

Spring Branch Independent School District

Terrace Elementary School

2020-2021 Campus Improvement Plan



Mission Statement

MISSION

Everyone at TCE is committed to ensuring high levels of learning for all in a community of respect and through personalized learning experiences.

Our team will provide rigorous instruction with immediate response to student data in order to meet the needs of all learners.

Vision

VISION

Everyone at TCE will be inspired to love learning and will be empowered to contribute to their community through empathy, knowledge, and creative problem solving.

Core Values

VALUES

We cultivate a growth mindset where mistakes are seen as an opportunity to learn. We honor the growth, development and voice of every individual. We provide a safe environment that encourages inquiry, risk-taking and problem solving. We foster open communication and collaboration. We act on opportunities to serve.

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

Terrace has approximately 390 students in grades K-5. 1 class per grade level is bilingual Spanish in K-5th and we have one Vietnamese bilingual 1st - 2nd grade class.

Demographics are as follows:

- 387 Students K-5
- 68.9% Hispanic
- 15.5% White
- 6.2% African American
- 6.7% Asian
- 2.58% Two or more
- 75.45% Economically Disadvantaged
- 43.9% English Learners
- 64% At Risk
- 20.9% Special Education
- 5.68% Dyslexia
- Small Spanish and Vietnamese Bilingual program
- 96% attendance rate

Needs:

Small bilingual population.

Multiple families living together.

High percentage of students identified as At-Risk and Economically Disadvantaged.

EL population needing language supports.

Some of the bilingual students are stronger in English with oral language because their parents speak English fluently.

High percentage of students receiving special education services.

Demographics Strengths

Diverse campus population.

Multiple cultures represented.

Low mobility rates.

Teachers live in the community.

District employees choose our school.

Neighborhood school, close community.

Small bilingual population (Vietnamese and Spanish).

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

Student Learning

Student Learning Summary

Student Achievement

2020 Data and information

Due to Covid 19, STAAR was cancelled. Based on our 2019 spring performance in Domain 3, we received an overall grade of D. Terrace was also designated as Targeted Improvement for Meets level performance in Reading and Math. We began a targeted improvement plan which focused on the implementation of a tight data driven instruction and intervention. We utilized the district common assessments and tracked student data and progress frequently. This work resulted in improvement identified in our TIP plan each quarter. Our goal targets were that at least 47% of our students would perform at the Meets level on given assessments, ultimately STAAR.

Grades 2 - 5 Summary of math common formative assessment (CFA) data for the 2019-2020 school year was as follows:

- 2nd grade Math CFA Meets level data 68% average, 46% Masters
- 3rd grade Math CFA Meets level data 66% average, 37% Masters
- 4th grade Math CFA Meets level data 50% average, 31% Masters

We also identified additional growth in the area of writing:

- 4th grade Writing priority standard assessment1 to CFA 1 increased by 18%

A summary of Grades K -5 Reading level data for the 2019-2020 school year is as follows:

- Oct. to Feb. reading - Above grade level increased 14%, Below and Approaches decreased by 8%
- 5th grade Oct. to Feb. reading - Above grade level increased 18% and Below grade level decreased 15%

Although we were unable to take STAAR, we feel confident that we would have reached our goal of at least 47% performing at the Meets level in Reading and Math based on our district assessment performance and reading level trends.

2020 MAP

The last MAP assessment data we have is middle of the year January 2019.

% of students meeting or exceeding growth is as follows:

- Reading 53%
- Math 60%

(EOY goal set at 65%)

Prior year Data and Information: 2019 Spring Results

In 2019, our results declined in some areas compared to 2018 results. 5th grade made gains in reading with 86% of students passing after round 2 and at least 46% were at the Meets level in reading and math. 4th grade math increased, 4th grade reading declined and writing remained consistent.

Reading Total: 69% Approaches, 35% Meets, 15% Masters

Math Total: 72% Approaches, 35% Meets, 16% Masters

Writing 53% Approaches, 24% Meets, 2% Masters

Science 72% Approaches, 36% Meets, 14% Masters

Domain 3 (4 areas)

Academic Achievement Target: Meets level was 44% in Reading and 46% in Math. TCE was at 35% Meets level in both reading and math.

Subpopulation data: targetscore/TCE score

Reading: All 44/35, AA 32/13, H 37/31, W 60/50, A 74/42, ED 33/31, **EL 29/30**, **SP current 19/27**, SP former 36/29, Cont. Enrolled 46/37, Not Cont. Enrolled 42/25

Math: All 46/35, AA 31/13, H 40/32, W 59/43, A 82/58, ED 36/31, EL 40/39, SP current 23/18, SP former 44/14 Cont. Enrolled 47/35, Not Cont. Enrolled 45/39.

Growth Target: 66 reading, 71 math. TCE was at 72 in reading and 67 in math. We hit all reading targets needed. We did not hit math.

Subpopulation data: target score/TCE score

Reading: **All 66/72, H 65/69**, W 69/75, **A 77/94, ED 64/71, EL 64/74**, **SP current 59/33**, **Cont. Enrolled 66/71, Not Cont. Enrolled 67/79**

Math: All 71/67, H 69/65, **W 74/83**, A 86/63, ED 68/65, EL 68/52, SP current 61/63, Cont. Enrolled 71/67, Not Cont. Enrolled 70/69.

English Language Proficiency Status Target: 36, TCE met the target with a score of 44.

Student Success Status Target: 47, TCE score 39. EL target met, all others not met.

Subpopulation data: target score/TCE score

All 47/39, AA 36/17, H 41/37, W 58/47, A 73/51, ED 38/35, **EL 37/37**, SP current 23/20, SP former 43/24 Cont. Enrolled 48/39, Not Cont. Enrolled 45/36

2019 MAP

BOY '18 to EOY '19 MAP % of students meeting or exceeding growth targets by grade level.
We met our MAP growth goal in reading and surpassed our goal in math.

TERRACE EL K 72% Reading 77% Math
TERRACE EL 1 44% Reading 48% Math
TERRACE EL 2 70% Reading 71% Math
TERRACE EL 3 57% Reading 71% Math
TERRACE EL 4 47% Reading 41% Math

Student Learning Strengths

Reading level data in grades K -5 continuously improving with the implementation of the Teachers College Reading and Phonics Units of Study.

Writing data and writing volume in grades K-5 continues to improve with the implementation of Teachers College Writing Units of Study.

Mid Year MAP data indicated students were on track for meeting end of year goals.

Implementation of a consistent Data Driven instruction and intervention process resulted in students performing at higher levels on Math assessments in grades 2 -5.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 35% of all students performed at the Meets level on STAAR in reading. **Root Cause:** Lack of a consistent, sustainable, research based, personalized approach to reading.

Problem Statement 2 (Prioritized): 35% of all students are performing at the Meets level on STAAR in math. **Root Cause:** Inconsistent implementation of rigorous data driven math instruction and intervention. Lack of foundational numeracy skills.

Problem Statement 3 (Prioritized): 53% of all 4th grade students performed at the Approaches level on the English Writing STAAR. **Root Cause:** Lack of consistent, sustainable, research based approach to writing instruction including grammar K-5.

Problem Statement 4 (Prioritized): 36% of all 5th grade students performed at the Meets level on Science STAAR. **Root Cause:** Significant % of students reading below grade level by 5th grade and in need of vocabulary development with hands on experiences.

Problem Statement 5 (Prioritized): Hispanic and Economically Disadvantaged students are performing 4% points below all students at the Meets level in reading and math. **Root Cause:** Consistent approach to vocabulary development and second language supports.

Problem Statement 6 (Prioritized): African American students are performing 22% points below all students at the Meets level in reading and math. **Root Cause:** Inconsistent instruction in literacy and numeracy.

School Processes & Programs

School Processes & Programs Summary

Curriculum and Instruction

Language Arts

At Terrace, we utilize the Teachers College Reading and Writing Project (TCRWP) Units of Study for Reading and Writing Workshop. TCRWP provides a consistent, research informed framework for balanced literacy that is personalized and supports student choice. The goal is to build independent readers and writers for life. We have also implemented the Units of Study in Phonics grades K-2.

We are a Teachers College Reading and Writing Project (TCRWP) affiliate school. As an affiliate school, our teachers receive support and training from a TCRWP staff developer to implement Reader's and Writer's Workshop.

Math

Math instruction is often provided through personalized blended learning strategies. Students work in small groups in their classroom and within the grade level so that they can receive instruction that meets their needs. During this time, student groups can be found actively engaged in a variety of tasks including:

- teacher-led skill group
- independent practice
- collaborative problem solving
- workstations
- personalized practice using adaptive software

We refer to our blended model as “Go Time” because we want to give our students the ability to go at their own pace or receive instruction at their level through differentiated work options. We begin teaching our students to work flexibly starting in Kindergarten with mixed math groups. By 5th grade, our students are able to set personal growth goals, track their own data, and make decisions regarding which work will help them increase their level of proficiency within a standard. We believe in using developmentally appropriate practices which moves student from the concrete, to pictorial, to the abstract. Therefore, all students are provided with the materials, manipulatives, and resources that they may need to understand and apply the concepts.

Science

Science is taught through the process of inquiry where students are allowed to question their environment in order to discover new things. We utilize Stem Scopes as our main curriculum resource. As we continue to implement Problem Based Learning units, the science curriculum can be taught as a part of solving a larger problem using a variety of resources that align to our TEKS and district scope and sequence.

Social Studies

Our social studies instruction is often integrated into language arts. We use a variety of resources such as Studies Weekly to support content knowledge. Our students enjoy

learning about our community and history through reading, writing, and various hands on experiences.

One Way Dual Language Program

At Terrace, we offer a bilingual program for native Spanish and Vietnamese speakers. Our Spanish bilingual program begins in Kindergarten and goes through 5th grade. The Vietnamese Bilingual program is phasing out. There will be one multi-age class to support the remaining 1st and 2nd grade students in the program. Both programs follow a 50/50 model.

Elementary Student Support Program

The district Elementary Student Support Program (ESSP) will be housed at Terrace in the 2020-21 school year. This program is an alternative education placement for elementary students. Students referred to ESSP for mandatory or discretionary placements will return to their home campus after receiving intervention and support for behavior.

Terrace as a Professional Learning Community

We function as a PLC and focus our collaborative time together on the following questions: What do we want students to know? How will we know they have learned it? What will we do if they don't learn? What will we do if they already know it?

Teams meet at minimum once a week for planning, most meet two to three times per week. Our instructional support team provide Curriculum Deep Dives prior to each unit in language arts, math and Science. We use a backwards design planning model to roadmap our unit. Teams follow the district assessment calendar and administer all common formative assessments. Data meetings occur within 48 hours of a given assessment and instructional adjustments are made as well as RTI plans. Teachers use All in Learning in grades 2-5th to track data. Primary grade levels focused on reading level data and small group supports for reading and math.

We utilize district assessment trackers to document progress after each assessment as well as our RTI re-assessments. Trackers are utilized for reading, writing, math, and science. Trackers are reviewed with teams and the Principal meets individually with each teacher in January to review each child's progress. Conversations with teams and administration result in referrals to our student support committee, counselor, or Communities in School. Follow up meetings occur in February and in May.

Personalized Problem Based Learning (PBL) Units

Education research has proven that problem-based learning encourages higher order critical thinking, increases motivation to learn, and enables students to develop more effective communication and social skills.

For these powerful reasons, grade level teams at Terrace have begun designing problem based learning units. These units provide opportunities for our students to engage in creative problem solving while learning important science and social studies concepts and skills. The units begin with a global driving question and entry event. Students then follow a personalized pathway based on their level of proficiency within a set of standards. Teachers utilize formative data to help guide their students through the unit and provide a variety of options for students to demonstrate their knowledge and understanding. Students will complete the unit with some type of product or project that they have chosen and created aligned to the driving question. The goal is that our students build empathy, understanding, and find ways to solve problems that exist in the real world.

Technology

Our teams have become proficient with the use of various technology tools and platforms for teaching and learning.

In 3rd - 5th, teams used Google Classroom as their main platform for student engagement and collaboration. They will use ItsLearning this year.

Kinder - 2nd used Seesaw and will continue to use this integrated into ItsLearning.

All teams created activities and videos to support instruction, live and pre-recorded, while learning from home. Our students continued to receive mini lessons, small group and

one on one support through the use of Zoom and other digital tools.

Every 3rd - 5th classroom has at least 10 ipads and one to one Chromebooks

Every 2nd grade classroom has 5 ipads and 12-20 chromebooks

Every Kinder and 1st classroom has 10 Ipads.

Library has been recently refreshed with new technology.

All classrooms have new Activpanels.

Organizational

We are organized to function as interdependent and independent teams who engage in a process that supports a Professional Learning Community.

The A Team consists of the administrators and instructional coaches.

The System of Care team consists of the counselor and Communities in schools student support managers.

Each grade level team has a team leader including special education and specials.

The Office Team includes our nurse as part of the school support system.

Personnel

Teacher retention remains consistent.

We have three teachers on each grade level except for 2nd and 4th. They have four teachers each.

We continue to need our instructional support coaches in the areas of language arts, math, and science.

We will also have a new role provided by the district to support Campus Assessments and Instruction. (CAIS).

School Processes & Programs Strengths

Curriculum and Instruction

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

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

Personalized blended learning (Go Time) has resulted in success this year and will continue.

Materials and resources have been purchased to support the curriculum in every classroom.

Technology

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

Teachers have become more advanced with their use and mastery of digital teaching and learning due to Distance Learning during the Covid 19 crisis.

Organizational

Teams are cohesive and collaborative.

Teams are Professional Learning Communities and use many protocols for planning, data, and assessments.

All staff members support campus events, serve on committees, and other teams to support campus initiatives, projects, and goals.

Grade level teams plan at least once per week minimum.

Personnel

Staff turnover minimal.

All new teachers to our staff have experience.

Teacher working closely with teammates during planning time. We have a strong and positive climate and culture.

Terrace is an affiliate school with Teacher College Reading and Writing Project. This allows for them to have continuous professional development in support of our literacy instruction.

Perceptions

Perceptions Summary

We are proud to be a strong, collaborative, and fun community. We learn and grow together. Our goal is to ensure growth for every child. We all believe this and are driven towards this goal. The teachers and staff work together to provide rigorous and engaging experiences for our students every day. Our students are at the heart of everything we do.

Campus Surveys

The Panorama Survey is used with students, staff, and parents. The most recent student survey was administered in the fall of 2019. This survey indicated increases in all areas from the 2019 spring survey.

- Student Teacher Relationships +7
- School Climate +7
- School Belonging +6
- School Safety +4
- School Rigorous Expectations +1

Due to Covid 19, the last surveys we had for staff and parents are from Spring 2019. At that time, we saw increases in most areas of the staff survey and parts of the parent survey. (Data is from spring 2018- spring 2019)

Campus Staff Survey

- School climate +23
- Core Values +25
- Staff-Leadership Relationships +4
- Professional Learning +15
- Feedback and Coaching +25
- Resources - 1

Non-Campus Staff Survey

- Core Values +1

Teacher Survey

- Teacher Efficacy +16
- Core Values +3
- Student Mindset + 9
- Staff Leadership Relationships + 3
- School Climate +22
- Professional Learning +9
- Faculty Growth Mindset + 8
- Feedback and Coaching +4

- Resources 0

Parent Survey

- Barriers to engagement - 2
- Core Values +3
- Family Engagement +2
- Learning Behaviors -4
- Nutrition +5
- School Climate -1
- School Environment +6
- School Fit +8
- School Safety -2

Parents and Community Information

- Terrace is community neighborhood school.
- Teachers, staff members, and retired Terrace staff members live in the neighborhood.
- Many new families that are moving into our area have young children and toddlers.
- We have a new PTA board for 2020.

Teachers turn in their parent communication logs monthly. Teachers frequently communicate with parents via phone, email, face to face conferences, and Class Dojo & Remind. Each grade level provides a monthly newsletter to parents along with the campus wide student published newsletter called the Timberwolf Chronicles. Many teachers also provide weekly newsletters to their parents. School wide communication is sent via call out, email blast, and paper flyer in both English, Spanish, and Vietnamese. Some teachers utilize classroom blogs or Twitter with their parents. We post upcoming events on the marquee.

PTA memberships have remained steady. We have a strong partnership with Central Bank, The Spring Shadows Moms Club, and United Way. Results of these partnerships include: an increase in volunteers, Campus Improvement Team representatives, Breakfast of Champions sponsorship, 2 Children's Museum Family Nights, and many donations to support our redesign experiences. We need to continue working on increasing parental involvement and PTA support. We have received feedback from some parents regarding our volunteer opportunities. Based on their feedback, we will be creating a clear procedure for onboarding and assigning volunteers on the campus.

Perceptions Strengths

Terrace has a positive and collaborative school climate. Teachers feel supported taking risks and trying new things. There is a positive relationship between the staff and administration. There were many increases in our staff survey in the areas of teacher efficacy and school climate. Parents also report that our school is a good fit for their children and that it is a positive environment. We have positive behavior support systems in place for our students and provide different opportunities for them to have voice, choice, and take ownership and initiative of their learning and school. Several SBISD employees and campus employees send their children to our school. Terrace has a positive reputation of being a small neighborhood school with incredibly dedicated staff members. We have worked to create a shared vision, mission, and set of core values. We have determined faculty norms that keep us engaged in our work.

Low mobility rate leads to loyal and committed families.

Supportive PTA whose profits directly support student activities and school resources.

Active community - local businesses and community members have served on our Campus Improvement Team, PTA, and as volunteers.

Families choose to send their children to Terrace and request transfers.

Priority Problem Statements

Problem Statement 1: 35% of all students performed at the Meets level on STAAR in reading.

Root Cause 1: Lack of a consistent, sustainable, research based, personalized approach to reading.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: 35% of all students are performing at the Meets level on STAAR in math.

Root Cause 2: Inconsistent implementation of rigorous data driven math instruction and intervention. Lack of foundational numeracy skills.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: 53% of all 4th grade students performed at the Approaches level on the English Writing STAAR.

Root Cause 3: Lack of consistent, sustainable, research based approach to writing instruction including grammar K-5.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: 36% of all 5th grade students performed at the Meets level on Science STAAR.

Root Cause 4: Significant % of students reading below grade level by 5th grade and in need of vocabulary development with hands on experiences.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Hispanic and Economically Disadvantaged students are performing 4% points below all students at the Meets level in reading and math.

Root Cause 5: Consistent approach to vocabulary development and second language supports.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: African American students are performing 22% points below all students at the Meets level in reading and math.

Root Cause 6: Inconsistent instruction in literacy and numeracy.

Problem Statement 6 Areas: Student Learning

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)
- 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

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- 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
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Running Records results

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
- Economically disadvantaged / Non-economically disadvantaged performance 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
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- 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
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-PESS data

Parent/Community Data

- Parent 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
- Study of best practices

Goals

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

Performance Objective 1: ACHIEVEMENT: By June 2021, Terrace Elementary School will increase student performance on STAAR Grades 3-5 exams in reading and math by at least 12 points at each performance level (approaches, meets, masters).

2019-20: Not Rated due to COVID


2018-19: Reading: 69% (approaches), 35% (meets), 15% (masters); Math: 72% (approaches), 35% (meets), 15% (masters)


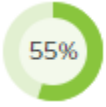
2017-18: Reading: 76% (approaches), 39% (meets), 13% (masters); Math: 74% (approaches), 41% (meets), 13% (masters)






Targeted or ESF High Priority

Evaluation Data Sources: STAAR 3-8 Reports

Summative Evaluation: None

Strategy 1: Consistent implementation of the Teachers College Reading and Writing Project Units of Study in Reading, Writing, and Phonics. Terrace is a Teacher's College Affiliate school and will work with staff developers 5 times throughout the school year. Funds may be used to purchase all materials, books, and resources needed for implementation as well as for staff development consultant costs and substitutes. Strategy's Expected Result/Impact: Increased student performance as measured by STAAR, MAP, and local assessments. Staff Responsible for Monitoring: Principal AP Instructional Coaches Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: 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 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Additional Targeted Support Strategy Problem Statements: Student Learning 1, 3	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
	 50%			

<p>Strategy 2: Purchase materials and supplies that will enhance student achievement in all content areas. Including but not limited to manipulatives, science materials, books, student consumable workbooks, small group instructional materials, professional books/resources, teacher materials and resources, as well as office supplies.</p> <p>Strategy's Expected Result/Impact: Increased student engagement and performance as measured by: MAP STAAR Local Assessment Data</p> <p>Staff Responsible for Monitoring: Principal AP Instructional Coaches</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 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Funding Sources: Materials and Supplies - 199 PIC 11 - Instructional Services - 199.11.6399.000.122.11.0.122 - \$12,370, Materials and supplies - 211 - Title I, Part A (FBG20 Carryover) - 199.11.6399.000.122.11.0.122.30.0.000.FBG20 - \$7,533, Materials and supplies - 211 - Title I, Part A - 211.11.6399.000.122.30.0.000.FBG21 - \$7,276, Misc. Contract Services - printing - 199 PIC 11 - Instructional Services - 199.11.6299.000.122.11.0.122 - \$1,000</p>	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
<p>Strategy 3: Implement Data Driven Instruction and Intervention (RTI) Plan using district Common Formative Assessments and Priority Standard Assessments to monitor progress and plan for intervention/accelerations.</p> <p>Strategy's Expected Result/Impact: Data driven instruction and targeted interventions that will result in increased student performance and teacher team collaboration.</p> <p>Staff Responsible for Monitoring: Principal AP Instructional Coaches</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 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1, 2, 4</p>	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June

Strategy 4: Implementation of math workshop with "Go Time" (time for personalized learning opportunities). Students will learn to set goals, track their progress, and be provided with personalized instructional experiences through blended learning and flexible groups. Strategy's Expected Result/Impact: Increase student performance and growth as measured by MAP, STAAR, and Local assessment data. Staff Responsible for Monitoring: Principal AP Instructional Coaches Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: Student Learning 2	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
Strategy 5: Provide full time instructional coaches to support the academic areas of language arts and math/science. Coaches will support teacher professional development, curriculum, data driven instruction and interventions. Strategy's Expected Result/Impact: Increase student performance and growth as measured by MAP, STAAR, and Local assessment data. Staff Responsible for Monitoring: Principal AP 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 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: Student Learning 1, 2, 3, 4 Funding Sources: Benefits - 211 - Title I, Part A - 211.11.6142.000.122.30.0.000.FBG21 - \$10, TRS - 211 - Title I, Part A - 211.11.6146.000.122.30.0.000.FBG21 - \$8,194, Workers Comp - 211 - Title I, Part A - 211.11.6143.000.122.30.0.000.FBG21 - \$457, Medicare - 211 - Title I, Part A - 211.11.6141.000.122.30.0.000.FBG21 - \$1,038, Professional Salary - 211 - Title I, Part A - 211.11.6119.000.122.30.0.000.FBG21 - \$71,552	Reviews			
	Formative			Summative
	Nov 	Jan 	Mar 	June
Strategy 6: Monitor progress of students failing to meet grade level expectations or SSI promotion requirements in the previous academic year and provide intervention through flexible groups, after school tutorials, and RTI time within the workshop block. Strategy's Expected Result/Impact: Ensure and accelerate growth for students as measured by STAAR, MAP, and local assessment data. Staff Responsible for Monitoring: Principal AP Instructional Coaches CAIS Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: 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 4: High-Quality Curriculum, Lever 5: Effective Instruction Problem Statements: Student Learning 1, 2	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:**Student Learning**

Problem Statement 1: 35% of all students performed at the Meets level on STAAR in reading. **Root Cause:** Lack of a consistent, sustainable, research based, personalized approach to reading.

Problem Statement 2: 35% of all students are performing at the Meets level on STAAR in math. **Root Cause:** Inconsistent implementation of rigorous data driven math instruction and intervention. Lack of foundational numeracy skills.

Problem Statement 3: 53% of all 4th grade students performed at the Approaches level on the English Writing STAAR. **Root Cause:** Lack of consistent, sustainable, research based approach to writing instruction including grammar K-5.

Problem Statement 4: 36% of all 5th grade students performed at the Meets level on Science STAAR. **Root Cause:** Significant % of students reading below grade level by 5th grade and in need of vocabulary development with hands on experiences.

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

Performance Objective 2: GAP-CLOSING: By June 2021, Terrace 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 5 percentage points for English Learners.


2019-20: Not Rated due to COVID

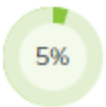
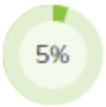



2018-19: English Learners 28%; non-English Learners 33%


2017-18: English Learners 25%; non-English Learners 44%





Evaluation Data Sources: State Accountability Reports

Summative Evaluation: None

Strategy 1: Provide an Associate Teacher and part time tutor to support Tier 2 and 3 intervention and acceleration with in person and virtual learners. Strategy's Expected Result/Impact: Student performance growth as measured by: MAP Reading Levels STAAR CFA data Staff Responsible for Monitoring: Principal AP Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction Funding Sources: Professional Salary - tutor - 276 Instructional Continuity Grant - 211.11.6119.276.122.30.0.000.ICG21 - \$5,800, Medicare - tutor - 199 PIC 25 - ESL/Bilingual - 199.11.6141.000.122.25.0.122 - \$50, TRS - Assoc. Teacher - 211 - Title I, Part A - 211.11.6146.000.122.30.0.000.FBG21 - \$3,183, Medicare - tutor - 276 Instructional Continuity Grant - 211.11.6141.276.122.30.0.000.ICG21 - \$199, Medicare - Assoc. Teacher - 211 - Title I, Part A - 211.11.6141.000.122.30.0.000.FBG21 - \$448, Workers Comp - Assoc. Teacher - 211 - Title I, Part A - 211.11.6143.000.122.30.0.000.FBG21 - \$197, TRS - tutor - 276 Instructional Continuity Grant - 211.11.6146.276.122.30.0.000.ICG21 - \$600, Professional Salary - tutor - 199 PIC 25 - ESL/Bilingual - 199.11.6119.000.122.25.0.122 - \$3,070, Professional Salary - Assoc. Teacher - 211 - Title I, Part A - 211.11.6119.000.122.30.0.000.FBG21 - \$30,900, Workers Comp - tutor - 199 PIC 25 - ESL/Bilingual - 199.11.6143.000.122.25.0.122 - \$20, Workers Comp - tutor - 276 Instructional Continuity Grant - 211.11.6143.276.122.30.0.000.ICG21 - \$50	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2: Provide supplemental State Comp Ed funds and supports for students identified as At Risk by way of tutoring, small group instruction, intervention, and acceleration. Funds will be used to purchase materials and resources including but not limited to books, manipulatives, technology devices, software programs, and salary for a part time tutor. Strategy's Expected Result/Impact: Increase student performance and ensure growth as measured by STAAR, MAP, and Local Assessment results. Staff Responsible for Monitoring: Principal AP Instructional Coaches Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: 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 Problem Statements: Student Learning 1, 2, 5, 6 Funding Sources: Medicare - 199 PIC 30 - At Risk School Wide SCE - 199.11.6141.000.122.30.0.122 - \$85, Prof. salary - Tutor - 199 PIC 30 - At Risk School Wide SCE - 199.11.6119.000.122.30.0.122 - \$5,495, Workers Comp - 199 PIC 30 - At Risk School Wide SCE - 199.11.6143.000.122.30.0.122 - \$40	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
Strategy 3: Implement one way dual language bilingual program and english learner supports. Funds may be used to pay for materials, professional development registration, and substitutes. Strategy's Expected Result/Impact: Increase EL performance on state and local assessments. Staff Responsible for Monitoring: Principal AP Instructional Coaches Bilingual teachers 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 4: High-Quality Curriculum, Lever 5: Effective Instruction Problem Statements: Student Learning 5	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
Strategy 4: Implementation of a STEAM studio so that students can experience problem solving challenges, create and build, aligned to science, technology, engineering, art, and math. Teacher and community will support the creation and upkeep of the space and challenges. Strategy's Expected Result/Impact: Increase student performance as measured by state and local assessments. Increase student connectedness as measured by Panorama. Staff Responsible for Monitoring: Principal Teachers Instructional Coaches Team leaders Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Problem Statements: Student Learning 4	Reviews			
	Formative			Summative
	Nov 	Jan 	Mar 	June

Strategy 5: Recruit and retain highly qualified teachers through participation in district recruitment events and the implementation of a New Teacher Mentor Program. Campus hiring team meets annually to update our interview process so that it is rigorous and provides opportunities for the team to view candidates in a variety of settings and situations. New Teachers are provided with a campus mentor for the year with whom they are expected to meet at least once per month. New teachers will meet monthly with a Lead Mentor and administration as well as participate in new teacher professional development opportunities. Strategy's Expected Result/Impact: Maintain steady teacher retention rates of highly qualified staff. Increase in staff survey results as measured by Panorama. Continuous improvement of student performance as measured by state and local assessments. Staff Responsible for Monitoring: Principal AP Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: 35% of all students performed at the Meets level on STAAR in reading. Root Cause: Lack of a consistent, sustainable, research based, personalized approach to reading.
Problem Statement 2: 35% of all students are performing at the Meets level on STAAR in math. Root Cause: Inconsistent implementation of rigorous data driven math instruction and intervention. Lack of foundational numeracy skills.
Problem Statement 4: 36% of all 5th grade students performed at the Meets level on Science STAAR. Root Cause: Significant % of students reading below grade level by 5th grade and in need of vocabulary development with hands on experiences.
Problem Statement 5: Hispanic and Economically Disadvantaged students are performing 4% points below all students at the Meets level in reading and math. Root Cause: Consistent approach to vocabulary development and second language supports.
Problem Statement 6: African American students are performing 22% points below all students at the Meets level in reading and math. Root Cause: Inconsistent instruction in literacy and numeracy.

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

Performance Objective 3: STUDENT GROWTH: By June 2021, Terrace Elementary School will increase the % of students who meet or exceed conditional growth index (CGI) targets on Measures of Academic Progress: Reading (K-5) increase by 6 points, Math (K-5) increase by 2 points.


2019-20: Not Rated due to COVID



2018-19: Reading - 59% met CGI; Math - 63% met CGI



2017-18: Reading - 49% met CGI; Math - 62% met CGI

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





Summative Evaluation: None

	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 1: Provide opportunities for teachers to improve their practice and ensure targeted, personalized instruction by attending professional development and work collaboratively as a Professional Learning Community.</p> <p>Strategy's Expected Result/Impact: Increase student performance as measured by state and local assessments. Increase teacher collaboration and efficacy as measured by Panorama.</p> <p>Staff Responsible for Monitoring: Principal AP Instructional Coaches Team Leaders</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 3: Positive School Culture, Lever 5: Effective Instruction - Targeted Support Strategy</p> <p>Funding Sources: Substitutes- support staff PD - 199 PIC 11 - Instructional Services - 199.11.6122.000.122.11.0.122 - \$500, Admin Travel - 199 PIC 99 - Undistributed - 199.23.6411.000.122.99.0.122 - \$580, Medicare support staff PE - 199 PIC 11 - Instructional Services - 199.11.6141.000.122.11.0.122 - \$10, Misc. Contract Services - printing - 199 PIC 99 - Undistributed - 199.23.6299.000.122.99.0.122 - \$500, Materials and Supplies - admin - 199 PIC 99 - Undistributed - 199.23.6399.000.122.99.0.122 - \$300, Teacher Travel - 199 PIC 99 - Undistributed - 199.13.6411.000.122.99.0.122 - \$2,000, Workers Comp support staff PE - 199 PIC 11 - Instructional Services - 199.11.6143.000.122.11.0.122 - \$5, Substitutes - 211 - Title I, Part A - 211.11.6112.000.122.30.0.000.FBG21 - \$8,000, Region IV - Teacher - 199 PIC 99 - Undistributed - 199.13.6239.000.122.99.0.122 - \$100, Misc. Oper Expenses - snacks - 199 PIC 99 - Undistributed - 199.23.6499.000.122.99.0.122 - \$500, Medicare - subs - 211 - Title I, Part A - 211.11.6141.000.122.30.0.000.FBG21 - \$116, Region IV admin - 199 PIC 99 - Undistributed - 199.23.6239.000.122.99.0.122 - \$50, Workers Comp - 211 - Title I, Part A - 211.11.6143.000.122.30.0.000.FBG21 - \$51</p>				

Strategy 2: Ensure that our learning commons has adequate and appropriate books, materials, resources, and technology to support and enhance learning for all students. Strategy's Expected Result/Impact: Surveys Library Schedule Staff Responsible for Monitoring: Principal Librarian Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Funding Sources: Library reading materials - 199 PIC 99 - Undistributed - 199.12.6329.000.122.99.0.122 - \$4,000, Library Supplies - 199 PIC 99 - Undistributed - 199.12.6399.000.122.99.0.122 - \$300	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
Strategy 3: Provide adequate technology devices in each classroom and software to support personalized blended learning. Strategy's Expected Result/Impact: MAP growth STAAR Local assessment data Staff Responsible for Monitoring: Principal AP Instructional Coaches Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Funding Sources: Software - 211 - Title I, Part A - 211.11.6397.000.122.30.0.000.FBG21 - \$3,000, Software - 199 PIC 11 - Instructional Services - 199.11.6397.000.122.11.0.122 - \$2,500	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June

<p>Strategy 4: Special Education- Evaluate the performance and growth of students with disabilities relative to ARD committee recommendations and predictions to ensure progress and Least Restrictive Environment (LRE). We will do this by:</p> <ul style="list-style-type: none"> -Reviewing assessment data to evaluate progress and make recommendations. - Campus teams monitor and adjust as needed based on the progress of students by way of staffing then ARD recommendations. - Case manager meets with each teacher who is responsible for implementing an IEP at the beginning of the year to review plan and accommodations. - Case manager provides update to each teacher if changes are made to the students IEP. -Purchase any materials and supplies that may be needed to support students and teachers. - Provide professional development to support inclusive programming for students with disabilities. -Implement levels of support based on student need. - Ensure Life Skills students will be included with the same age peers as determined by the ARD. - AIM students will be included with the same age peers as determined by the ARD. -Monitor LRE ratio and student needs through student progress reports, staffings, and ARDs. <p>Strategy's Expected Result/Impact: STAAR Alt Progress Reports Special Education data and records</p> <p>Staff Responsible for Monitoring: Principal Special Education 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 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Funding Sources: Sped Supplies - 199 PIC 11 - Instructional Services - 199.11.6399.000.122.23.0.122 - \$410</p>	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
<p>Strategy 5: Implement differentiated curriculum for meeting needs of gifted students using instructional techniques from gifted and talented education.</p> <p>GT Coordinator, Planned Experiences Coordinator, and Primary Gifted Teacher will attend regularly scheduled meetings and will update campus teachers.</p> <p>Primary gifted students will have an opportunity to meet with PGP teacher at least once a week. Intermediate gifted students will attend Bendwood once a week, and all GT identified students will be placed with a GT certified teacher.</p> <p>Any teacher who has GT students assigned will meet all PD requirements for the year.</p> <p>Strategy's Expected Result/Impact: Ensure growth of all students as measured by state and local assessments. Increase school connectedness as measured by Panorama.</p> <p>Staff Responsible for Monitoring: Principal Campus GT coordinator</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 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June

Strategy 6: Terrace will implement Kinder Wonderland - a structured play space for our youngest learners. Wonderland will support inquiry, wonder, and play while reinforcing social skills, oral language development, and literacy. Strategy's Expected Result/Impact: Increase in student performance as measured by local assessments. Increase in school connectedness as measured through Panorama parent survey. Staff Responsible for Monitoring: Principal AP Kinder Team Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Student Learning 5, 6	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
	✗	✗	✗	

 No Progress	 Accomplished	 Continue/Modify	 Discontinue
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Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 5: Hispanic and Economically Disadvantaged students are performing 4% points below all students at the Meets level in reading and math. Root Cause: Consistent approach to vocabulary development and second language supports.
Problem Statement 6: African American students are performing 22% points below all students at the Meets level in reading and math. Root Cause: Inconsistent instruction in literacy and numeracy.

Goal 2: STUDENT SUPPORT. Every Terrace 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 Terrace Elementary School students who feel connected as both individuals and learners will increase by at least 2 points.



2019-20: Not Rated due to COVID






2018-19: 73% School Connectedness







2017-18: 72% School Connectedness





Evaluation Data Sources: Panorama Student Survey

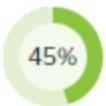




Summative Evaluation: None

Strategy 1: Every classroom will participate in 10 minutes of Family Time focused on character building and empathy. Strategy's Expected Result/Impact: Increase in school connectedness as measured by Panorama survey. Staff Responsible for Monitoring: Principal AP Counselor Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
Strategy 2: Terrace will implement positive behavior support strategies to support a positive strong student culture. This will include campus wide expectations, procedures, and routines for all common areas. Strategy's Expected Result/Impact: Increase in school connectedness as measured by Panorama Survey. Maintain low incident number in Skyward Discipline Data. Staff Responsible for Monitoring: Principal AP Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June

Strategy 3: Terrace staff and students will participate in a variety of events to celebrate and support a positive, inclusive school culture and climate such as our First Responders Parade, Positive Choices week, Gen Tx, Book Character Day, and other cultural celebrations and festivals. Strategy's Expected Result/Impact: Increase school connectedness as measured by Panorama. Staff Responsible for Monitoring: Principal AP Counselor CIS Teachers Title I Schoolwide Elements: 2.5, 2.6, 3.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
Strategy 4: Provide opportunities to inform and train parents so that they may help reinforce curriculum, social skills, support student achievement, and help to prevent violence, drugs, and bullying. Including but not limited to curriculum nights, Back to School Night, STAAR info sessions, Kinder Round up, grade level parent meetings, teacher conferences, Principal coffees. Funds will be used for operating expenses, snacks, books for family nights. Strategy's Expected Result/Impact: Increase student achievement and parental engagement and involvement as measured by local and state assessments and surveys. Staff Responsible for Monitoring: Principal AP CIT ILT Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Funding Sources: Misc. Operating Expenses - 211 - Title I, Part A - 211.61.6499.000.122.30.0.000.FBG21 - \$358, Other reading materials - 211 - Title I, Part A - 211.61.6329.000.122.30.0.000.FBG21 - \$600	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
Strategy 5: Offer Elective classes to grades 3 -5th during specials time on Fridays to increase student engagement, voice, and choice. Strategy's Expected Result/Impact: Increase school connectedness as measured by Panorama. Staff Responsible for Monitoring: Principal AP Specials Teachers Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Reviews			
	Formative			Summative
	Nov 	Jan 	Mar 	June

Strategy 6: Provide Title I Annual Meeting to share information and updates about the following: *school and curriculum *state accountability and campus goals *parent rights *School Report Card *Title I information, policies, and participation The Title I annual meeting will be held in September. Invitation and meeting information is posted on our marquee, shared via school messenger call out, email blasts, texts, campus newsletters, and paper flyers. Strategy's Expected Result/Impact: Increased attendance at meeting. Increased parental engagement as measured by Panorama Survey. Staff Responsible for Monitoring: Principal Title I Schoolwide Elements: 3.1, 3.2 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Funding Sources: Misc. Contract Services - translation - 211 - Title I, Part A - 211.61.6299.000.122.30.0.000.FBG21 - \$400	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 7: Review and revisit both the Home/School Compact and Parental Involvement Policy. *offer several opportunities for parent input. *develop, with parent input, current school year compact and policy in appropriate language(s) - English/Spanish. *share compact with parents and document. Campus Improvement Team meeting held in August to gather input and revise compact and policy. All documents and information is shared during Back to School Night in September. Strategy's Expected Result/Impact: Increase school connectedness, parental engagement and involvement as measured by Panorama survey. Staff Responsible for Monitoring: Principal CIT Title I Schoolwide Elements: 3.1, 3.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				

<p>Strategy 8: Implement Coordinated School Health Committee to ensure that students participate in the school's required physical activities as well as provide additional wellness opportunities for our families. Activities include but are not limited to:</p> <ul style="list-style-type: none"> - Kids Heart Challenge -Fitness Gram - First Tee Program (golf) - Girls on the Run - Western Night/International Night 4th grade - Human Growth and Development - Family Health and Fitness Fair - Faculty & staff Wellness Flu shots - Marathon Kids - 5th Grade Track and Field event - Skatetime 3rd -5th in-line skating - Electives <p>Funds used to support clinic supplies and materials for student wellness and care.</p> <p>Strategy's Expected Result/Impact: Increased participation in our wellness events. Increase school connectedness as measured by Panorama survey.</p> <p>Staff Responsible for Monitoring: Principal CSHAC committee Health Ambassador</p> <p>Title I Schoolwide Elements: 2.5, 2.6, 3.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: Clinic supplies - 199 PIC 99 - Undistributed - 199.33.6399.000.122.99.0.122 - \$750</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>Strategy 9: Promote parent and community involvement through the collaboration with Communities in Schools. We will develop, monitor, and evaluate campus volunteer/partnership programs that include:</p> <ul style="list-style-type: none"> * volunteer recruitment * volunteer training/support * recognition of volunteers/partnerships <p>Strategy's Expected Result/Impact: Increase in school connectedness, parental and community engagement as measured by Panorama. Increase in campus volunteers.</p> <p>Staff Responsible for Monitoring: Principal CIS</p> <p>Title I Schoolwide Elements: 3.1, 3.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				



Strategy 10: Provide a Communities in Schools team that will collaborate with Community Youth Services to provide support, resources, training, and counseling to our families in need including those identified as homeless, migrant, economically disadvantaged, at risk, or truant. Strategy's Expected Result/Impact: Increase school attendance, school connectedness, and parental engagement. Staff Responsible for Monitoring: Principal CIS team Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
	 45%			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				







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

Performance Objective 2: GUIDANCE AND COUNSELING: Each grade level will implement and support character education and social-emotional learning curriculum.

Evaluation Data Sources: Training materials and attendance rosters

Summative Evaluation: None

Strategy 1: Implementation of Character Strong curriculum to support guidance and counseling lessons. Strategy's Expected Result/Impact: Increase school connectedness as measured by Panorama survey. Mainain low incident numbers in Skyward Discipline data. Staff Responsible for Monitoring: Principal AP Counselor CIS Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
Strategy 2: Provide opportunities for students to build leadership and character through a variety of experiences and activities including but not limited to Passion Projects, Safety Patrols, Library Helpers, Marathon kids, Ensemble, Girls on the Run, and participation in No Place for Hate. Purchase materials and supplies to support behavior and social emotional initiatives. Strategy's Expected Result/Impact: Increase in school connectedness as measured by Panorama Survey. Staff Responsible for Monitoring: Principal AP Counselor CIS Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Funding Sources: Transportation - 199 PIC 11 - Instructional Services - 199.11.6494.000.122.11.0.122 - \$1,000	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June

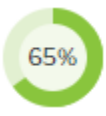





Strategy 3: CIS/Counselor Lunch Bunches - Students needing additional SEL support will be invited to participate in Lunch Bunches with the Counselor or Communities in School staff member. These lunches will provide an outlet, a peer group and an opportunity to problem-solve strategies to overcome such barriers. This will help prevent future negative outlets such as bullying, drug use, gang involvement, or dropping out. Strategy's Expected Result/Impact: Increase in school connectedness as measured by Panorama Survey. Maintain low incident numbers in Skyward Discipline data. Increase student attendance. Staff Responsible for Monitoring: Principal Counselor CIS Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
Strategy 4: Implementation of Houston Achievement Place Project Class so that students will have the necessary social skills needed to fully access the curriculum in class and be respectful citizens in life. This will include training for any new teachers in August. Strategy's Expected Result/Impact: Maintain low incident numbers in Skyward discipline data. Increase school connectedness as measured by Panorama survey Staff Responsible for Monitoring: Principal AP Counselor Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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.

Evaluation Data Sources: Campus Safety Committee roster

Summative Evaluation: None











Strategy 1: CAMPUS SAFETY COMMITTEE: Establish Campus Safety Committees composed of a cross section of stakeholders to look at matters related to campus safety. 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. Staff Responsible for Monitoring: Principal AP ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2: HARRIS COUNTY DEPARTMENT OF EDUCATION: Participate in the Harris County Department of Education (HCDE) campus safety audit. Strategy's Expected Result/Impact: Campus will develop action plans to address any deficiencies as a result of safety audits. Staff Responsible for Monitoring: Principal AP Safety Committee	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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







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. Strategy's Expected Result/Impact: Campus EOP is turned in and filed by September 1st. Staff Responsible for Monitoring: Administrators	Reviews			
	Formative			Summative
	Nov 	Jan 	Mar 	June
Strategy 2: EMERGENCY OPERATIONS PROCEDURES: Update campus EOP annually and train staff at the start of each school year. Strategy's Expected Result/Impact: Campus procedures maintained in campus EOPs. Staff training documents maintained. EOP submitted by September 1st. Staff Responsible for Monitoring: Administrators Safety Committee	Reviews			
	Formative			Summative
	Nov 	Jan 	Mar 	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: FISCAL RESPONSIBILITY. Terrace 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)

Summative Evaluation: None

Strategy 1: Conduct frequent budget meetings with Administrative Assistant to review and manage money. Strategy's Expected Result/Impact: Error free records. Documentation of purchases and orders. Staff Responsible for Monitoring: Principal Administrative Assistant Title I Schoolwide Elements: 3.1	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
Strategy 2: Provide opportunities for our administrative office staff to attend trainings and professional development in support of our systems and structures. Strategy's Expected Result/Impact: Accurate records and sustainable effective systems. Staff Responsible for Monitoring: Principal TEA Priorities: Improve low-performing schools Funding Sources: Substitutes- support staff - 199 PIC 99 - Undistributed - 199.23.6122.000.122.99.0.122 - \$420	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Campus Funding Summary

199 PIC 11 - Instructional Services					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Materials and Supplies	199.11.6399.000.122.11.0.122	\$12,370.00
1	1	2	Misc. Contract Services - printing	199.11.6299.000.122.11.0.122	\$1,000.00
1	3	1	Substitutes- support staff PD	199.11.6122.000.122.11.0.122	\$500.00
1	3	1	Medicare support staff PE	199.11.6141.000.122.11.0.122	\$10.00
1	3	1	Workers Comp support staff PE	199.11.6143.000.122.11.0.122	\$5.00
1	3	3	Software	199.11.6397.000.122.11.0.122	\$2,500.00
1	3	4	Sped Supplies	199.11.6399.000.122.23.0.122	\$410.00
2	2	2	Transportation	199.11.6494.000.122.11.0.122	\$1,000.00
Sub-Total					\$17,795.00
Budgeted Fund Source Amount					\$17,385.00
+/- Difference					-\$410.00
199 PIC 23 - Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$410.00
+/- Difference					\$410.00
199 PIC 25 - ESL/Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Medicare - tutor	199.11.6141.000.122.25.0.122	\$50.00
1	2	1	Professional Salary - tutor	199.11.6119.000.122.25.0.122	\$3,070.00
1	2	1	Workers Comp - tutor	199.11.6143.000.122.25.0.122	\$20.00
Sub-Total					\$3,140.00
Budgeted Fund Source Amount					\$3,140.00
+/- Difference					\$0.00

199 PIC 30 - At Risk School Wide SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2	Medicare	199.11.6141.000.122.30.0.122	\$85.00
1	2	2	Prof. salary - Tutor	199.11.6119.000.122.30.0.122	\$5,495.00
1	2	2	Workers Comp	199.11.6143.000.122.30.0.122	\$40.00
Sub-Total					\$5,620.00
Budgeted Fund Source Amount					\$5,620.00
+/- Difference					\$0.00
199 PIC 99 - Undistributed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	Admin Travel	199.23.6411.000.122.99.0.122	\$580.00
1	3	1	Misc. Contract Services - printing	199.23.6299.000.122.99.0.122	\$500.00
1	3	1	Materials and Supplies - admin	199.23.6399.000.122.99.0.122	\$300.00
1	3	1	Teacher Travel	199.13.6411.000.122.99.0.122	\$2,000.00
1	3	1	Region IV - Teacher	199.13.6239.000.122.99.0.122	\$100.00
1	3	1	Misc. Oper Expenses - snacks	199.23.6499.000.122.99.0.122	\$500.00
1	3	1	Region IV admin	199.23.6239.000.122.99.0.122	\$50.00
1	3	2	Library reading materials	199.12.6329.000.122.99.0.122	\$4,000.00
1	3	2	Library Supplies	199.12.6399.000.122.99.0.122	\$300.00
2	1	8	Clinic supplies	199.33.6399.000.122.99.0.122	\$750.00
4	1	2	Substitutes- support staff	199.23.6122.000.122.99.0.122	\$420.00
Sub-Total					\$9,500.00
Budgeted Fund Source Amount					\$9,500.00
+/- Difference					\$0.00
211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Materials and supplies	211.11.6399.000.122.30.0.000.FBG21	\$7,276.00
1	1	5	Benefits	211.11.6142.000.122.30.0.000.FBG21	\$10.00
1	1	5	TRS	211.11.6146.000.122.30.0.000.FBG21	\$8,194.00
1	1	5	Workers Comp	211.11.6143.000.122.30.0.000.FBG21	\$457.00
1	1	5	Medicare	211.11.6141.000.122.30.0.000.FBG21	\$1,038.00

211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	Professional Salary	211.11.6119.000.122.30.0.000.FBG21	\$71,552.00
1	2	1	TRS - Assoc. Teacher	211.11.6146.000.122.30.0.000.FBG21	\$3,183.00
1	2	1	Medicare - Assoc. Teacher	211.11.6141.000.122.30.0.000.FBG21	\$448.00
1	2	1	Workers Comp - Assoc. Teacher	211.11.6143.000.122.30.0.000.FBG21	\$197.00
1	2	1	Professional Salary - Assoc. Teacher	211.11.6119.000.122.30.0.000.FBG21	\$30,900.00
1	3	1	Substitutes	211.11.6112.000.122.30.0.000.FBG21	\$8,000.00
1	3	1	Medicare - subs	211.11.6141.000.122.30.0.000.FBG21	\$116.00
1	3	1	Workers Comp	211.11.6143.000.122.30.0.000.FBG21	\$51.00
1	3	3	Software	211.11.6397.000.122.30.0.000.FBG21	\$3,000.00
2	1	4	Misc. Operating Expenses	211.61.6499.000.122.30.0.000.FBG21	\$358.00
2	1	4	Other reading materials	211.61.6329.000.122.30.0.000.FBG21	\$600.00
2	1	6	Misc. Contract Services - translation	211.61.6299.000.122.30.0.000.FBG21	\$400.00
Sub-Total					\$135,780.00
Budgeted Fund Source Amount					\$135,780.00
+/- Difference					\$0.00
211 - Title I, Part A (FBG20 Carryover)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Materials and supplies	199.11.6399.000.122.11.0.122.30.0.000.FBG20	\$7,533.00
Sub-Total					\$7,533.00
Budgeted Fund Source Amount					\$7,533.00
+/- Difference					\$0.00
276 Instructional Continuity Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Professional Salary - tutor	211.11.6119.276.122.30.0.000.ICG21	\$5,800.00
1	2	1	Medicare - tutor	211.11.6141.276.122.30.0.000.ICG21	\$199.00
1	2	1	TRS - tutor	211.11.6146.276.122.30.0.000.ICG21	\$600.00
1	2	1	Workers Comp - tutor	211.11.6143.276.122.30.0.000.ICG21	\$50.00
Sub-Total					\$6,649.00
Budgeted Fund Source Amount					\$6,649.00

276 Instructional Continuity Grant				
Goal	Objective	Strategy	Resources Needed	Account Code
				Amount
				+/- Difference
				\$0.00
				Grand Total
				\$186,017.00

Addendums