

# Spring Branch Independent School District

## Cedar Brook Elementary School

### 2019-2020 Campus Improvement Plan

**Distinction Designations:**

Top 25 Percent: Comparative Academic Growth



# Mission Statement

To instill in all students the desire to be lifelong learners and reach their individual potential.

## Vision

CBE will empower students to be life long learners so that every student achieves academic success and personal independence.

## 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

Cedar Brook's enrollment hovers around 726 students.

The student population is approximately: 5.8% African American, 83.3% Hispanic, 7.2% Anglo, and 1.5% Asian, 1.8% at Two-or-more ethnicities; 80% At risk; 59.5% Economically Disadvantaged, 60.23% LEP, 5% GT, 3.37% SPED, and 4.3% 504.

We have a total of 45 teachers.

### Demographics Strengths

CBE is a diverse school that welcomes students from all over SBISD. CBE we offers three different programs; TWDL, OWDL and MS.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** CBE is in pursuit of closing the achievement gap across all demographic groups as well as between students who are economically disadvantaged. **Root Cause:** Students are below grade level. There is an enormous need to differentiate with more detail, using proficiency scales to plan the right instruction.

## **Student Academic Achievement**

### **Student Academic Achievement Summary**

#### **2019 STAAR results:**

3rd-5th Grade Reading: 73%

3rd-5th Grade Math: 71%

4th Grade Writing: 53%

5th Grade Science: 57%

#### **MAP results:**

Math: 60%

Reading: 45%

Note: Not all grade levels hit 50%. The following grade levels were below 50%:

#### **MAP Reading:**

K: 32%

1st: 37%

2nd: 39%

5th: 47%

## **MAP Math:**

1st: 48%

2nd: 39%

4th: 48%

### **Student Academic Achievement Strengths**

Student Academic Achievement Strengths CBE met standard overall.

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

**Problem Statement 1:** CBE has the potential to have 45% of students reaching the meet level on STAAR through building biliteracy skills (TCRWP) through critical thinking skills and differentiation. **Root Cause:** We need to further differentiate for students, using proficiency scales and by building teacher capacity through literacy skills across all content areas.

# School Processes & Programs

## School Processes & Programs Summary

CBE strives to hire the most qualified staff available. CBE will support and develop all staff members to provide the best possible instruction to all of our students.

New OWDL and TWDL teachers will receive extensive training from Dr. Mercuri to support the dual language instruction in their classrooms.

In addition, we will continue to implement Opportunity Culture on our campus. Two experienced teachers from within CBE were hired to support our primary and intermediate students and teachers. One MCL will work with the primary grades and the other will work with the intermediate grades. End of year data will be used to determine where each MCL will focus at the beginning of the school year.

As a part of Opportunity Culture, a Digital Lab Monitor position has been created for the new school year. Our Digital Lab Monitor will supervise all digital learning in our new computer lab and ensure a productive learning environment. Students will be able to personalize their own learning as they navigate through different platforms.

We have two interventionists that support students during our school-wide intervention time.

Another way to ensure staff quality, recruitment, and retention for CBE is, by functioning as a Professional Learning Community. Teachers will participate in collaborative planning meetings in all grade levels. CBE is committed to establish a culture of collaboration; thus achieving our collective purpose of learning for all. Administrators will coach teachers by providing formal and informal instructional feedback in order to build teacher capacity and overall grow instructional practices.

Also, all new teachers will receive additional support through a mentor/Buddy program who will ensure new members of our team feel supported, equipped and encouraged. At CBE every new teacher is paired up with a mentor teacher or a buddy teacher. If the new teacher is brand new to the profession they have a mentor teacher to help guide them through their first year and if they are just new to CBE or district they have a buddy teacher. Lead mentors help the mentor and buddy teachers be the best mentors they can be to these new teachers so that they feel prepared and successful for the school year. Monthly meetings with the mentors are held to address any questions or concerns the new teachers may have and make sure that all mentors are up to date with any school events coming up, due dates or any other information they need to relay to the new teachers.

CBE staff members have completed GT initial hours and required update.

All OWDL and TWDL teachers have and will continue to participate in ongoing staff development sessions with Dr. Mercuri in order to strengthen our Dual language program. These sessions have been differentiated to meet the needs of individual teachers. Staff strengths include flexibility, collaboration, responsiveness, and devotion to our students. Implementation and receptiveness to collaborative planning.

### **School Processes & Programs Strengths**



## **Perceptions**

### **Perceptions Summary**

Panorama School Connectedness Student Survey Results:

School Belonging: 69%

School Climate: 70%

School Rigorous Expectations: 83%

School Safety: 64%

School Teacher- Student Relationships: 74%

### **Perceptions Strengths**

School Rigorous Expectations: 83%

# 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
- Current and/or prior year(s) campus and/or district improvement plans
- State and federal planning requirements

## **Student Data: Assessments**

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions

## **Student Data: Behavior and Other Indicators**

- Student surveys and/or other feedback

## **Employee Data**

- Staff surveys and/or other feedback

## **Parent/Community Data**

- Parent surveys and/or other feedback

# 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 CBE students will meet or exceed growth expectations in reading and math on MAP.




2018-19: Reading - 45% met CGI; Math - 60 % met CGI


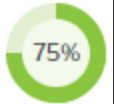



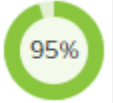






2017-18: Reading - 39% met CGI; Math - 50 % met CGI

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

**Summative Evaluation 1:** Met Performance Objective

**Next Year's Recommendation 1:** Adjust percentage but continue goal for 20-21 as we did not have EOY data for 19-20

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) Collaborative Planning meetings will be conducted every two weeks (on a Thursday) to review data, plan units of instruction using the Proficiency Scales and create rigorous common assessments.	2.4, 2.5, 2.6	Administrators Team leaders Teachers Lead Interventionist MCL's	1. Improvement in student performance data both formative and summative (STAAR,MAP, and PSA data) across all subgroups.  2. Feedback from staff and students in relationship to rigor and differentiation.  3. Overall increase in student achievement			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
2) K-5 will dedicate 2.5 hours of the day for literacy to implement TCRWP.	2.4, 2.5, 2.6	Administrators Team leaders Teachers Lead Interventionist MCL's	1. Growing the foundation of increased student literacy through good first instruction will improve our student's literacy rates.  2. Personalized Learning: Rigor, Data, Voice, and Agency.  3. Small group records reflecting variable, differentiated groups in reading.			
3) Flexible student groups within teams (Intervention groups): Grade Level teams in all grade levels (except Pre-K) will plan to pull small groups across their grade levels according to data from a variety of sources in reading and math: MAP, STAAR, DRA/EDL, OS, small group anecdotal data and formative assessments.  Tutorials will be implemented during the week, before school, during Intervention (Bulldog Time) and after school.	2.4, 2.5, 2.6	Administrators Team leaders Teachers Lead Interventionist MCL's	1. Improvement in student performance data both formative and summative (STAAR,MAP, and PSA data) across all subgroups.  2. Feedback from staff and students in relationship to rigor and differentiation.  3. Small group records reflecting variable, differentiated groups in reading and math.			
<b>Funding Sources:</b> 211 - Title I, Part A - 10000.00						
4) RESPONSIVE TEACHING PRACTICES: Using formative assessment practices and All in Learning, teachers will plan instruction, design formative assessments and responses to possible outcomes of these assessments in advance of teaching so that they can respond quickly to student misunderstandings.	2.4, 2.5, 2.6	Administrators Team leaders Teachers Lead Interventionist MCL's	1. Improvement in student performance data both formative and summative (STAAR, MAP and PSA data) across all subgroups.  2. Increased student agency.  3. Evidence of stronger differentiation for all students.			
5) SMALL GROUP PLANNING: CBE will focus on small group planning to allow for proper differentiation for all students. MCLs and grade level teams will plan small group collaboratively using anecdotal records, formative and summative assessment data, student work, campus resources and best practices to delineate small group teaching points and plans and differentiated workstations.	2.4, 2.5, 2.6	Administrators Team leaders Teachers Lead Interventionist MCL's	1. Quality Small Group Plans and Anecdotal Records Minutes of Meetings.			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<p>6) Teachers, administrators, students and staff will be provided with materials, resources, and staff development to meet or exceed growth expectations.</p> <p>Teachers and administrators will participate in professional staff development and conferences.</p> <p>Substitutes will be provided in some cases during staff development or for teacher conferences.</p> <p>Computer software will be purchased and implemented in all grade levels in order to drive instruction and support students reading and comprehension levels.</p> <p>Purchase guided reading materials, books, Teachers Collage Reading and Writing Project (TCRWP) materials, computer software (Achieve 3000/Learning A-Z &amp; RAZ KIDS), resources, technology equipment and materials to support student needs.</p> <p>Achieve 3000 to be purchased for all students. Primary grades- Smarty Ants Intermediate grades- KidBiz</p>	2.4, 2.5, 2.6	Admin, Teachers, Lead Interventionist, and MCL's.	Improvement in student performance data both formative and summative (STAAR, MAP and PSA data) across all subgroups.			
				<b>Funding Sources:</b> 211 - Title I, Part A - 116423.84		
<p>7) CBE will continue study trips that are aligned with the content area TEKS and objectives for improving reading levels and learning across the content areas. Students will be able to show what they have learned from a study trip by creating a product that could be literacy based and involve writing.</p>	2.4, 2.5, 2.6	Administrators Team leaders Teachers Counselor	1. Overall increase in student achievement.			
				<b>Funding Sources:</b> 211 - Title I, Part A - 15000.00		
= Accomplished       = No Progress       = Discontinue						

## 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 70% of 3-5 graders will respond favorably on the School Safety section of the Panorama survey.




2018-19: School Safety 64%

2017-18: School Safety 52%

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

**Summative Evaluation 1:** Some progress made toward meeting Performance Objective

**Next Year's Recommendation 1:** Continue goal for 20-21.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<p>1) CBE will implement Project Class school wide and continue to utilize Love &amp; Logic components to increase self-disciplined student behavior, responsibility, and ownership. Admin team, teachers and our counselor will collaborate with one another and will work at building relationships with students.</p> <p>We will also offer our parents a Project Class training.</p> <p>Project Class campus wide training. Project Class Onsite Coordinator will provide teacher support and pull student groups once a week to reinforce social skills. Conduct Faculty meetings to share data, survey information, training and teacher updates.</p>	2.4, 2.6	Administrators Counselor and Student Support Specialist Leadership Team MCLs CIS	<p>1. Increase in school-connectedness and positive student teacher relationships as measured on Panorama.</p> <p>2. Staff and student feedback</p> <p>3. Disciplinary referral reduction</p>			
<p><b>Funding Sources:</b> 211 - Title I, Part A - 5500.00</p>						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
2) COMMUNITY CIRCLES: Using provided protocols, lessons and topics, classroom teachers will hold community circles every morning on a variety of topics, some selected by the classroom teacher and/or the children. Topics could include: character traits designated by SBISD, classroom celebrations, conversations surrounding classroom practices and relationships and lessons enhancing positive conflict resolution, restorative justice, student agency and other tools for student development.	2.5, 2.6	Administrators Counselor and Student Support Specialist Leadership Team MCLs	1. Increase in school-connectedness and positive student teacher relationships as measured on Panorama.  2. Staff and student feedback  3. Disciplinary referral reduction			
3) CBE will facilitate Library/Music/Technology Nights, TWDL Family events, Health Fair, STAAR/Curriculum Nights, Parent Classes and Parent Coffees to strengthen the home school connection, support students behavior, and reinforce classroom teaching and learning.	2.6, 3.1, 3.2	Administrators Counselor CIS Teachers	1. Increased school-connectedness and strong teacher student relationships as measured by Panorama.			
Our CIS worker will facilitate student and parent classes and events to strengthen parental involvement.	<b>Funding Sources:</b> 211 - Title I, Part A - 2804.00					
4) School Counselor will implement lessons from the Tool Kit in all grade levels so that students can receive targeted skills needed.	2.4, 2.5, 2.6	Administrators Counselor	Increased school-connectedness and perceptions of student safety at school as measured by Panorama.			
5) Partnership with Urban Harvest to provide a Science Enrichment Garden Program. This opportunity will help build relationships, foster teamwork, accept responsibility for school garden, and solve real-world problems.		Administrators CIS Teachers	1. Increase in school-connectedness and positive school relationships as measured on Panorama.  2. A campus and community garden that will instill pride and promote ownership.  3. Students will be able to bridge theory to practice and allow students to make connections to academic content.			
The science Enrichment Garden program will also enhance classroom objectives in science, art, nutrition, and math.	<b>Funding Sources:</b> 211 - Title I, Part A - 9600.00					
Urban Harvest representative will be on campus supporting teachers and students with lessons through the school year.						
= 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 45% of students will perform at postsecondary-ready levels on MAP (66-77th percentile reading, 70-84th percentile math in 3rd & 5th grades).

2018-19: 41% performed at post-secondary readiness levels as defined by SBISD Measures of Success







2017-18: 33% 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:** Some progress made toward meeting Performance Objective

**Next Year's Recommendation 1:** Continue goal for 20-21.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<p>1) Flexible student groups within teams (Intervention groups): Grade Level teams in all grade levels (except Pre-K) will plan to pull small groups across their grade levels according to data from a variety of sources in reading and math: MAP, STAAR, DRA/EDL, OS, small group anecdotal data and formative assessments.</p> <p>Purchase of technology and computer software to support intervention. Achieve 3000 will be purchased for all students.</p> <p>Primary grades- Smarty Ants Intermediate grades- KidBiz</p>	2.4, 2.5, 2.6	Administrators Team leaders Teachers Lead Interventionist MCL's	<p>1. Improvement in student performance data both formative and summative (STAAR,MAP, and PSA data) across all subgroups.</p> <p>2. Feedback from staff and students in relationship to rigor and differentiation.</p> <p>3. Small group records reflecting variable, differentiated groups in reading and math.</p>			
<p>2) CBE will implement Units of Study-Teachers College in all grade levels (except Pre-K).</p>	2.4, 2.5, 2.6	Administrators Team leaders Teachers Lead Interventionist MCL's	<p>1. Improvement in student performance data both formative and summative (MAP, running records, reading levels across all subgroups).</p> <p>2. Small group records reflecting variable, differentiated groups in reading.</p>			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<p>3) TWDL Refresh: CBE will continue to strengthen and support our Dual language programs through professional development with DR. Mercuri.</p> <p>Dual language teachers will meet throughout the year as a team to make decisions and share ideas for continuous improvement of our Pre-K through 5th grade programs.</p> <p>Implementation of the CBE Dual Language Non-negotiables.</p>	2.4, 2.5, 2.6	Administrators Team leaders Teachers Lead Interventionist MCL's	Alignment across the TWDL program Feedback from staff.			
				<b>Funding Sources:</b> 211 - Title I, Part A - 2000.00		
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						

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

**Performance Objective 1:** By June 2020, CBE will close existing gaps in post-secondary readiness by at least 5% in each of the following subgroups: Hispanic/Non-Hispanic, African American/ Non-African American, Economically Disadvantaged/ Non Economically Disadvantaged, Special Education/ Non-Special Education, and English Learners/ non-English Learners while all performance improves.

2018-19: African American 15 %; Non- African American 42%

2017-18: African American 20 %; Non- African American 35%

2018-19: Sped 6%; non-Sped 46%

2017-18: Sped 9 %; non-Sped 36%

2018-19: Eco-Dis 21%; non- Eco-Dis 32%

2017-18: Eco-Dis 51%; non- Eco-Dis 54%

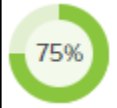

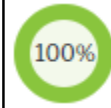
2018-19: English Learners 31%; non- English Learners 53%

2017-18: English Learners 21%; non- English Learners 46%

**Evaluation Data Source(s) 1:** As measured by Multiple Measures of Success (COMPASS)

**Summative Evaluation 1:** Some progress made toward meeting Performance Objective

**Next Year's Recommendation 1:** Continue goal for 20-21.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) Collaborative Planning meetings will be conducted every two weeks (on a Thursday) to review data, plan units of instruction using the Proficiency Scales and create rigorous common assessments.	2.4, 2.5, 2.6	Administrators Team leaders Teachers Lead Interventionist MCL's	1. Improvement in student performance data both formative and summative (STAAR,MAP, and PSA data) across all subgroups.  2. Feedback from staff and students in relationship to rigor and differentiation.  3. Overall increase in student achievement.			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
2) Primary and Intermediate grade levels will receive additional support in the form of a MCL and Interventionist. They will work with students requiring extra assistance. The MCLs will also support the teachers by modeling lessons and pulling small groups. They will focus on reading and math.	2.4, 2.5, 2.6	Administrators Team leaders Teachers Lead Interventionist MCL's	1. Student data across all subgroups. 2. Teacher and MCL feedback 3. Overall increase in student achievement.			
3) Flexible student groups within teams (Intervention groups): Grade Level teams in all grade levels (except Pre-K) will plan to pull small groups across their grade levels according to data from a variety of sources in reading and math: MAP, STAAR, DRA/EDL, OS, small group anecdotal data and formative assessments.  Purchase reading materials and supplies for intervention.  Students will be provided with materials and resources.	2.4, 2.5, 2.6	Administrators Team leaders Teachers Lead Interventionist MCL's	1. Improvement in student performance data both formative and summative (STAAR, MAP and PSA data) across all subgroups. 2. Feedback from staff and students in relationship to rigor and differentiation. 3. Small group records reflecting differentiated groups in reading and math. 4. Overall increase in student achievement			
<b>Funding Sources:</b> 211 - Title I, Part A - 15000.00						
4) Implementation of Dreambox, Its Learning, All in Learning. Purchase Achieve 3000 , Learning A-Z and Razz Kids.	2.4, 2.5, 2.6	Administrators Team leaders Teachers Lead Interventionist MCL's	1. Improvement in student performance data both formative and summative (STAAR, MAP and PSA data) across all subgroups. 2. Overall increase in student achievement			
5) Intervention Specialists will be used to provide small group instruction, modeling, coaching, and co-teach opportunities for teachers.	2.4, 2.5, 2.6	Administrators MCL's	1.Improvement in student performance data both formative and summative (STAAR, MAP and PSA data) across all subgroups. 2. Overall increase in student achievement			
<b>Funding Sources:</b> 211 - Title I, Part A - 127000.00						
= Accomplished      = No Progress      = Discontinue						







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




**Performance Objective 1:** Meet all compliance timelines and reporting requirements.







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







**Summative Evaluation 1:** Significant progress made toward meeting Performance Objective

**Next Year's Recommendation 1:** Continue goal for 20-21.










Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) Conduct annual program evaluation (CATE, SCE G/T, LEP, ) utilizing student performance data derived from special populations for the purpose of program review and revision. GT, SPED, and LEP programs and services will be evaluated for compliance and effectiveness.	2.4, 2.5, 2.6, 3.1	Admin, teachers, counselor	MAP Data District and State Assessments Report Card STAAR Audit Reports			
2) Develop/strengthen/monitor capacity of teachers, grade levels and departments to support measurable growth in reading proficiency as measured by an increase in growth percentage in MAP and DRA.  Teachers will be trained in Guided Reading, Writer's Workshop and DRA, EDL and  Teachers Collage Reading and Writing Project (TCRWP).  MCL's and Interventionist Specialists will work closely with new teachers and struggling teachers to meet students needs.  Purchase guided reading materials, TCRWP materials, computer software, resources and materials to support student needs.	2.4, 2.5, 2.6	Intervention Specialist Administration MCL's	Administration DRA/EDL MAP Running Records Report Cards STAAR			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<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.</p> <p>Progress will be recorded on the accelerated instruction plan; interim reports and opportunities to conference will be provided to parents of students so identified.</p> <p>Teachers will attend staff development on how to identify and work with struggling students in small groups to ensure success.</p> <p>Tutorials will be provided for students who do not meet academic standards before school, during the day, and after school by teachers and intervention specialists through tutorial sessions.</p>	2.4, 2.5, 2.6	Administrators Diagnostician Special Ed. Staff Teachers MCL's	MAP Campus and District Assessments Surveys Report Cards Overall increase in student achievement.			




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 (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).</p> <p>Training on integration of technology into the instructional practices will be given to teachers. Devices and software will be purchased.</p> <p>Achieve 3000 to be purchased for all students. Primary grades- Smarty Ants Intermediate grades- KidBiz</p> <p>Participate in mentor-mentee grant.</p> <p>Continue to provide support for new teachers through the induction program.</p> <p>Involve staff in recruiting and interviewing highly qualified applicants</p>	2.4, 2.5, 2.6	6 Administrators Librarian District Technology Staff ITS Learning Trail Guide	Campus and District Assessments STAAR Surveys Report Cards Overall increase in student achievement.			
<p>5) Promote parent and community involvement in drug and violence prevention programs/ activities. We will emphasize drug awareness and bully prevention throughout the year when our counselor prepares and delivers lessons to students in the classroom. We will also kickoff these initiatives during Red Ribbon Week.</p> <p>Parenting classes through CIS will be available for the parents.</p> <p>Monthly parent meetings will be held by the principal and CIS for information on prevention programs and up to date district initiative.</p>	2.4, 2.6, 3.1, 3.2	Administrators CIS Worker Counselor	Sign-In Sheets Participation Discipline Referrals			
<b>Funding Sources:</b> 211 - Title I, Part A - 700.00						







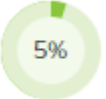

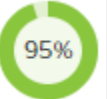
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<p>6) Provide professional development based on level of expertise and need in the following areas:</p> <ul style="list-style-type: none"> <li>* Bullying Prevention-We will emphasize this through a student assembly during Red Ribbon Week.</li> <li>* Violence/conflict resolution-Our counselor will continue classroom lessons and small group interventions for students in need.</li> <li>* SEL-We will encourage all teachers to become familiar with the System of Care as a program and philosophy for building relationships with students and fostering self-discipline.</li> <li>* Love and Logic--We will continue to focus on using enforceable statements from the L&amp;L philosophy, as well as allowing natural consequences to occur when students make poor choices.</li> <li>*Implement Project Class school-wide</li> </ul>	2.5, 2.6, 3.1, 3.2	Administrators Counselor CIS CSHAC Committee Behavior Support Team Action Based Learning Team System of Care	Spring Panorama Discipline Reports	 45%	 70%	 85%
<p>7) SPECIAL EDUCATION - Monitor LRE ratio.</p> <p>Develop campus capacity to support inclusive programming for students with disabilities. Evaluate campus LRE ratio.</p> <p>Develop and monitor campus capacity to support inclusive programming for students with disabilities.</p> <p>The diagnostician will work with teachers to ensure IEP's and BIP's are implemented</p>	2.5, 2.6, 3.1, 3.2	Administrators Diagnostician Special Ed. Staff Teachers	ARDS Report Cards STAAR District and Campus Assessments	 50%	 75%	 100%






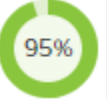








Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<p>8) SPECIAL EDUCATION - Examine state assessment reports to evaluate progress of students with disabilities relative to ARD committee recommendations and predictions.</p> <p>How accurately did ARD committee recommendations predict and guide student achievement on state assessments?</p> <p>Staffing meetings will be scheduled to meet on students progress and any recommendations that are needed to ensure students success.</p>	2.6	Administrators Diagnostician Special Ed. Staff Teachers	ARD Minutes IEP's Progress Reports District & Campus Assessments STAAR			
<p>9) SPECIAL EDUCATION - Ensure that Special Education staff, building administrators, and counselors are trained on and adhere to Special Education timelines and compliance requirements.</p> <p>District and Campus staff development will be scheduled to ensure all staff members understand compliance requirements and timelines.</p>	2.6	Administrators Diagnostician Counselor Special Ed. Staff Teachers	Schedules Meeting Minutes Audit			
<p>10) STATE COMP ED - Provide supplemental At-Risk services/support in the content areas: * Language Arts * Math * Science * Social Studies * LEP Intervention Specialist Intervention Specialist, MCL's, Assistant Principals will develop staff development and data analysis to address support for the at-risk students in all content areas.</p> <p>After School Tutorials, Curriculum Nights, and Library Nights will be provided to help at risk students.</p>	2.4, 2.5, 2.6	Administrators Intervention Specialist MCL'S Librarian LEP Intervention Assistant	Campus and District Assessments STAAR Report Cards			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<p>11) Identify At-Risk students; provide them with supplemental services; and monitor progress (including continual English language development for LEP students).</p> <p>Materials include: manipulatives, literacy materials, STAAR support, and bilingual materials.</p> <p>After-school extended day computer assisted instruction includes: Achieve 3000, and Dreambox. MCL's , Intervention Specialists and Assistant</p> <p>Principals will develop staff development and conduct data analysis to address support for the at-risk students in all content areas.</p> <p>After School tutorials; Curriculum Nights, Library Nights, Parent Family Nights will be provided to help at-risk students.</p>	2.4, 2.5, 2.6	Administrators Intervention Specialist MCL'S Dean of Students Librarian LEP Intervention Assistant	Sign-in Sheets DRA Progress Reports TELPAS Report Cards Campus/District/State Assessments			
<p>12) Develop, monitor, and evaluate campus volunteer/partnership programs that include:            * recruitment            * training/support            * recognition of volunteers/partnerships            We will partner with CEPC and Duchesne Academy to develop and implement mentor programs and school partnerships that will increase student success. We will honor our volunteers in April with a Volunteer Appreciation Ceremony.</p>	2.5, 2.6	Counselor CIS Manager Administrators	Survey data Informal observations Volunteer Reports Sign-In Sheet			





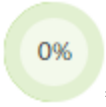

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<p>13) TITLE II A - Provide professional development to CIT, teachers, and administrators that increases knowledge and skills related to:</p> <ul style="list-style-type: none"> <li>* vertical alignment--We will provide this meeting time quarterly for all teachers after school from 3-4:00.</li> <li>* integration of technology into curricula and instruction for improving teaching, learning, and technology literacy--</li> <li>Our campus librarian and Vanguard teachers will partner to provide training to teachers 1-2 times per month after school from 3-4:00 for technology tools.</li> <li>* STAAR testing and the state curriculum standards (TEKS) in the content areas of English/Language Arts, social studies, and/or science, and/or math--Admin, MCL's and Interventionist will train all 3rd-5th teachers in November how to best prepare for and meet the rigorous demands of state testing.</li> <li>* Dual Language Programs--We will partner with our DL consultant to continue ongoing staff development in the area of second language acquisition.</li> <li>* Small Group Instruction--All teachers are trained during in-service week on how to plan for, implement, and document small group instruction.</li> <li>* This includes opportunities for teachers to be coached, attend sustained training/in-services/workshops and/or conferences together with structured follow-up.</li> </ul>	2.4, 2.6	Administrators Intervention Specialists MCLS's Teachers	Campus and District Assessments Progress Reports T-TESS Report Cards STAAR	 55%	 75%	 80%

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<p>14) Teachers/Administrators/Staff will develop understanding of the (a) Professional Development Framework and continue participation in professional development in the areas of Teaching and Learning and Leadership for Results; including (b) The Process for Designing and Delivering Effective Instruction through differentiation and technology integration. We will provide for or send teachers to sessions that will help them to integrate technology into their lessons while keeping with the DDI process.</p>	2.5, 2.6	Administrators Intervention Specialist MCL'S	Campus and District Assessments T-TESS STAAR			
<p>15) Provide support for new teachers with ongoing mentoring and planning with certified staff.</p> <p>Each new teacher has been assigned a mentor or buddy. They will meet once per week to plan and discuss teaching and learning.</p> <p>The Lead Mentors will meet with new teachers once per month to answer questions and receive feedback.</p>	2.5, 2.6	Administrators Lead Mentor MCL's Interventionists Team Leader	T-TESS Retention Rate			
<p>16) Recruit and retain highly-qualified staff by highlighting the school and its students on the website and by participating in job fairs. Provide recruitment information on website</p> <p>We will continue to participate in the Choice Fair and district job fair to recruit students and teachers to join our school program.</p>	2.6	Administration	Hiring Data Retention			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<p>17) ) The CIT, teachers, administrators, other staff members, and parents will collaborate and coordinate planning efforts and implementation of staff development that will build ties between parents and school.</p> <p>The CIT will meet monthly to discuss campus needs and agenda items relating to professional development needs.</p> <p>Meetings will be held with the principal for parents to voice suggestions and needs for the school in order to guide staff development.</p>	2.6	CIT members Administration CIS Counselor Teachers	CIP Agendas Sign-In Sheets			
<p>18) PreK and K teachers develop transition strategies. Elementary campuses provide kindergarten orientation at different times and in a variety of settings.</p> <p>We will hold a Pre-K visit to campus in the spring that will allow feeder campus to visit our Kinder classrooms.</p> <p>We will hold two DL site visits and two DL Orientation sessions for incoming Pre-K and Kinder parents.</p>	2.6	Kindergarten Teachers Administration ADA Pre-K Director	Parent Sign in Sheets Agendas			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<p>19) GIFTED AND TALENTED - Provide opportunities for G/T professional development, based on level of expertise and need, in one of the following areas:</p> <ul style="list-style-type: none"> <li>a) Nature and needs of G/T students</li> <li>b) Assessing and identifying G/T student needs</li> <li>c) Differentiating Curriculum for G/T students</li> <li>d) Assessing social and emotional needs of G/T students</li> <li>e) Creativity and instructional strategies for G/T students.</li> </ul> <p>A book study on Nature and Needs will be led in the fall semester for all teachers to receive 6 credit hours. The counselor will check to ensure that GT students are in the appropriate classes and that teacher have the certification needed to instruct them. Teachers will attend training to meet the needs of our GT students. Parent Awareness Training will be provided.</p>	2.4, 2.6	Administration Counselor Teachers	Student Portfolios GT hour requirement reports T-TESS			
<p>20) GIFTED AND TALENTED - Implement and evaluate development of differentiated curriculum for meeting needs of gifted students using instructional techniques from gifted and talented education.</p> <p>We will meet the needs of GT students through PGP pullouts and intermediate students will attend Bendwood school one day out of the week for an all day problem/project based learning experience.</p>	2.5, 2.6	Administrators Counselor Library Advanced Academic Studies	Student Portfolios Student Referrals for GT identification Screening Reports			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<p>21) GIFTED AND TALENTED - Conduct annual G/T evaluation by following the district-wide procedures for referral, testing and identification of students.</p> <p>Emphasis on finding and identifying minority G/T students, low SES G/T students, and those students showing great potential but who are difficult to identify as intellectually-gifted.</p> <p>Conduct an annual G/T parent meeting to develop awareness of the program, identification, and requirements.</p>	2.5	Bendwood Administrator Counselor Advanced Academic Studies Department	Sign-In Sheets Student Referrals for GT Identification Survey GT ID Data			
<p>22) COORDINATED SCHOOL HEALTH (CSH) and CIP -Steps to incorporate CSH -</p> <p>1.Review the School Health Index completed by the CSHAC</p> <p>2.Identify focus area(s) for campus</p> <p>3.Choose focus area(s) to place in this area of Required Elements</p> <p>4.Recommended indicators for assessing CSH may be chosen from this list of approved indicators that are completed each year:</p> <p>a.District Five Year Goal Campus Survey</p> <p>b.School Health Index</p> <p>c.SEL/40 Developmental Asset Survey</p> <p>The school will conduct a health fair once a year for the community.</p>	2.6	Administrators Health Fitness Teachers Nurse Counselor CIS	Surveys Attendance Report Clinic Logs			
<p>23) Review and revisit both the Home/School Compact and Parental Involvement Policy.</p> <p>*offer several opportunities for parent input.</p> <p>*develop, with parent input, current school year compact and policy in appropriate language(s) - English/Spanish.</p> <p>*share compact with parents and document.</p> <p>During Open House week, we will share the previous parent compact and ask for parent input. After this the compact will be revised and sent home during parent conference week.</p>	2.6	Administration Counselor CIS	Sign-In Sheets Agendas			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
24) Increase parent attendance at Title I Annual Meeting to share: *standards and goals *parents' rights' *curriculum *School Report Card *Title I participation *Offer a flexible number of meetings. During Open House week, we will invite parents to come to the annual meeting at which time we will share campus results and goals, parent's rights, and other components listed above. Parent meetings (CBE Cafe) will be held throughout the school year.	3.1, 3.2	Administration CIS Counselor	Flyers Agendas Sign-in Sheets Minutes			
 = Accomplished  = No Progress  = Discontinue						



# Campus Funding Summary

199 PIC 11 - Instructional Services					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$30,830.00
<b>+/- Difference</b>					\$30,830.00
199 PIC 23 - Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$590.00
<b>+/- Difference</b>					\$590.00
199 PIC 25 - ESL/Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$8,600.00
<b>+/- Difference</b>					\$8,600.00
199 PIC 30 - At Risk School Wide SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$14,900.00

199 PIC 30 - At Risk School Wide SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
				+/- Difference	\$14,900.00
199 PIC 99 - Undistributed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
				<b>Sub-Total</b>	\$0.00
				<b>Budgeted Fund Source Amount</b>	\$17,210.00
				+/- Difference	\$17,210.00
211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Tutorials	211.11.6116	\$10,000.00
1	1	6	Achieve 3000	211.11.6397	\$9,500.00
1	1	6	Technology	211.11.6398	\$29,597.70
1	1	6	Learning A-Z & Raz KIDS	211.11.6397	\$5,500.00
1	1	6	Instructional Services- Materials, resources, and staff development	211.11.6399	\$12,409.00
1	1	6	Teacher Conferences	211.13.6411	\$5,000.00
1	1	6	Administrator conferences and professional development	211.23.6411	\$5,000.00
1	1	6	Substitutes	211.13.6112	\$10,000.00
1	1	6	Region 4 Teacher Conferences	211.13.6239	\$500.00
1	1	6	Administrator Region 4 Conferences	211.23.6239	\$500.00
1	1	6	Reading Materials	211.13.6329	\$5,000.00
1	1	6	Reading Materials	211.23.6329	\$500.00
1	1	6	Conferences	211.13.6299	\$940.00
1	1	6	Instructional materials, resources, and supplies	211.11.6399	\$25,942.00
1	1	6	Learning A-Z & Raz Kids	211.11.6397	\$6,035.14
1	1	7	Admission for student study trips	211.11.6412	\$9,000.00

211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	7	Transportation for student study trips	211.11.6494	\$6,000.00
2	1	1	Project Class Training	211.13.6299	\$5,500.00
2	1	3	Supplies and materials	211.61.6399	\$2,104.00
2	1	3	Miscellaneous and consumables	211.61.6499	\$700.00
2	1	5	Urban Harvest	211.11.6299	\$9,600.00
3	1	3	Professional Development	211.13.62.99	\$2,000.00
4	1	3	Reading Materials & Supplies	211.11.6329	\$15,000.00
4	1	5	Salaries, wages, and benefits	211.11.6119	\$127,000.00
5	1	5	HEB- Consumables for Parent Meetings	211.61.6499	\$700.00
<b>Sub-Total</b>					\$304,027.84
<b>Budgeted Fund Source Amount</b>					\$301,500.00
<b>+/- Difference</b>					<b>\$-2,527.84</b>
<b>Grand Total</b>					\$304,027.84