - Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$500.00
1	1	2			\$1,060.00
Sub-Total					\$1,560.00
Budgeted Fund Source Amount					\$1,560.00
+/- Difference					\$0
199 PIC 25 - ESL/Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Supplies and training		\$1,105.00
3	1	1			\$1,000.00
Sub-Total					\$2,105.00
Budgeted Fund Source Amount					\$2,105.00
+/- Difference					\$0
199 PIC 30 - At Risk School Wide SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Professional development, supplies		\$3,864.00
1	1	3	Supplies and training		\$2,000.00
2	1	1			\$1,000.00
Sub-Total					\$6,864.00

Budgeted Fund Source Amount					\$6,864.00
+/- Difference					\$0
199 PIC 99 - Undistributed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$8,695.00
+/- Difference					\$8,695.00
211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Professional development, Supplies/materials for PD & practice		\$10,233.20
4	1	1	Certified reading tutor		\$20,125.00
4	1	2	Contracted services		\$22,000.00
4	1	3	Personnel and extra duty pay		\$134,272.60
4	1	3	Instructional software for intervention, technology equipment		\$13,269.20
4	1	3	Student transportation for after school intervention		\$2,500.00
Sub-Total					\$202,400.00
Budgeted Fund Source Amount					\$202,400.00
+/- Difference					\$0
Grand Total					\$212,929.00