

Spring Branch Independent School District

Treasure Forest Elementary School

2019-2020



Mission Statement

Treasure Forest Elementary School is a dedicated learning community educating K-5 scholars for T-2-4 through work, rigorous instruction, and a culture of excellence in all we do.

Vision

"Excellence is the gradual result of always striving to do better." Scholars at Treasure Forest are provided with Excellence and taught to have Excellence in all they do. This constant pursuit of Excellence lives within a culture of mutual respect and drives everything in our school community.

Core Values

Every Child

We put students at the heart of everything we do.

Collective Greatness

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

Collaborative Spirit

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

Limitless Curiosity

We never stop learning and growing.

Moral Compass

We are guided by strong character, ethics and integrity.

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Comprehensive Needs Assessment

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.

School Processes & Programs

School Processes & Programs Summary

The instructional leadership team has grown to include: the Principal, the Assistant Principal, and three instructional leads. Two of these leads are bilingual and one is monolingual. They are divided up by grade levels; K/1;2/3 and 4/5.

K - 1 classes are all self contain. 2nd - 2 self contain and 2 departmentalized. 3rd - 5th are deparmentalized.

At TFE, we have a talented group of educators. However, over 50% of the staff is ACP. So, we have h a campus focus on aligning how we teach reading, writing and math. We have utilized a lot of district and campus support this year to insure that our staff are improving on thier pedigogy and delivery of instruction to our children. Another big focus of ours has been working on social emotional aspects for our students.

Our new Principal also has 43 years of experience in education, 23 of those years have been in administration. We are looking forward to great improvements in our students on all levels.

School Processes & Programs Strengths

We are aligning processes and procedures across the campus in the areas of academics and social emotional. The staff is committed to making sure they have all the tools in their toolbox in order to assure their students are improving. Our three instructional speciaist service two grade levels each. They do a combination of helping with planning, coaching, modeling and giving feedback to their grade levels. They are conitnuing to grow as they two attend staff development that helps them to help our staff. Our goal is to provide our teachers support with instructional practices, coaching, and student interventions.

We have also been provided with a two Literacy Coaches to help support our district's adoption of the Units of Study. They also provide teachers support through PLCs, coaching cycles, observations, feedback, modeling, and debriefing. Our goal is that having two Literacy Coaches and three interventionists will prove beneficial to the teachers so that they feel 100% supported.

Our new teachers new to education are assigned a Mentor and our new to campus teachers are assigned a buddy teacher to assist and support. The lead mentor oversees their relationship and support while serving as a liaison with the administration.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: We didn't have any alignment of our curriculum across grade levels. Also we have over 50% ACP teachers that we weren't providing the level of support they needed in order to be successful. **Root Cause:** To much attention to being innovated and not enough attention to

building foundation skills that all students need in-order to be successful. lls

Priority Problem Statements

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.

Problem Statement 1 Areas: Demographics

Problem Statement 2: All of our testing grades had a significant decrease in all academic areas.

Root Cause 2: We were focus on to many initiatives and also had quite a few of new teachers.

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: It was difficult to have staff change practices that were ineffective.

Root Cause 3: 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.

Problem Statement 3 Areas: School Culture and Climate

Problem Statement 4: Limited parental involvement and attendance at parent information meetings.

Root Cause 4: Lack of connection to school and understanding of importance in order to support their child.

Problem Statement 4 Areas: Parent and Community Engagement

Problem Statement 5: The mobility rate is 22% causing an inconsistency and instability in the student group throughout the year

Root Cause 5: The lack of employment and domestic abuse issues in the community create a instability for students maintaining the same residence all school year.

Problem Statement 5 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- 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 Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Federal Report Card 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
- 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
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- STEM/STEAM 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

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement 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 2020, at least 50% of all students will meet or exceed growth expectations on MAP.

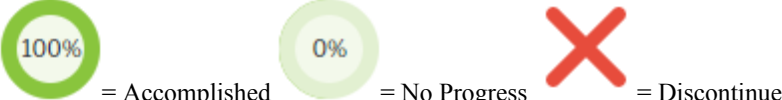
2018-19: Reading - 40% met CGI; Math - 46% met CGI

2017-18: Reading - 39% met CGI; Math - 46% met CGI

Evaluation Data Source(s) 1: MAP EOY Data

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<p>Comprehensive Support Strategy TEA Priorities Build a foundation of reading and math Improve low-performing schools</p> <p>1) (a) Implement Teachers College Curriculum to improve student academic growth and achievement in reading/language arts and English language development.</p> <p>(b) Provide Staff development and classroom resources to facilitate implementation.</p> <p>(c) Use GO, SCE, and SPED funds to purchase all materials and resources needed for implementation and to pay for internal and external staff development.</p>	2.4, 2.5, 2.6	Administration, Leadership Team, Intervention Specialists	PD attendance reports for all teachers Calendar dates of campus/district PD Campus walk-throughs and observations MAP performance STAAR performance Lesson plans Mastery of daily exit ticket data should steadily improve in reading in 2-5			
<p>Funding Sources: 199 PIC 30 - At Risk School Wide SCE - 3864.00, 199 PIC 23 - Special Education - 500.00, 211 - Title I, Part A - 11490.00</p>						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<p>Comprehensive Support Strategy TEA Priorities Build a foundation of reading and math Improve low-performing schools</p> <p>2) Provide opportunities for teachers to continue to improve their practice and ensure targeted instruction by attending professional development, working collaboratively to analyze data, and plan for instruction. Funds will be used to provide substitutes, pay for registration 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 PD attendance reports Walk-through and observation data			
<p>Comprehensive Support Strategy TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools</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 used 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			
						

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 2020, at least 76% of 3-5 graders will respond favorably on Teacher-Student Relationships and at least 65% of 3-5 graders will respond favorably on School Belonging sections of the Panorama survey.




2018-19: Teacher-Student Relationships - 73%; School Belonging - 62%

2017-18: Teacher-Student Relationships - 73%; School Belonging - 63%

Evaluation Data Source(s) 1: Panorama Survey

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.			
	Funding Sources: 199 PIC 30 - At Risk School Wide SCE - 1000.00, 211 - Title I, Part A - 2218.00					
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			
3) CIS/Counselor Regular touchpoints (such as 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.			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
	 = Accomplished	 = No Progress	 = Discontinue			

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

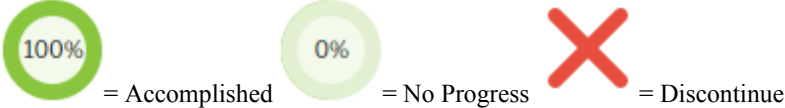
Performance Objective 1: By June 2020, at least 30% of ELL students will perform at post-secondary-ready levels on MAP (66-77th percentile reading, 70-84th percentile math in 3rd & 5th grades) and/or STAAR (meets grade level in 3rd - 5th grades)

2018-19: 9% performed at post-secondary readiness levels as defined by SBISD Measures of Success

2017-18: 12% performed at post-secondary readiness levels as defined by SBISD Measures of Success

Evaluation Data Source(s) 1: As defined by SBISD Measures of Success (COMPASS)

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
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			
	Funding Sources: 199 PIC 25 - ESL/Bilingual - 1000.00					
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			
	Funding Sources: 211 - Title I, Part A - 20000.00					
<p>Comprehensive Support Strategy</p> 3) Writing checkpoints in grade 4 over grammar, revising and editing. Checkpoints will be given Sept. Oct, Nov., and Dec. Teachers will meet to review data and plan for instruction and intervention based on this data.	2.4	Administration, Leadership Team, Intervention Specialists, Teachers	STAAR benchmark data Writing STAAR			
						

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 2020, Treasure Forest Elementary will close existing gaps in post secondary readiness by at least 5% between English Learners and non-English Learners/ Economically Disadvantaged and non-Economically Disadvantaged while all performance improves.




2018-19: English Learners 3%; non-English Learners 20%; Economically Disadvantaged 9%; non-Economically Disadvantaged 7%

2017-18: English Learners 5%; non-English Learners 28%; Economically Disadvantaged 12%; non-Economically Disadvantaged 14%

Evaluation Data Source(s) 1: As defined SBISD Measures of Success (COMPASS)

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
Comprehensive Support Strategy 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			
	Funding Sources: 211 - Title I, Part A - 108597.00					
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			
	Funding Sources: 211 - Title I, Part A - 34500.00					
3) Provide two interventionists and an instructional specialist who will each lead data PLCs, plan with teachers, model lessons, coach teachers, run Student Support Committee (SSC) referrals for assigned grade levels, and provide small group intervention (less the instructional coach) to small groups or 1:1 for students.	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			
	Funding Sources: 211 - Title I, Part A - 45000.00					

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
	 = Accomplished	 = No Progress	 = Discontinue			

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

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

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

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
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 and MAP data. 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.	2.4, 2.5, 2.6	Administrative Team, Leadership Team CIT	Local assessment data, SSC documentation, STAAR, TELPAS, At Risk list and Discipline data			
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.	2.4, 2.6	Administration Team, Leadership Team	Local assessment data, SSC documentation, STAAR, TELPAS, ISIP, MAP At Risk list and Discipline data.			
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.	2.4, 2.6	Administration Team, Leadership Team, Interventionist	Increase in reading levels on MAP, Benchmarks, Passing on Reports Cards I-Station Reports			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<p>4) TECHNOLOGY - Provide opportunities, inclusive of professional development, to build capacity of teachers, principals, and other staff to integrate technology effectively into</p> <p>(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			
<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>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,				

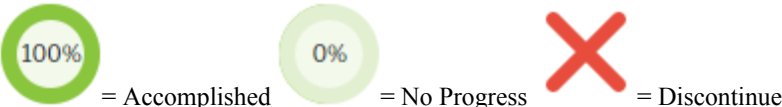
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<p>7) SPECIAL EDUCATION - Develop campus capacity to support inclusive programming for students with disabilities.</p> <ul style="list-style-type: none"> -Implement levels of support based on student need. - Life Skills students will be included with the same age peers as determined by the ARD. - APPLE 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 	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 and ARD committee recommendations 	2.4	Administration team and special education	meetings, dates, ARDs, 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			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<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.			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<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>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 	2.4, 2.5	Administration team, Leadership Team, Interventionist, CIT	Sign in sheets, training agenda and rosters, calendar of dates, classroom observations and walk throughs.			
<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>	2.4	Administration team, Leadership Team, Mentor Coordinator, Mentors	Orientation agenda and packet, sign in sheets, calendar of dates and meeting notes.			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
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.	2.5	Administration Team	Calendar dates, retention rates, staff surveys.			
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.	3.1, 3.2	Administration Team	Agendas, Minutes, Sign-In Sheets			
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.	3.2	Administration team, Kinder Teachers, Counselor	Flyers, Sign in Sheets, Calendar Events			
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.	2.5	Administration Team, Leadership Team, Counselor, Librarian	Lesson plans, student products, training certificates.			
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.	2.5	Principal, Counselor, and PGP coordinator	Flyers, agendas, calendar dates, sign in sheets, GT list of identified students, evaluation form.			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
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.	2.5	Administration Team, Counselor, Librarian	Flyers, agendas, calendar dates, sign in sheets, GT list of identified students, evaluation form.			
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: -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			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<p>22) Review and revisit both the Home/School Compact and Parental Involvement Policy.</p> <ul style="list-style-type: none"> *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. <p>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			
<p>Comprehensive Support Strategy</p> <p>23) Increase parent attendance at Title I Annual Meeting to share:</p> <ul style="list-style-type: none"> *standards and goals *parents' rights' *curriculum *School Report Card *Health Fair *Title I participation <p>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>24) 24) Increase parent attendance at Title I Annual Meeting to share:</p> <ul style="list-style-type: none"> *standards and goals *parents' rights' *curriculum *School Report Card *Title I participation <p>The Title I annual meeting will be held in Sept., 2 nights are offered based on grade levels. Invitations and advertisements for meeting were on marquee, phone call out, email blast, and flyers.</p>	3.1, 3.2	Administration Team, Leadership Team, Counselor, CIS	Sign in Sheets, Compact, Flyers			
						

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	(a) Implement Teachers College Curriculum to improve student academic growth and achievement in reading/language arts and English language development. (b) Provide Staff development and classroom resources to facilitate implementation. (c) Use GO, SCE, and SPED funds to purchase all materials and resources needed for implementation and to pay for internal and external staff development.
1	1	2	Provide opportunities for teachers to continue to improve their practice and ensure targeted instruction by attending professional development, working collaboratively to analyze data, and plan for instruction. Funds will be used to provide substitutes, pay for registration 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 used 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 Improvement Committee

Committee Role	Name	Position
Administrator	Jerona Williams	Principal
Administrator	Cristina Flores	Assistant Principal
District-level Professional	Arthur Polly	District Representative
SPED Resource	Luisen Fernandez	Resource
Classroom Teacher	Jessica Fuentes	Teacher
Interventionist Specialist	Yamely Ortiz	Interventionist Specialist
Classroom Teacher	Karina Sapon	Teacher
Classroom Teacher	Madeline Escribano	Teacher
Parent	Paula Carcamo	Parent
Parent	Porfirio Villalobos	Parent

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					\$6,657.00
+/- Difference					\$6,657.00
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					\$3,645.00
+/- Difference					\$2,085.00
199 PIC 24 - At Risk					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$8,840.00
+/- Difference					\$8,840.00
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

199 PIC 25 - ESL/Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Sub-Total					\$2,105.00
Budgeted Fund Source Amount					\$7,200.00
+/- Difference					\$5,095.00
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	Events and Resources		\$1,000.00
Sub-Total					\$6,864.00
Budgeted Fund Source Amount					\$9,340.00
+/- Difference					\$2,476.00
199 PIC 99 - Undistributed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$14,818.00
+/- Difference					\$14,818.00
211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Supplies and Materials	6399	\$11,490.00
2	1	1	Parent Events	6499	\$2,218.00
3	1	2	Substitutes	6112	\$20,000.00
4	1	1	Professional Salary	6119	\$108,597.00
4	1	2	Contracted services	6299	\$34,500.00
4	1	3	Personnel and extra duty pay	6129	\$35,000.00

211 - Title I, Part A

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	3	Instructional software for intervention, technology equipment	6397/6398	\$10,000.00
Sub-Total					\$221,805.00
Budgeted Fund Source Amount					\$221,805.00
+/- Difference					\$0
Grand Total					\$232,334.00