

Spring Branch Independent School District
Treasure Forest Elementary School
2020-2021 Campus Improvement Plan



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 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

TFE enrollment is approximately 598 in grades K-5. Our population continues to be a diverse combination of cultures predominately Hispanic

In addition, we have a Life Skills Unit and an APPLE unit on campus

Ethnic Distribution:

African American 47 6.04 %

Hispanic 529 87.03 %

White 12 1.8%

American Indian 2 0.5%

Asian 1 0.14%

Pacific Islander 0 0.0%

Economically Disadvantaged 570 96.2%

Non-Educationally Disadvantaged 28 4.6%

English Language Learners (ELL) 422 71.2%

At-Risk 554 92.5%

Mobility

Mobility (2018-19):

Total Mobile Students	125	22%
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By Ethnicity:

African American	7	1.3%
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Hispanic	113	20.3%
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White	3	0.5%
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American Indian 1 0.2%

The majority of our neighborhood consists of multi-unit apartment complexes. Our community partnerships include CIS, Boys and Girls group and some local restaurant that support our campus through community events

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 such as CIS support and Girls and Boys groups

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 Learning

Student Learning Summary

Despite some growth over the last two academic school years, Treasure Forest is currently in Year 3 of Improvement Required. According to the TAPR. Some growths had been made in 3rd , 4th and 5th Grade based on 2019-20 district benchmarks data

Grade Levels	2016	2017	2018	+/- 17 v 18	2019	+/- 18 v 19
3rd Reading	47%	38%	44%	+6	42%	-2
3rd Math	47%	47%	51%	+4	52%	+1
4th Reading	37%	53%	39%	-14	31%	-8
4th Math	29%	54%	51%	-3	46%	-5
4th Writing	28%	46%	25%	-21	20%	-4
5th Reading	27%	44%	52%	+8	50%	-2
5th Math	40%	55%	70%	+15	55%	-15
5th Science	27%	36%	49%	+13	34%	-15

A significant group of students read 2-3 years below grade level. Some progress was made based on the data for Students in English and Spanish

BOY Independent Reading Levels				
2019-2020				
Grade Levels	Number of students tested in each language		Number of students reading below grade level in English	Number of students reading below grade level in Spanish
Kinder	English: 25	Spanish: 44	0 students (0%)	0 students (0%)
1st	English: 21	Spanish: 53	14 students (67%)	36 students (68%)
2nd	English: 20	Spanish: 57	14 students (70%)	33 students (58%)
3rd	English: 32	Spanish: 59	11 students (34%)	36 students (61%)
4th	English: 76	Spanish: 11	35 students (46%)	7 students (63%)
5th	English: 50	Spanish: 13	24 students (48%)	12 students (92%)
MOY Independent Reading Levels				
2019-2020				
Grade Levels	Number of students tested in each Language		Number of students reading below grade level in English	Number of students reading below grade level in Spanish
Kinder	English: 24	Spanish: 50	2 students (8%)	3 students (6%)

BOY Independent Reading Levels

2019-2020

	English	Spanish		
1 st	30	57	11 students (37%)	36 students (63%)
2 nd	21	59	13 students (62%)	30 students (52%)
3 rd	31	57	15 students (48%)	27 students (47%)
4 th	76	30	25 students (76%)	9 students (30%)
5 th	52	13	25 students (48%)	10 students (77%)

Student Learning Strengths

There was some growth in the last two academic school years for grades 3-5. During the school year 2019-20 the students show significant growth based on district assessments. Due to Covid 19 no state test was performed for the school year 2019-20.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: 42% of students met standard on all tests on STAAR 2020 **Root Cause:** teachers lack the capacity to use quality data to plan and deliver effective first instruction.

School Processes & Programs

School Processes & Programs Summary

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

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

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 their pedagogy and delivery of instruction to our children. Another big focus of ours has been working on social emotional aspects for our students.

The principal during the school year 2019-20 has 43 years of experience in education, 23 of those years have been in administration. Great improvements were observed in our students on all levels.

For the 2020-21 school year, a new bilingual principal was hired with a strong instructional background in elementary and secondary level. Additionally the district assigned to TFE a Campus Assessment and Instruction Support who will be responsible for all aspet of student assessment data & data management, as a well as a proper monitor for RTI implementation.

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 two instructional specialist service two grade levels each. They do a combination of helping with planning, coaching, modeling and giving feedback to their grade levels. They are continuing 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 provided teachers support through PLCs, coaching cycles, observations, feedback, modeling, and debriefing. Our goal is that having two Literacy Coaches and two 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: Inconsistent training of PLC for staff **Root Cause:** Lack of administrative monitoring and participation of PLCS

Problem Statement 2: Teachers are not using quality student data to plan an deliver effective instruction **Root Cause:** teachers lack the capacity to use quality data to plan and

deliver effective first instruction.

Perceptions

Perceptions Summary

TFE culture and climate had been negatively affected for the rotation of administrators - Principal. The school has had four principals in five years. Family engagement is low, however events like Meet the Teacher, Open House, Parent Conferences are attended by parents. Families also get involved in before and after school activities provided by the school and CIS

Panorama results showed a low result compares with the school district for areas like School Belonging, and School Climate

Teachers who had stayed in TFE over the years belief that students from poverty are entitled to the same access and equity as all other students

Perceptions Strengths

Strengthen Positive and Effective culture and climate is a priority for the school year 2020-21. Students, staff and community need to be connected with the school in order to increase academic achievement

Problem Statements Identifying Perceptions Needs

Problem Statement 1: A more efficient and effective communication sources is needed to connect with all families **Root Cause:** Communication with all parents had been limited due to the teacher and administrator rotation.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Quantifiable goals for student performance in reading and math PreK-3(HB 3)
- Campus goals
- Quantifiable goals for measures of CCMR(HB 3)
- 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
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

Accountability Data

- Student Achievement Domain
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Targeted support Identification data
- Accountability Distinction Designations
- Federal Report Card Data
- RDA data
- Local Accountability Systems (LAS) 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) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data

- Running Records results
- Observation Survey results
- Texas approved Prekindergarten and Kindergarten assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-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
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- 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-PESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

Goals

Goal 1: STUDENT ACHIEVEMENT. Every Treasure Forest Elementary School student will master rigorous academic standards to ensure college and career readiness.

Performance Objective 1: ACHIEVEMENT: By June 2021, Treasure Forest Elementary School will increase student performance on STAAR Grades 3-5 exams in reading and math by at least [10] points at each performance level (approaches, meets, masters).

2019-20: Not Rated due to COVID

2018-19: Reading: [41]% (approaches), [15]% (meets), [3]% (masters); Math: [51]% (approaches), [19]% (meets), [7]% (masters)





2017-18: Reading: [44]% (approaches), [12]% (meets), [5]% (masters); Math: [52]% (approaches), [12]% (meets), [10]% (masters)

Targeted or ESF High Priority

Evaluation Data Sources: STAAR 3-8 Reports

Summative Evaluation: None

<p>Strategy 1: Ensure that ELL - English Language Learners strategies are implemented with consistency school wide through staff development and training.</p> <p>Strategy's Expected Result/Impact: Observations Walk throughs ELL performance on state and local assessments</p> <p>Staff Responsible for Monitoring: Administration Team Leadership Team Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p>Funding Sources: Software - 199 PIC 11 - Instructional Services - 6397 - \$700, Contract Services - 211 - Title I, Part A - 6229 - \$40,000, Other Reading Materials - 211 - Title I, Part A (FBG20 Carryover) - 6329 - \$4,564, Software - 211 - Title I, Part A (FBG20 Carryover) - 6397 - \$7,000, Supply-Bil - 199 PIC 11 - Instructional Services - 6399 - \$4,395</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

<p>Strategy 2: Provide staff development for teachers on instructional strategies that will be effective in meeting students academic need.</p> <p>Strategy's Expected Result/Impact: Formal and Informal Assessments, Benchmarks, STAAR, Report Cards</p> <p>Staff Responsible for Monitoring: Administration Team Leadership Team</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Funding Sources: Supply/Materials - 211 - Title I, Part A (FBG20 Carryover) - 6399 - \$30,000, Extra Duty Professional - 211 - Title I, Part A - 6116 - \$8,515, Substitutes - 211 - Title I, Part A - 6112 - \$10,000</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 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.</p> <p>Strategy's Expected Result/Impact: STAAR benchmark data Writing STAAR</p> <p>Staff Responsible for Monitoring: Administration Leadership Team Intervention Specialists Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Funding Sources: Supply Special Education - 199 PIC 23 - Special Education - 6399 - \$380</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: STUDENT ACHIEVEMENT. Every Treasure Forest Elementary School student will master rigorous academic standards to ensure college and career readiness.

Performance Objective 2: GAP-CLOSING: By June 2021, Treasure Forest Elementary School will increase overall performance on STAAR Grades 3-5 exams to narrow the gap or improve performance above the target by at least 10 percentage points for English Learners.

2019-20: Not Rated due to COVID





2018-19: English Learners 3%; non-English Learners 20%

2017-18: English Learners 5%; non-English Learners 28%

Evaluation Data Sources: State Accountability Reports

Summative Evaluation: None

<p>Strategy 1: Grade level Reading Intervention as part of Accelerated Instructional Plan where all students will receive a personalized reading&math lesson based on current reading levels and grade level TEKS - State Standards</p> <p>Strategy's Expected Result/Impact: Student performance growth as measured by: MAP DRA/EDL levels Campus Assessments Report Cards Anecdotal notes/SSC</p> <p>Staff Responsible for Monitoring: Administration Team Reading Interventionist Grade level teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Funding Sources: Teacher & Prof Salary - 211 - Title I, Part A (FBG20 Carryover) - 6119 - \$4,027, Supply Bilingual Education - 199 PIC 25 - ESL/Bilingual - 6399 - \$6,820, Other Reading Materials - 211 - Title I, Part A - 6329 - \$16,000 , Supply-at-Risk - 199 PIC 30 - At Risk School Wide SCE - 6399 - \$10,895</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

<p>Strategy 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.</p> <p>Strategy's Expected Result/Impact: Student performance growth as measured by: MAP DRA/EDL levels Campus Assessments Report Cards Anecdotal notes/SSC</p> <p>Staff Responsible for Monitoring: Administration Team Leadership Team Instructional Specialist</p> <p>Title I Schoolwide Elements: 2.4, 2.6, 3.1 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Funding Sources: Other Contract Main Repair - 199 PIC 11 - Instructional Services - 6249 - \$500, Substitutes-Support Staff - 199 PIC 11 - Instructional Services - 6122 - \$2,695</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 3: Provide two interventionists and an instructional specialist who will each lead data Professional Learning Communities (PLC), plan with teachers, model lessons, coach teachers, run Student Support Committee (SSC) referrals for assigned grade levels, and provide small group intervention to small groups or 1:1 for students.</p> <p>Strategy's Expected Result/Impact: Student performance growth as measured by: MAP DRA/EDL levels Campus Assessments Report Cards Anecdotal notes/SSC</p> <p>Staff Responsible for Monitoring: Administration Team Leadership Team</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Funding Sources: Transportation - 211 - Title I, Part A - 6494 - \$5,000, Substitutes - 199 PIC 11 - Instructional Services - 6112 - \$1,000, Employer Contribution - 211 - Title I, Part A - 6121 - \$3,200, Teacher Retirement - 211 - Title I, Part A - 6146 - \$14,515, Software - 211 - Title I, Part A - 6397 - \$3,000, Professional Salary - 211 - Title I, Part A - 6119 - \$33,000, Technology - 211 - Title I, Part A - 6398 - \$4,000, Workers Comp - 211 - Title I, Part A - 6143 - \$944</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: STUDENT ACHIEVEMENT. Every Treasure Forest Elementary School student will master rigorous academic standards to ensure college and career readiness.

Performance Objective 3: STUDENT GROWTH: By June 2021, Treasure Forest Elementary School will increase the percentage of the students who meet or exceed conditional growth index (CGI) targets on Measures of Academic Progress: Reading (K-5) increase by 10 points, Math (K-5) increase by 10 points.

2019-20: Not Rated due to COVID

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





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

Targeted or ESF High Priority

Evaluation Data Sources: Measures of Academic Progress (MAP) Reports

Summative Evaluation: None

<p>Strategy 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.</p> <p>Strategy's Expected Result/Impact: 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> <p>Staff Responsible for Monitoring: Administration Leadership Team Intervention Specialists</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Funding Sources: Professional Salary - 211 - Title I, Part A - 6119 - \$41,091, Support Personnel - 211 - Title I, Part A - 6129 - \$11,835, Extra Duty Professional - 211 - Title I, Part A - 6116 - \$20,485</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

<p>Strategy 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> <p>Strategy's Expected Result/Impact: Student performance growth as measured by: MAP Teacher Assessments STAAR data Anecdotal notes/SSC PD attendance reports Walk-through and observation data</p> <p>Staff Responsible for Monitoring: Administration Leadership Team Intervention Specialists</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Funding Sources: Other Rentals - 199 PIC 11 - Instructional Services - 6269 - \$900, Technology Equipment - 199 PIC 11 - Instructional Services - 6398 - \$500, Misc. Contracted Services - 211 - Title I, Part A (FBG20 Carryover) - 6299 - \$3,955</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 3: Provide opportunities for teachers to improve their practice and ensure targeted sub populations such as Second Language Learners (ELLs), 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> <p>Strategy's Expected Result/Impact: PD attendance reports Calendar dates of campus/district PD Campus walk through and observations MAP STAAR DRA/EDL - Reading Level Assessments</p> <p>Staff Responsible for Monitoring: Administration Leadership Team Intervention Specialists Consultant Professional Development Provider</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Funding Sources: Supply Materials - 211 - Title I, Part A - 6399 - \$10,764</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: STUDENT SUPPORT. Every Treasure Forest Elementary School student will benefit from an aligned system that supports his/her academic and social-emotional needs.

Performance Objective 1: SCHOOL CONNECTEDNESS: By June 2021, the % of Treasure Forest Elementary School students who feel connected as both individuals and learners will increase by at least 5 points.

2019-20: Not Rated due to COVID





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

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

Evaluation Data Sources: Panorama Student Survey

Summative Evaluation: None

<p>Strategy 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.</p> <p>Strategy's Expected Result/Impact: Sign in sheets, calendar dates, school surveys, increased student achievement and involvement/participation of parents.</p> <p>Staff Responsible for Monitoring: Administration Team Counselor CIS</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Funding Sources: Other Reading Materials - Parents - 211 - Title I, Part A - 6329 - \$2,246</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 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.</p> <p>Strategy's Expected Result/Impact: Surveys, Rosters, student performances, products, and participation</p> <p>Staff Responsible for Monitoring: Administration Team CIS Counselor</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

<p>Strategy 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.</p> <p>Strategy's Expected Result/Impact: Rosters, calendars, campus surveys.</p> <p>Staff Responsible for Monitoring: Administration Team CIS Counselor</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Funding Sources: Misc. Operating Expenses - 199 PIC 11 - Instructional Services - 6499 - \$1,500</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				





Goal 3: SAFE SCHOOLS. Strengthen school safety by establishing and conducting Campus Safety Committee reviews throughout the school year.

Performance Objective 1: SAFETY COMMITTEE: Strengthen school safety by establishing and conducting Campus Safety Committee reviews throughout the school year.

Targeted or ESF High Priority

Evaluation Data Sources: Campus Safety Committee roster

Summative Evaluation: None





<p>Strategy 1: CAMPUS SAFETY COMMITTEE: Establish Campus Safety Committees composed of a cross section of stakeholders to look at matters related to campus safety.</p> <p>Strategy's Expected Result/Impact: Each Campus principal will recruit a safety team and provide a roster. Each campus team will meet three times per year so that all campuses will be able to refine safety practices.</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>Title I Schoolwide Elements: 2.4, 2.6, 3.1, 3.2 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Funding Sources: Supply and Materials - 199 PIC 11 - Instructional Services - 6399 - \$3,235</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: HARRIS COUNTY DEPARTMENT OF EDUCATION: Participate in the Harris County Department of Education (HCDE) campus safety audit.</p> <p>Strategy's Expected Result/Impact: Campus will develop action plans to address any deficiencies as a result of safety audits.</p> <p>Staff Responsible for Monitoring: Administrators Safety Committee</p> <p>Title I Schoolwide Elements: 2.4, 3.1, 3.2 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Funding Sources: Supply and Materials - 199 PIC 11 - Instructional Services - 6399 - \$4,000</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: SAFE SCHOOLS. Strengthen school safety by establishing and conducting Campus Safety Committee reviews throughout the school year.

Performance Objective 2: EMERGENCY OPERATIONS: Develop Campus Emergency Operations Procedures (EOP) that comply with SB 11, and include Standard Operating Procedures.

Evaluation Data Sources: Campus Emergency Operation Procedures Documents

Summative Evaluation: None





<p>Strategy 1: EMERGENCY OPERATIONS PROCEDURES: Campus EOP will align to the best practices from the Texas School Safety Center and the Standard Operating Procedures, such as the "I Love You Guys" Foundation.</p> <p>Strategy's Expected Result/Impact: Campus Emergency Operation Plan (EOP) is turned in and filed by September 1st.</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>Title I Schoolwide Elements: 2.4, 2.6, 3.1 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Funding Sources: Supply Material - 199 PIC 11 - Instructional Services - 6399 - \$2,000</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: EMERGENCY OPERATIONS PROCEDURES: Update campus Emergency Operation Plan - EOP annually and train staff at the start of each school year.</p> <p>Strategy's Expected Result/Impact: Campus procedures maintained in campus EOPs. Staff training documents maintained. EOP submitted by September 1st.</p> <p>Staff Responsible for Monitoring: Administrators Safety Committee</p> <p>Title I Schoolwide Elements: 2.4, 2.6, 3.1 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Funding Sources: Textbooks - 199 PIC 11 - Instructional Services - 6321 - \$1,000, Supply Material - 199 PIC 11 - Instructional Services - 6399 - \$2,000</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: FISCAL RESPONSIBILITY. Treasure Forest Elementary School will ensure efficient and effective fiscal management of resources and operations to maximize learning for all students.

Performance Objective 1: FINANCIAL MANAGEMENT: Maintain high quality financial management practices so that financial resources provide the maximum possible support for T-2-4.

Evaluation Data Sources: Year-To-Date (YTD) Budget Reports (monthly, quarterly, annually).
Surveys, Rosters, student performances, meeting agendas

Summative Evaluation: None

<p>Strategy 1: Conduct frequent budget meetings with Administrative Assistant to review and manage money.</p> <p>Strategy's Expected Result/Impact: Error free records. Documentation of purchases and orders.</p> <p>Staff Responsible for Monitoring: Principal Administrative Assistant</p> <p>Title I Schoolwide Elements: 3.1 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Campus Improvement Committee

Committee Role	Name	Position
Administrator	Karina Avila	Principal
Administrator	Cristina Flores	Assistant Principal
Classroom Teacher	Karina Sapon	Teacher
Interventionist Specialist	Yamely Ortiz	Campus Assessment and Instruction Support Specialist
Parent	Claudia Gomez	Parent
Classroom Teacher	Erin Dahman	3rd Grade Teacher
School Nurse	Shari Halvorson	School Nurse
Administrative Assistant	Lleli Huerta Juarez	Administrative Assistant
Classroom Teacher	Alexander Laue	Classroom Teacher
Classroom Teacher	Paula Ostiguin	Teacher
Classroom Teacher	Reece Brendell	Teacher
Parent	Laura Watson	Parent
Parent	Cynthia Cisneros	Parent
Parent	Elizabeth Posada	Parent
District-level Professional	Yared Marquez	Compliance Coordinator

Campus Funding Summary

199 PIC 11 - Instructional Services					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Software	6397	\$700.00
1	1	1	Supply-Bil	6399	\$4,395.00
1	2	2	Other Contract Main Repair	6249	\$500.00
1	2	2	Substitutes-Support Staff	6122	\$2,695.00
1	2	3	Substitutes	6112	\$1,000.00
1	3	2	Other Rentals	6269	\$900.00
1	3	2	Technology Equipment	6398	\$500.00
2	1	3	Misc. Operating Expenses	6499	\$1,500.00
3	1	1	Supply and Materials	6399	\$3,235.00
3	1	2	Supply and Materials	6399	\$4,000.00
3	2	1	Supply Material	6399	\$2,000.00
3	2	2	Textbooks	6321	\$1,000.00
3	2	2	Supply Material	6399	\$2,000.00
Sub-Total					\$24,425.00
Budgeted Fund Source Amount					\$26,425.00
+/- Difference					\$2,000.00
199 PIC 23 - Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Supply Special Education	6399	\$380.00
Sub-Total					\$380.00
Budgeted Fund Source Amount					\$380.00
+/- Difference					\$0.00
199 PIC 25 - ESL/Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Supply Bilingual Education	6399	\$6,820.00
Sub-Total					\$6,820.00

199 PIC 25 - ESL/Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Budgeted Fund Source Amount					\$6,820.00
+/- Difference					\$0.00
199 PIC 30 - At Risk School Wide SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Supply-at-Risk	6399	\$10,895.00
Sub-Total					\$10,895.00
Budgeted Fund Source Amount					\$10,895.00
+/- Difference					\$0.00
211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Contract Services	6229	\$40,000.00
1	1	2	Extra Duty Professional	6116	\$8,515.00
1	1	2	Substitutes	6112	\$10,000.00
1	2	1	Other Reading Materials	6329	\$16,000.00
1	2	3	Transportation	6494	\$5,000.00
1	2	3	Employer Contribution	6121	\$3,200.00
1	2	3	Teacher Retirement	6146	\$14,515.00
1	2	3	Software	6397	\$3,000.00
1	2	3	Professional Salary	6119	\$33,000.00
1	2	3	Technology	6398	\$4,000.00
1	2	3	Workers Comp	6143	\$944.00
1	3	1	Professional Salary	6119	\$41,091.00
1	3	1	Support Personnel	6129	\$11,835.00
1	3	1	Extra Duty Professional	6116	\$20,485.00
1	3	3	Supply Materials	6399	\$10,764.00
2	1	1	Other Reading Materials - Parents	6329	\$2,246.00
Sub-Total					\$224,595.00
Budgeted Fund Source Amount					\$224,595.00
+/- Difference					\$0.00

211 - Title I, Part A (FBG20 Carryover)

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Other Reading Materials	6329	\$4,564.00
1	1	1	Software	6397	\$7,000.00
1	1	2	Supply/Materials	6399	\$30,000.00
1	2	1	Teacher & Prof Salary	6119	\$4,027.00
1	3	2	Misc. Contracted Services	6299	\$3,955.00
Sub-Total					\$49,546.00
Budgeted Fund Source Amount					\$49,953.00
+/- Difference					\$407.00
Grand Total					\$316,661.00

Addendums