

Spring Branch Independent School District

The Tiger Trail School

2019-2020 Campus Improvement Plan



Mission Statement

We are committed to a personalized learning experience for every child with community collaboration.

Vision

Our students will become self-motivated learners and contributing members of our community.

Core Values

Every Child

We put students at the heart of everything we do.

Collective Greatness

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

Collaborative Spirit

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

Limitless Curiosity

We never stop learning and growing.

Moral Compass

We are guided by strong character, ethics and integrity.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

We are a PreK School in Spring Branch Independent School District and truly consider it a privilege to develop the whole child. Since we are a PreK School the majority of our families are new to us every year and our enrollment at times fluctuates. What has remained consistent is that every year we have a high percentage of a classified at-risk and economically disadvantaged population.

At our PreK campus, we have the opportunity to mold young minds and strengthen their young bodies. We understand the importance of connecting the mind and body to have a healthy whole child. We continue to strengthen our students' social, emotional, and physical well being. We do not have a PTA and the funds from the numerous fundraisers we have each year is used for educational items that are needed in the classroom.

We continue to be in a high poverty community with most of our students qualifying for free/reduced lunch. The majority of our students speak Spanish as their first language, however we are seeing a slight decrease in that percentage as the communities around our school are changing (many multi-family homes are being replaced by high end single family homes). Most of our students qualify as "at risk" of not graduating from high school.

Due to low enrollment in August of 2019-2020 school year, one ESL/Mainstream teacher and teacher assistant were moved to another campus. Due to low bilingual enrollment in August 2019, one bilingual Spanish teacher and teacher assistant were also moved. We started in 2017-2018 school year a PK-3 year old program. We continue with one Early Childhood Special Education (ECSE) class for the 2019-2020 school year. The school-wide 2019-2020 classes will be:

1. Two PK3 classes:
 1. One ESL/Mainstream Teacher (2 sections)
 2. Two Bilingual Spanish Teachers (4 sections)

1. Five ESL/Mainstream PK4 classes
2. Five Bilingual Spanish PK4 classes
3. One ECSE class

Demographics Strengths

Tiger Trail School recognizes the critical role families play as our partners in the education of Every Child. Our campus expectations ensure all Tiger Trail School families, including non-English speakers, is provided proper translation and interpretation services, so they may be engaged participants in their child education. Family engagement programs, processes, procedures, meetings, and other activities is provided to families in a format and in a language they understand. These include, but not limited to:

- Registration and enrollment in school
- Parent-teacher conferences
- Student discipline policies and procedures
- Report Cards
- Special education and related services, and meetings to discuss special education

The parent representatives for the Campus Improvement Team is made up of two male Hispanics, two White females, and one Hispanic female. Two of our fourteen teachers have two-three years experience to Tiger Trail School this year. All the rest of our teachers are experienced early childhood teachers and met highly qualified status. Our families experience crises that would be expected of those living in high poverty, but we have family support from our Communities In Schools student support specialist. We continue to have a parent center in our school and have increased parent participation on campus.

The Cut and Paste Volunteer Station is one example of activity operating in our Parent Center. Our Parent Volunteers pick up work in the morning in specially made bags located in Rm. #17 only for this purpose.

1. Grab a bag and Instruction Sheet
2. Put your items to be worked on in bag with sheet.
3. Drop your bag in "Pick Up" Container

* Pick up and Drop off are on Mondays, Wednesdays, and Fridays.

* Teachers, send supplies needed to complete work. For example, Glue, tape, etc.

Tiger Trail School continues to have a robust parent volunteer program and a number of community partnerships.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The majority of our families continue to experience crisis associated with our demographics. **Root Cause:** Poverty.

Student Academic Achievement

Student Academic Achievement Summary

Goal 1: *In order to achieve T-2-4, students will consistently meet appropriately ambitious academic growth targets.*

End-of-year CIRCLE Assessment in the area of Rapid Vocabulary Naming.

End of Year Data 2018-2019: * Rapid Vocabulary - **78%**

End of Year Data 2017-2018: * Rapid Vocabulary - **74%**

Goal 2: *In order to achieve T-2-4, students will feel connected to their school community as both an individual and a learner.*

Responded favorably on the SEL portion of the CIRCLE assessment.

End of Year Data 2018-2019: * Social/Emotional - **95%**

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

Performance at post secondary-ready levels on all benchmarks in CIRCLE.

End of Year Data 2018-2019:

* Rapid Vocabulary - **78%**

* Rapid Letter - **91%**

* Writing - **92%**

* SEL - **95%**

* Math - **81%**

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

Closed existing achievement gaps on the CIRCLE assessment between English Learner and non-English Learner students in Mainstream.

End of Year Data 2018-2019:

* English Learners - **70%** VS * non- English Learners - **82%**

End of Year Data 2017-2018:

* English Learners - **63%** VS * non-English Learners - **82%**

Student Academic Achievement Strengths

Each day students participate in three learning workshops: literacy, math, and projects. We maintain a balanced approach to literacy learning by taking each child where they are and building on their strengths to help them reach their full potential in early reading and writing. Our mathematics program concentrates on growing children's understanding of math concepts by laying a concrete foundation for later abstract thinking. Finally, our students participate in class projects that allow them to apply their recently acquired literacy and math skills in authentic situations. We take an interdisciplinary approach to our instruction. We believe this better prepares students for life outside of school. Social Studies and Science concepts are integrated into the curriculum. There is an instructional focus on higher level thinking skills and problem-solving. Students also participate in daily gross motor instruction and recess. Each day also includes a healthy dose of play, because we know "play is the work of young children."

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: By May 2020, PK4 Mainstream/ESL will close existing achievement gaps by at least 50% (from 12% to 6%) on CIRCLE "Rapid Vocabulary Naming" component between non-English Learner and English Learner students. **Root Cause:** Poverty impacts social emotional development and language development which impacts achievement.

Problem Statement 2: End of year Literacy CIRCLE Assessment data shows lower achievement of 70% for English Learner compared to 82% for non-English Learner students in the area of Rapid Vocabulary Naming. **Root Cause:** The constraints that poverty often places on people's lives, particularly children's, and those conditions influence learning and academic achievement.

School Processes & Programs

School Processes & Programs Summary

The Tiger Trail School has been in existence since August 2001. We have 15 PreK classes. Each classroom has a certified teacher and an assistant. We also have several support staff members on-site to provide additional services to the children as needed. The campus serves three and four year old students in Prekindergarten from 4 Elementary feeder schools. Each classroom is lead by a certified teacher and a teacher assistant. Campus languages of instruction are English and Spanish. Free bus transportation is provided to all four year old students. Breakfast and lunch is provided to students at no cost.

Campus goals:

By May 2020, pre-kindergarten students will increase benchmark cut score by 5% from the prior year on the end-of-year CIRCLE Assessment in the area of Rapid Vocabulary Naming.

End of Year Data 2018-2019: * Rapid Vocabulary - **78%**

End of Year Data 2017-2018: * Rapid Vocabulary - **74%**

By May 2020, PK4 Mainstream/ESL will close existing achievement gaps by at least 50% (from 12% to 6%) on CIRCLE "Rapid Vocabulary Naming" component between non-English Learner and English Learner students.

Closed existing achievement gaps on the CIRCLE assessment between English Learner and non-English Learner students in Mainstream.

End of Year Data 2018-2019:

* English Learners - **70%** vs. * non- English Learners - **82%**

End of Year Data 2017-2018:

* English Learners - **63%** vs. * non-English Learners - **82%**

Each day students participate in three learning workshops focused on higher level thinking skills and problem solving: literacy, math, and projects.

1. We maintained a balanced approach to literacy learning by taking each child where they are at the beginning of the year, using our CIRCLE and Observation Survey (OS) data to building on their strengths. Throughout the year, using middle of the year CIRCLE and OS and classroom assessments to ensure that all students are meeting end of year expectations.

2. Our Kathy Richardson Math Program concentrated on growing understanding of math concepts by laying a concrete foundation for later abstract thinking.
3. Students participated in class projects that allowed them to apply their recently acquired literacy, math, science, and social studies skills in authentic situations. In addition, students participate in daily gross motor instruction and recess.

Tiger Trail School encourages parent participation and community involvement in a variety of ways throughout the school year. The parent center has engaged parents in a variety of classes to support their health and wellness. Some of the ways we currently support our community include:

- Parent meetings (i.e. Donuts for Dads, Muffins for Moms, Principal's Coffee, Parent conferences,)
- CIS worker on campus to support families
- Constant communication with parents (school and classroom newsletters, Remind, Homeroom, marquee reminders/announcements, phone calls, conferences)
- Volunteer Reception
- Super Smiles Dental Program
- Northbrook High School Students (Aspiring future education teachers)
- ReadyRosie

School-Wide Attendance Support Tiger Trail monitored students who needed support and work with parents to ensure they attended school regularly. School-wide prevention and intervention efforts to increase school attendance and curb unexcused absences were implemented.

Address Non-Academic Barriers Parents and families are invited to participate in a variety of meetings and activities over the course of the school year. Orientation is held in August and Open House is held in early October. In October and February, parent conferences are held to inform about grade level expectations and their child's specific progress. In addition, strategies are shared to help their child practice skills at home. Our campus Parent Center is available as a resource for parents to include books, computer, and videos. Formal trainings are scheduled throughout the year guided by parent input and survey data and vary in date.

School Processes & Programs Strengths

One of the keys to our success is our extensive professional learning model that focuses on the adult learners in our school. We have established professional learning communities lead by experienced team leaders. The campus mission and vision will be re-evaluated to ensure that we are all working toward a common goal.

- Daily Campus Professional Development for Teachers 12:45-1:30
- Monthly Campus Professional Development for Teacher Assistants 1:30-2:15 & on early dismissal afternoons

- Teachers engage in whole campus planning, quad partner planning, & individual planning
- Teachers share Math & Literacy instructional strategies related to campus goals throughout the year
- Teachers engage in Professional Learning Community (PLC) collaborative instructional reviews related to campus goals throughout the year

There is a strong commitment by our staff to providing a balanced literacy program. Our teachers differentiate instruction teaching most of the day in smaller focused groups. Instruction is based on assessment data to ensure it is matched closely to student need.

Some of the strengths of our instructional program that our staff, parents and community shared are:

- We consistently differentiate instruction and all classrooms are using technology in meaningful ways
- Data is used to facilitate and guide instruction
- Teachers collaborate to best meet the needs of all students
- The full day program allows us to thoroughly implement all content areas
- Small Group instruction

Additionally, to enhance anytime, anywhere opportunities for our youngest learners we are providing ReadyRosie access to parenting videos that help them engage students in learning at home.

Teachers are encouraged to reflect on their practices and are constantly striving to increase their skills not just in Literacy and Math but in Social and emotional Learning (SEL). This is the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. Teaching young children appropriate social skills is critical in early childhood. Student behavior generally meets age appropriate expectations. However, students that are in crisis receive immediate support. These students receive classroom support in the form of focused social skill development, behavior intervention plans, and frequent contact with a variety of adults to support the appropriate behavior. We are able to access support from Project CLASS (Children Learning Appropriate Social Skills), Communities In Schools (CIS) and the district's System of Care department. This support helps teachers to target specific student behaviors and provide a variety of data based interventions.

There were no office referrals for the 2018-2019 school year. We believe it is not developmentally appropriate to send young children to the office when behavioral challenges arise; but rather it provides us with a learning opportunity to guide the student toward better behavioral choices within the context of the classroom. When needed, teachers called for additional assistance to come to the classroom to help teach through a behavior. This additional assistance was provided in a consultative nature to the teacher by our CIS, Speech Therapist, and/or Director. This year, we will also added an Intervention Specialist who will focus on behavior and academic interventions to support student achievement. She will support student growth through hands on interventions in classrooms and through professional development for our staff

members. Professional learning sessions were held for both Teachers and Teacher Assistants before and throughout the school year focusing on teaching routines and procedures and positive behavioral supports.

We meet as a staff and focus on academic and behavioral support strategies for struggling students. These general strategies (i.e. Tier I RtI) are shared in a collaborative fashion to build capacity and support. A teacher needing individual student specific support would request a Pre-SSC conference to review Tier I documentation of interventions and plan forward for support. As indicated from Pre-SSC documentation, a formal SSC meeting(s) was held. The campus Behavior Intervention Specialist, Speech Therapist, Diagnostician, and Director provided additional support/guidance/observations related to the area of need and their expertise when formal SSC meetings were held. System of Care and/or LSSP were included in SSC process when appropriate.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Requiring educators to spend valuable time and effort assembling the necessary supporting materials and making them work together. **Root Cause:** Curriculum materials, assessments, and technologies to support personalized learning are not fully develop, fragmented, and of uneven quality.

Perceptions

Perceptions Summary

At Tiger Trail School, our goal is for all children to enter school with the foundational knowledge and skills to be curious, confident and successful learners. We provide access to high-quality 3- and 4-year-old prekindergarten. Our campus provides resources for parents of children in our PK3, PK4, and ECSE classes as stated in our school's core values. Parents are encouraged to apply to be an approved volunteer to assist in classrooms, on study trips, and across the campus.

Parent and community engagement are essential in promoting student achievement; The Tiger Trail School forms an alliance with parents in developing a home-school partnership. This is outlined in our Home/School Compact which was developed by parents, teachers and children. The instructional program, including the state guidelines for Prekindergarten, SBISD required assessments, and children's progress is communicated throughout the year. Through special scheduled activities, parents will have numerous opportunities to participate and be involved in their children's learning.

All Tiger Trail staff continues implementing the use of instructional technology throughout the daily routine using Promethean ActivPanels and iPads as a way to provide additional literacy and math skill practice. Staff uses bookmaking software to design readers for students to use at school and at home. Staff shares student technology use with colleagues during campus PLC meetings. All of our students are targeted for intense individualized case management services to improve in academics, behavior and attendance.

The staff Panorama survey provided some valuable information, however, with a limited number of staff members responding, the data is limited. Overall results indicated that staff members are concerned about "Faculty Growth Mindset **65%** (78% PK Centers). This is an area of exploration for targeted professional growth. In addition, they indicated that an area of focus should be Student Mindset **80%** (87% PK Centers).

9 of 15 respondents, Panorama 2018-2019 Teacher survey data reflected the following as "Favorable" compared to other SBISD PK Centers:

- Core Values **89%** (85% PK Centers)
- Faculty Growth Mindset **65%** (78% PK Centers)
- Feedback and Coaching **80%** (65% PK Centers)
- Professional Learning **89%** (81% PK Centers)
- Resources **70%** (47% PK Centers)
- School Climate **95%** (85% PK Centers)
- Staff-Leadership Relationships **95%** (76% PK Centers)
- Student Mindset **80%** (87% PK Centers)

- Teaching Efficacy **90%** (89% PK Centers)

Campus Needs Assessment for Family E3 indicated these areas done successfully during 2018-2019:

- Partnering Agency: Amerigroup, Houston Food Bank, Daily Dose,
- Parent Volunteer Opportunities (front office, workroom, classrooms)
- Parent Education Classes (Nutrition, Exercise, ESL, Love & Logic etc.)
- Parent Conferences, Open House, Newsletters
- Project CLASS and CIS social lessons and social story readings in classes
- Character Without Question
- Perfect Attendance Award each 9 Weeks
- Visit to Feeder Schools

Case Management Intervention with a focus both academic support and supportive guidance (individual and/or group sessions) are offered by CIS project manager to meet the needs of targeted students.

Perceptions Strengths

Tiger Trail School has an instructional program for prekindergarten three and four-year-olds. Our four-year-old program is a full day. We are pleased to have highly trained teachers and staff. Every one of our teachers has their certification in Pre-K, Elementary Education, and English as Second Language (ESL).

We provide a classroom culture that emphasizes in collaboration and encouragement where we create a safe space for students to work toward their goals. Classmates become a support system for one another, with the right foundation. We are moving forward with an implementation plan that calls us to personalize learning for our students by addressing the following pillars: Individualized Instruction, Student Agency, Whole Child Data, and Anytime, Anywhere Learning.

Tiger Trail provided a developmentally appropriate, integrated curriculum that enhanced the social/emotional, intellectual, aesthetic, and physical development of each child while nurturing autonomy, self-esteem, and success. In addition, many of our teachers are certified in Bilingual and/or Special Education. Our classrooms are privileged in having instructional Assistants that meet highly qualified standards for the position.

Through the assistance of a Prekindergarten Coach, Team Leaders, our teachers planned and implemented small group literacy instruction to include differentiation of leveled readers, interactive writing and peer observations. Teachers will continue implementing modeled/shared/guided/independent reading and writing.

At Tiger Trail, technology is used by students and staff to provide on-demand access to information, to

increase student engagement, to provide opportunities for students to create products, and to practice skills and apply knowledge.

1. Through Title I funding, all classes use the recently purchased Promethean ActivPanel in each classroom.
2. Teachers use the internet to find research and resources to support their instructional content, planning, and implementation. Need to continue to build collaborative networks (i.e.blogs, google docs, campus web page, Skype, etc.) to share information across teachers.
3. Students use iPad to practice literacy and math skills; generate collections of stories/books; etc.
4. Students participate in electronic benchmark testing at the beginning, middle, and end of the school year (CIRCLE). Students engage with interactive and responsive software (iStation) to practice skills on a daily basis.
5. Parents have access to ReadyRosie app 24/7 to practice suggested skills with their child.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Need to restructure systems to provide more time and support for students not meeting desired expectation. **Root Cause:** PK3 Student Arrival/Dismissal Supervision demands on support staff.

Priority Problem Statements

Problem Statement 1: End of year Literacy CIRCLE Assessment data shows lower achievement of 70% for English Learner compared to 82% for non-English Learner students in the area of Rapid Vocabulary Naming.

Root Cause 1: The constraints that poverty often places on people's lives, particularly children's, and those conditions influence learning and academic achievement.

Problem Statement 1 Areas: Student Achievement

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Goal 1: In order to achieve T-2-4, students will consistently meet appropriately ambitious academic growth targets.

Performance Objective 1: By May 2020, pre-kindergarten students will increase benchmark cut score by 5% from the prior year on the end-of-year CIRCLE Assessment in the area of Rapid Vocabulary Naming.

End of Year Data 2018-2019:

* Rapid Vocabulary-78%

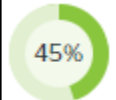

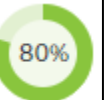
End of Year Data 2017-2018:

* Rapid Vocabulary-74%

Evaluation Data Source(s) 1: EOY Circle Data

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 1: Pre-kindergarten students will increase benchmark cut score by 5% from the prior year on the end-of-year CIRCLE Assessment in the area of Rapid Vocabulary Naming.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) Students will participate in Project Based Learning and field investigation experiences on and/or off campus to provide them with meaningful and relevant connection to learning.	2.4, 2.5, 2.6	+ Principal + Multi-Classroom Leader + Team Leaders + Teachers + Teacher Assistant + Classroom Observations	Authentic application of literacy and math skills. The process of sharing artifacts and learning with others will result in learning becoming more purposeful for students and parents.			
Funding Sources: 199 PIC 11 - Instructional Services - 14320.00, 211 - Title I, Part A - 1600.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
2) Provide Multi-Classroom Teacher to coach and mentor other teachers while working with Team Leaders supporting standardized campus expectations for PK instruction.	2.4, 2.5, 2.6	+ Principal + Multi-Classroom Leader + Team Leaders + Teachers	Inspiring and informing teachers to influence student achievement, so critical close attention will be paid to how we train and support both new and experienced educators.			
3) Enable and engage learning for students through the use of interactive panels that offers collaboration opportunities, provides assessment, and integrates with mobile learning.	2.4, 2.5, 2.6	+ Principal + Multi-Classroom Leader + Team Leaders + Teachers				
4) Increase student opportunities for authentic problem based learning so that all students, (including English Language Learners, Economically Disadvantaged, children with disabilities, Homeless, At Risk), participate: in two projects: and in two field investigation experiences (i.e. Oil Ranch, Zoo, community businesses) to provide relevant connections to their learning.	2.4, 2.5, 2.6	+ Principal + Multi-Classroom Leader + Team Leaders + Teachers	By offering this rigorous and personalized learning will result with an increased student performance.			
	Funding Sources: 199 PIC 24 - At Risk - 4500.00					
5) Student achievement will increase through the use of differentiated instruction in math using small group, whole group, and individual learning centers in the content area of number concepts.	2.4, 2.5, 2.6	+ Principal + Multi-Classroom Leader + Team Leaders + Teachers	Teachers and students will be able to have increased opportunities to read in a variety of texts and learn math concepts using also a variety of hands-on activities. The result will contribute to more effective "Team Lesson Plans/Weekly", "Collaborative Professional Learning Communities".			
	Funding Sources: 199 PIC 99 - Undistributed - 3700.00					
6) Purchase supplies and materials for math, science , and literacy that will prepare pre- kindergarten students with lifelong learning skills.	2.4, 2.5, 2.6	+ Principal + Multi-Classroom Leader + Team Leaders + Teachers	Strengthen the academic program of the school, increase the amount of quality and learning time to provide a well rounded education.			
	Funding Sources: 199 PIC 32 - Pre-Kindergarten - 5230.00, 211 - Title I, Part A - 23627.00					
= 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 May 2020, at least 99% of students will respond favorably on the Social Emotional Learning portion of the CIRCLE assessment.


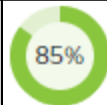

End of Year Data 2018-2019:

* Social/Emotional 95%

Evaluation Data Source(s) 1: Social-Emotional Learning Circle EOY Checklist

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 1: Our expectation will continue for at least 99% of students responding favorably on the Social Emotional Learning portion of the CIRCLE assessment.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) Continue the Project CLASS Program conducting classroom guidance lessons for our students addressing self-concept skills, self-control skills, social competence skills and social awareness skills.	2.4, 2.5, 2.6	+ Principal + Project CLASS + Community In Schools + Teachers	The integration of Project CLASS program to Pre-K classrooms with hands-on learning, center activities, and parental involvement through Home Connections. Lessons and strategies will improve the classroom climate and promote community and connection.			
Funding Sources: 211 - Title I, Part A - 0.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
2) Provide a Student Support Specialist from Communities In Schools of Houston, Inc., to promote social-emotional development of all students by prevention and/or interventions of problems that interfere with learning; explore ways to retool and re-purpose our current family engagement initiatives for better Family E3 results. * The targeted students - to be identified in cooperation with Texas Education Agency Guidelines and needs of campus.	2.4, 2.5, 2.6	+ Principal + Communities In Schools	Work with individual teachers, group of teachers, and/or entire staff on issues such as classroom management, behavior management systems, and multi-tiered systems of support.			
	Funding Sources: 211 - Title I, Part A - 27328.00					
3) Provide a Social Emotional Learning Behavior Specialist to develop, coordinate, and monitor a comprehensive school-wide strategy to create a positive school culture through implementation of positive behavior interventions and supports and social emotional learning.	2.4, 2.5, 2.6		A layered approach of skills lessons, infusion into the curricula and classroom practices, and an environment of safety, respect, and caring which models SEL values.			
	Funding Sources: 211 - Title I, Part A - 73607.00					
4) Provide family education, engagement, and empowerment opportunities that address the needs of all families including, but not limited to, families of students with disabilities, English Language Learners, Homeless, Economically Disadvantaged, and all minority students and under-represented groups.			Families as partners supporting the academic and social-emotional growth and development of Every Child.			
	Funding Sources: 211 - Title I, Part A - 1650.00					
5) Ensure outstanding customer service, a welcoming environment and a designated space for all families guided by the SBISD Share A Smile Customer Service Commitments.		+ Principal + Communities In Schools	We are here to provide all customers with extraordinary service. We want our customers to know: + You are Welcome here! + We Listen to you! + We are solutions-minded. + We appreciated and respect our customers			
6) Provide a paraprofessional for assisting the teachers in the implementation of a developmentally appropriate pre-kindergarten program that meets the social, emotional, physical, and intellectual needs of four year old children.	2.4, 2.5, 2.6		This person is an integral part of the instructional program under the direction of the building principal and classroom teachers.			
	Funding Sources: 211 - Title I, Part A - 29501.00					
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> = Accomplished </div> <div style="text-align: center;"> = No Progress </div> <div style="text-align: center;"> = Discontinue </div> </div>						

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

Performance Objective 1: By May 2020, at least 80% of PK-4 students will perform at post secondary-ready levels on all benchmarks in CIRCLE.

End of Year Data 2018-2019 :

- * Rapid Vocabulary 78%
- * Rapid Letter 91%
- * Writing 92%
- * SEL 95%
- * Math 81%

Evaluation Data Source(s) 1: EOY Circle Assessment Data

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 1: At least 80% of PK-4 students will perform at post secondary-ready levels on all benchmarks in CIRCLE.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) Provide professional development to learning communities to acquire new teaching styles, techniques, and tips, but also interact with educators from other areas in order to improve their own teaching.	2.4, 2.5, 2.6		Staff development that improves the learning of all students using disaggregated student data to determine teacher learning priorities, monitor progress, and help sustain continuous improvement.			
	Funding Sources: 211 - Title I, Part A - 7048.00					
2) Provide professional development to learn, collaborate, and grow as part of a community of school leaders working to personalized instruction and prepare the pre- kindergarteners for their education journey to college and beyond.	2.4, 2.5, 2.6		Principal improves the learning of all students by organizing teachers into learning communities whose goals are aligned with those of the school and district.			
	Funding Sources: 211 - Title I, Part A - 639.00					
= Accomplished = No Progress = Discontinue						

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 May 2020, PK4 Mainstream/ESL will close existing achievement gaps by at least 50% (from 12% to 6%) on CIRCLE "Rapid Vocabulary Naming" component between non-English Learner and English Learner students.

End of Year Data 2018-2019 Data:

non- English Learners ~ 82% meeting bench mark

English Learners ~70% meeting bench mark

Evaluation Data Source(s) 1: CIRCLE EOY Data

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 1: Close existing achievement gaps among English and non-English Learners in mainstream classrooms.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) Increase student opportunities in early literacy skills such as alphabet knowledge, phonological awareness, and print awareness for the development of foundational skills and strong English language skills. Activities: *Dictionary Day *Book Character Day *Zoo Study Trip *Project Based Learning	2.4, 2.5, 2.6	+ Principal + Teachers + Team Leaders + Multi-Classroom Teacher + Teacher Assistants	Research-based, age-appropriate instruction in early language and literacy skills will ensure that English language learners enter school equipped with the tools they need to be successful learners in kindergarten and beyond (Ballantyne et al., 2008). Strategies In The Classroom: *Morning Meeting *Read Alouds *Word Banks *Book Making *Song/Poems *Vocabulary Sorts			
= 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: All applicable strategies for Pre-K will be implemented and have formative reviews throughout the school year.

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 1: Ensure the compliance activities meet or exceed expectations.

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. (List programs to be evaluated. Include all programs receiving state or federal funds.) + One Way Dual Language	2.4, 2.5, 2.6	+ Principal + Community In Schools Growth	Growth for English Language Learners (ELLs) in English language acquisition + Initial Entry LPACs + Anecdotal Records + ARLAS + Report Cards + End of year LPACs			
Funding Sources: 211 - Title I, Part A - 0.00						
2) Develop/strengthen/monitor capacity of teachers, grade levels and departments to support measurable growth in reading proficiency as measured by an increase in the percentage of students in "Developing As Expected" and "Advanced Development" categories in the Reading Standards. + Literacy Professional Consultant + Vertical Transition Visits + Guided Reading	2.4, 2.5, 2.6	+ Principal + Prekindergarten Coaches	Reading proficiency growth through more, different, or specifically targeted learning opportunities. + Fall DRA Assessments + Running Records + Report Cards + End of Year DRA Assessments Campus Summary/Description Funding + Professional Staff Development + Substitutes + Supplies/Materials + Other Reading Materials			

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. 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>+Parent Conferences +RTI +Bi-weekly Literacy sessions Critical Success</p>						
<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>+ Participate in mentor-mentee program. + Continue to provide support for new teachers through the induction program. +Involve staff in recruiting and interviewing highlyqualified applicants. + Involve staff in recruiting and interviewing highlyqualified applicants. + Continue to provide support for new teachers through the induction program.</p>	2.4, 2.5, 2.6	+ Principal + Staff	Growth of teachers/leaders supports student growth.			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
5) Promote parent and community involvement in drug and violence prevention programs/ activities. (Provide specific information about the activities on your campus.) + Donuts with Dad/Muffins with Mom + Triple P - Positive Parent Programs + Love and Logic + Tiger Trail Website & Marquee Sign + Red Ribbon Week + No Place for Hate	3.1, 3.2	+ Principal + Nurse + Community In Schools + Teachers	Increase parent engagement will support student growth. + Agendas + Sign In Sheets + Website + Marquee Sign + Parent Surveys + Parent Center Participation			
6) Provide professional development based on level of expertise and need in the following areas: + Bullying Prevention + Violence/conflict resolution + Resiliency/Developmental Assets + Prevention Curriculum Training + No Place for Hate + SEL + Developmental Assests + Love and Logic The Counselor, Nurse, Project Class and Communities In Schools personnel will conduct on-going staff professional development. 2.4, 2.6 + Principal + Project Class + Communities In Schools + Teachers + Teacher Assistants Every child will be helped to succeed by learning and implementing the core social and emotional skills taught by Project CLASS. Students with on-going behavior issues will receive targeted social and relational skills teaching and practice in the social skills small group sessions.		+ Principal + Project Class + Communities In Schools + Teachers + Teacher Assistants	Every child will be helped to succeed by learning and implementing the core social and emotional skills taught by Project CLASS. Students with on-going behavior issues will receive targeted social and relational skills teaching and practice in the social skills small group sessions.			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> = Accomplished </div> <div style="text-align: center;"> = No Progress </div> <div style="text-align: center;"> = Discontinue </div> </div>						

State Compensatory

Budget for The Tiger Trail School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
6112	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$1,000.00
6119	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$73,607.00
6129	6129 Salaries or Wages for Support Personnel	\$8,547.60
6141	6141 Social Security/Medicare	\$1,188.00
6142	6142 Group Health and Life Insurance	\$1,449.00
6143	6143 Workers' Compensation	\$523.00
6146	6146 Teacher Retirement/TRS Care	\$8,127.00
6100 Subtotal:		\$94,441.60
6200 Professional and Contracted Services		
6299	6299 Miscellaneous Contracted Services	\$27,328.00
6200 Subtotal:		\$27,328.00
6300 Supplies and Services		
6399	6399 General Supplies	\$535.00
6300 Subtotal:		\$535.00
6400 Other Operating Costs		
6499	6499 Miscellaneous Operating Costs	\$1,000.00
6400 Subtotal:		\$1,000.00

Campus Improvement Team

Committee Role	Name	Position
Administrator	Vidal Garza	Principal
Classroom Teacher	Megan Tonkinson	Classroom Teacher
Classroom Teacher	Molly Zorbas	Classroom Teacher
Parent	Carlotte Jackson	Parent
Parent	Erick Campos	Parent
Parent	Leigh Ann Bryant	Parent
Parent	Valerie Gutierrez	Parent
Parent	Oscar Soto	Parent
District-level Professional	Tania Hoye	District-level Professional
Non-classroom Professional	Ana Padron	Non-classroom Professional
Paraprofessional	Elva Angel	Paraprofessional

Campus Funding Summary

199 PIC 11 - Instructional Services					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Project Base & Transportation (Field Investigation Experiences)		\$14,320.00
Sub-Total					\$14,320.00
Budgeted Fund Source Amount					\$14,320.00
+/- Difference					\$0
199 PIC 24 - At Risk					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Authentic Problem Based Learning		\$4,500.00
Sub-Total					\$4,500.00
Budgeted Fund Source Amount					\$4,500.00
+/- Difference					\$0
199 PIC 32 - Pre-Kindergarten					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6	Supplies/materials for Math, Science , and Literacy		\$5,230.00
Sub-Total					\$5,230.00
Budgeted Fund Source Amount					\$5,230.00
+/- Difference					\$0
199 PIC 99 - Undistributed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	Differentiated Instruction in Math		\$3,700.00
Sub-Total					\$3,700.00
Budgeted Fund Source Amount					\$3,700.00

199 PIC 99 - Undistributed						
Goal	Objective	Strategy	Resources Needed	Account Code	Amount	
					+/- Difference	\$0
211 - Title I, Part A						
Goal	Objective	Strategy	Resources Needed	Account Code	Amount	
1	1	1	Transportation (Field Investigation Experiences)	6494	\$1,600.00	
1	1	6	Other Reading Materials	6329	\$5,400.00	
1	1	6	Supplies and Materials	6399	\$18,227.00	
2	1	1	Misc. Contracted Services		\$0.00	
2	1	2	Misc. Contracted Services (Communities In Schools)	6299	\$27,328.00	
2	1	3	Professional Salary (Social Emotional Learning Behavior Specialist)	6119	\$73,607.00	
2	1	4	Misc. Operating Expenses (Family Engagement)	6499	\$1,335.00	
2	1	4	Supplies and Materials	6399	\$315.00	
2	1	6	Support Personnel	6129	\$8,548.00	
2	1	6	Medicare	6141	\$1,235.00	
2	1	6	Workers Comp	6143	\$413.00	
2	1	6	Teacher Retirement	6146	\$9,037.00	
2	1	6	Employer Contributions	6142	\$10,268.00	
3	1	1	Employee Travel (Teachers)	6299	\$3,558.00	
3	1	1	Substitutes	6112	\$290.00	
3	1	1	Misc. Contracted Services	6411	\$3,200.00	
3	1	2	Employee Travel (Principal)	6299	\$239.00	
3	1	2	Employee Travel (Director)	6411	\$400.00	
5	1	1	Misc. Contracted Services		\$0.00	
Sub-Total					\$165,000.00	
Budgeted Fund Source Amount					\$165,000.00	
+/- Difference					\$0	

211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
				Grand Total	\$192,750.00