Spring Branch Independent School District
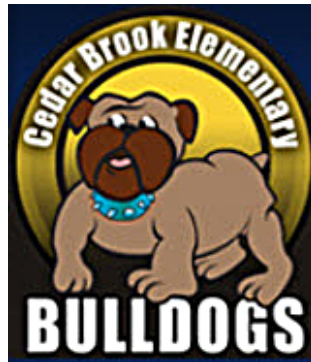
Cedar Brook Elementary School

2017-2018 Campus Improvement Plan

Accountability Rating: Met Standard

Comprehensive Needs Assessment

Demographics

Demographics Summary

Cedar Brook Elementary's enrollment hovers around 800 students. The student population is approximately: 5.8% African American, 83.3% Hispanic, 7.2% Anglo, and 1.5% Asian, 1.8% at Two-or-more ethnicities; 80% At-risk; 59.5% Economically Disadvantaged, 60.23% LEP, 5% GT, 3.37% SPED, and 4.3% 504.

The staff population is approximately: 14% male, 86% female, 6% African American, 51% Hispanic, and 43% Anglo with average years of experience at 11 years.

Mobility rate for the campus is approximately 17.2%. The average daily attendance is approximately 98%. The number of discipline referrals in the 2014-15 school year was 40. In 2015-16, we received 60 referrals and in 2016-17 we recived 59 referrals.

Demographics Strengths

CBE is a diverse school that welcomes students from all over SBISD.

Student Achievement

Student Achievement Summary

According to the recent Texas Education Agency 2017 Accountability Summary Report, Cedar Brook Elementary (CBE) "Met Standard". Cedar Brook Elementary met standard in the following areas; Student Achievement, Student Progress, Closing Performance Gaps, and Postsecondary Readiness.

School Culture and Climate

School Culture and Climate Summary

Since Cedar Brook Elementary (CBE) has many new staff members, it is important for us to build inclusion among staff, community, and students. In addition to building inclusion, teachers communicated the need for support with student discipline. This year, we are implementing Project Class school-wide in order to support our students and teachers with social skills and discipline. Our implementation includes full staff training and ongoing support from a Project Class staff member as well as conducting a training for our parents. Parents will learn the social skills being taught and can follow up with same vocabulary as CBE. CBE will implement Project Class social skills throughout the day by using the vocabulary and teach specific social skills. We will also be working with System of Care to provide support for students and equip teachers with the necessary tools.

School Culture and Climate Strengths

CBE staff members are committed to provide a safe nurturing environment for all students. Teachers work collaboratively with team members and administration. Administration is open and seeks input and feedback when making campus decisions. CBE will continue to move towards excellence through team work and respect!

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

CBE strives to hire the most qualified staff available. CBE will support and develop all staff members to provide the best possible instruction to all of our students. New OWDL and TWDL teachers will receive extensive training from Dr. Mercuri to support the dual language instruction in their classrooms. In addition, we have implemented Opportunity Culture on our campus. We are working hard to make the model successful. The model provides opportunity for the implementation of an Expanded Impact Teacher and well as a Multi Classroom Leader. Another way to ensure staff quality, recruitment, and retention for CBE is, by implementing Professional Learning Community meetings (PLC's) in all grade levels. CBE is committed to establish a culture of collaboration; thus achieving our collective purpose of learning for all. Administrators will coach teachers by providing formal and informal instructional feedback in order to build teacher capacity and overall grow instructional practices. Also, all new teachers will receive additional support through a mentor program co-lead by two master teachers who will ensure new members of our team feel supported, equipped and encouraged.

At C.B.E every new teacher is paired up with a mentor teacher or a buddy teacher. If the new teacher is brand new to the profession they have a mentor teacher to help guide them through their first year and if they are just new to CBE or district they have a buddy teacher. Lead mentors help the mentor and buddy teachers be the best mentors they can be to these new teachers so that they feel prepared and successful for the school year. Monthly meetings with the mentors are held to address any questions or concerns the new teachers may have and make sure that all mentors are up to date with any school events coming up, due dates or any other information they need to relay to the new teachers.

Staff Quality, Recruitment, and Retention Strengths

CBE staff members have completed GT initial hours and required update. Also, all OWDL and TWDL teachers have and will continue to participate in ongoing staff development sessions with Dr. Mercuri in order to strengthen our Dual language program. These sessions have been differentiated to meet the needs of individual teachers. Staff strengths include flexibility, collaboration, responsiveness, and devotion to our students.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

CBE uses itslearning as our curriculum platform. Teachers will be able to access resources and post student-friendly lesson plans. Teachers will upload lessons, activities, and assessments for students to complete through itslearning.

Curriculum, Instruction, and Assessment Strengths

Our dual langauge students are progressing well with acquiring a second language. Our 5th grade Progress Measure for last year was 76%.

Teachers appreciate creating their own assessments that align with state tests and priority standards.

Teachers like the fact that they are able to move students flexibly through groups and classes in order to best meet their needs.

Family and Community Involvement

Family and Community Involvement Summary

CBE has a diverse population; therefore, our families and community involvement mirrors that diversity. Our PTA has a large group of parents that provide support in the classrooms, teacher workrooms, and school-wide/community events. Parents participate in parent conferences, Title I meetings, Campus Improvement Team Committee meetings, and overall encourage involvement at all levels. In addition, we are working with Communities in Schools of Houston (C.I.S.). Our C.I.S. representative coordinates support programs, parent classes, and family resources.

Family and Community Involvement Strengths

The PTA coordinates fundraisers throughout the school year to raise funds for the school and encourage parental involvement. CBE PTA plans and executes successful events throughout the year that involve the entire CBE community.

Our C.I.S representative engages parents in ESL/Technology classes, and nutrition classes. She encourages parents to volunteer in our CBE classrooms, teacher workroom, and also by creating teacher materials.

School Context and Organization

School Context and Organization Summary

CBE is a large school in the northeast part of the Spring Branch School district. Our enrollment hovers around 800 students, in a building that was built for approximately 600 students. Because of the large enrollment, we must focus on building community with our staff and students to ensure that social skills are taught, practiced and mastered. This ensures that students are provided the best opportunity for academic growth in a safe environment.

School Context and Organization Strengths

CBE is one of the schools within the Spring Branch Independent School District to implement a One Way Dual Language Program and a Two Way Dual Language program. CBE helps prepare students become bilingual and bi-literate in order to maximize their potential in a multicultural, diverse global society.

Technology

Technology Summary

Each classroom at CBE is provided a set of technological devices by the district. These include a variety of net-books, Chrome Books and iPads. Students also have access to technology equipment in the library. In addition, students at CBE will use I station and Dream Box. Students are encouraged to interact with technology daily and practice skills in workstations.

Teachers are able to personalize student learning through the use of technology. Teachers will upload lessons, activities, and assessments for students to complete through itslearning. Teachers will continue to use Mastery Connect to generate instant formative assessment results as well as MAP in order to drive instruction.

Technology Strengths

Teachers use their classroom devices to provide students with opportunities for interactive and engaging instruction daily.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data

Accountability Data

- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Accountability Distinction Designations

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.

Student Data: Behavior and Other Indicators

- Discipline records

Employee Data

- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment 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
- Other additional data

Goals

Goal 1: CBE will increase the percentage of 5th grade students post-secondary ready by 10% by June 2018.

Performance Objective 1: We want students to achieve in all academic areas and be ready for advanced placement courses in middle school and beyond. We believe that reading at or above grade level will have the greatest impact on this goal.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

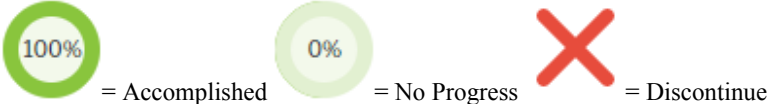| Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
System Safeguard Strategy 1) Teachers, administrators, students and staff will be provided materials, resources, and staff development to impact student reading levels and learning across the areas of: science & math, differentiation, best practices, continuous improvement, second language acquisition, technology integration, behavior management, health/fitness & brain-based learning, and small group instruction. Document Cameras will be purchased for classrooms. Substitutes will be provided in some cases during staff developments or teacher conferences.	1, 2, 3, 4	Admin,Teachers, Lead Interventionist, and MCL's.	We will use formal and informal assessments (Observations, EOY DRA/EDL/STAAR data, classroom walk through data)			
			Funding Sources: 211 - Title I, Part A - $55,284.24			
2) CBE will continue study trips that are aligned with the content area TEKS and objectives for improving reading levels and learning across the content areas. Students will be able to show what they have learned from a study trip by creating a product that could be literacy based and involve writing.	2, 6	Admin, teachers, parent volunteers	We will use ILT Feedback and student-created products to determine success.			
			Funding Sources: 211 - Title I, Part A - $15,000.00			
System Safeguard Strategy 3) At-risk students will be tiered and placed into intervention groups during the day (PUP TIME), in order to build literacy, science and math skills. Tutorials will be implemented during the week.	1, 2, 3, 8, 9, 10	Admin, counselor, teachers and staff	Formative and summative assessment results, such as DRA, EDL, MAP or STAAR will be used.			
			Funding Sources: 211 - Title I, Part A - $140,023.00			

4) CBE will promote a classroom environment of high expectations regarding literacy and differentiated instruction. Students will be provided books, readers, and workbooks for practice, remediation and enrichment. We will invite authors or speakers to visit the school to increase motivation to read. To facilitate teacher development, we will lead book studies focused on literacy, language acquisition, meeting diverse needs, and positive organizational health.	1, 2, 5	Admin, Interventionist, Counselor, teachers	Running records, developmental reading assessments, and classroom observations will be used to demonstrate success.			
		Funding Sources: 211 - Title I, Part A - $14,000.00				
5) CBE Staff will be positive role models for students by emphasizing T-2-4 and post secondary education. We will have Wild About College Wednesdays, display college banners and pennants, and invite professionals into the building for Career Day events.	2, 6	Admin, Counselor, teachers	We will depend on surveys and questionnaires from all stakeholders to find ways to improve this initiative.			

100% = Accomplished   0% = No Progress   ✗ = Discontinue

Goal 2: CBE will decrease the achievement gap by 5% across all demographic groups by June 2018.

Performance Objective 1: Our OWDL and TWDL teams will meet every two weeks to review data, make plans for further work, and identify support for academic planning or resource designation needed for teachers and students.

    Evaluation Data Source(s) 1: Teacher feedback and student data will indicate positive results.

    Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
Critical Success Factors CSF 1 CSF 2 CSF 4 1) Primary grade levels (Kinder and 1st) will have extra support in the form of a MCL and Interventionist whose sole responsibility is to work with students requiring extra assistance in reading and math.	1, 2, 3, 7, 9	Administrators MCLs Interventionist	Timely assistance to students Timely support to children.			
2) Conduct weekley PLCs and review data, plan units of instruction including common assessments to the grade level.		Administrators MCLs Interventionist Teachers	Timely assistance to students Student achievement results			
3) Teachers will plan weekly for whole group lessons as well as for small group lessons through Its Learning to ensure effective academic instruction in the classroom.		Administrators MCLs Interventionist	Student achievement results			
4) Students will be tiered and small groups will be pulled during intervention time (Pup Time).		Administrators MCLs Interventionist Teachers	Student achievement results			
100% = Accomplished 0% = No Progress ✗ = Discontinue						

Goal 2: CBE will decrease the achievement gap by 5% across all demographic groups by June 2018.

Performance Objective 2: Through Opportunity Culture, we will extend the reach of effective teachers by ensuring entire grade levels have access to highly successful teachers for whole group and small teaching.

Evaluation Data Source(s) 2: Teacher feedback and student data will indicate positive results.

Summative Evaluation 2:

Goal 3: At least 50% of CBE students will meet their individual growth targets on the Measures of Academic Progress (MAP) assessment by June 2018.

Performance Objective 1: We want students to meet their individual growth targets on the MAP assessment. In order to meet this objective, teachers, MCL's, Interventionist and administrators will be training on effective planning and corresponding assessments. Teachers will use Mastery connect to collect data as well as MAP, DRA, EDL and informal assessments. Teachers will participate in data and instructional conversations during PLC's.

Evaluation Data Source(s) 1: PLC Agendas, Mastery Connection, EOY MAP data, DRA levels, and teacher feedback.

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
Critical Success Factors CSF 1 CSF 2 CSF 6 1) PLC meeting will be conducted every week to review data and plan units of instruction/common assessments to each grade level.	1, 2, 4, 7, 8	Admin,Teachers, Lead Interventionist, and MCL's.	Student achievement results			
2) Students will be tiered and placed into intervention groups during the day (PUP TIME), in order to build literacy, science and math skills. Tutorials will be implemented during the week.		Admin,Teachers, Lead Interventionist, and MCL's.	EOY MAP Student achievement results			
Critical Success Factors CSF 1 CSF 2 CSF 7 3) Teachers will work through Mastery Connect to develop responsive teaching practices. Teachers will first plan responses, conduct teaching, assess learning and respond to student gaps and misunderstandings.	1, 2, 8	Admin,Teachers, Lead Interventionist, and MCL's, and team leads.	Growth between pre and post assessments.			

| 4) Implement Istation, Dreambox, Its leraning ,and purchase RazKids (Reading A-Z). | | Admin,Teachers, Lead Interventionist, and MCL's, and team leads. | Interventionist, and MCL's. EOY MAP Student achievement results | | | |

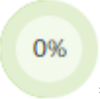| 100%	0%	✗
= Accomplished	= No Progress	= Discontinue

Goal 4: For the 2017 school year, all English Language Learners will show at least one year's growth as measured by TELPAS Progress Measures.

Performance Objective 1: We want our LEP students to reach advanced high levels in listening, reading, and speaking. This will allow them to be successful in advance placement courses in secondary school and beyond.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) CBE will continue to strengthen and support our Dual language programs by supporting our ongoing staff development model with DR. Mercuri. Dual language teachers will meet throughout the year as a team to make decisions and share ideas for continuous improvement of our Pre-K through 5th grade programs. Teachers will attend conferences and staff development sessions that align with this goal. T-TESS observations will reflect best practices for ELLs and implementation of the CBE Dual Language Non-negotiables.	2, 4, 7	Admin, Instructional specialist, and teachers.	Formal and informal observations and teacher feedback. EOY student achievement data, such as Credit by exam results, to demonstrate success.			
2) We will work to improve reading, math, and writing scores of our ELL students. Teachers will work closely with district leaders to ensure curriculum alignment. Teachers will plan engaging lessons that will improve our ELLs proficiency levels. Students will engage in higher-order thinking and processing skills as a result of these lessons. Teachers will be provided staff development in these specific areas to meet their individual needs and the needs of their students.	2, 8	Teachers, admin, and intervention staff.	EOY portfolio check and sharing of writing pieces, as well as STAAR results will be used to determine success.			
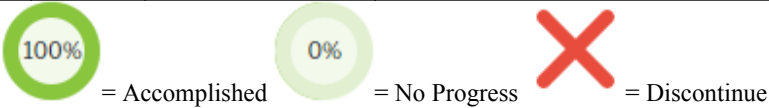
3) Intervention Specialists will be used to provide modeling, coaching, and co-teach opportunities for teachers who teach ELL students. Intervention Specialists will lead TEKS Studies. A Planning Protocol has been created to assist teachers in planning--both for units of study, and for weekly lessons. The protocols include a study of current TEKS, as well as an agenda for planning at the team/collaborative level. There are also implications for individual planning, such as guiding questions to lead teachers through the planning process and for use during instruction.	3, 9	Administrators, teachers and Intervention team.	Lesson plans and small group documentation to determine success. Informal and formal assessments. Writing samples.			
Critical Success Factors CSF 1 4) CBE will implement a monthly writing calendar in which students will practice different types of writing using prompts. The teachers will review the writing process and discuss each writing piece with each student.		Teachers, Interventionist, and Admin.	Track student writing using the TELPAS rubric. TELPAS results.			

100% = Accomplished   0% = No Progress   ✗ = Discontinue

Goal 5: Students at CBE will show 50% school connectedness as measured by Panorama district survey.

Performance Objective 1: We believe that the organizational health of our school directly impacts the success of our students. Our relationships among staff, with students, parents, and the community are important.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) CBE will implement Project Class school wide and continue to utilize Love & Logic components to increase self-disciplined student behavior, responsibility, and ownership. Admin team, teachers and our counselor will collaborate with one another and will work at building relationships with students and offering support for those struggling to self-manage their behaviors. We will also conduct a Project Class parent training.	2, 4, 10	Admin, counselor, teachers and staff members.	We will look at discipline data, office referral forms, and survey data to demonstrate success.			
		Funding Sources: 211 - Title I, Part A - $5,000.00				
2) CBE will facilitate a mentoring and partnership program that involves mentors from CEPC and the community. Our partners will work to support students and staff at CBE.	1, 6	Admin, counselor	We will use formal means through surveys, but also informal conversations to assess success.			
3) CBE will facilitate Library/Music/Technology Nights, TWDL Family events, Health Fair, STAAR/Curriculum Nights, Parent Classes and Parent Coffees to strengthen the home-school connection, support students behavior, and reinforce classroom teaching and learning. Our CIS worker will facilitate student and parent classes and events to strengthen parental involvement.	6	Admin, teachers and staff	We will rely on parent, teacher, and student surveys to determine effectiveness of parental involvement events and initiatives.			
		Funding Sources: 211 - Title I, Part A - $1,831.00				
4) CBE will send out monthly newsletters, weekly communication folders, and conduct callouts for special events.	6	Principal, Assistant Principals, and Administrative Assistant.	Parent and student Feedback.			
	100% = Accomplished	0% = No Progress	✗ = Discontinue			

Goal 6: CBE will remain in compliance to Federal, State and Local Guidelines and Legislation/Requirements.

Performance Objective 1: We want our LEP students to reach advanced high levels in listening, reading, writing, and speaking. We believe this will give them the edge they need to be successful in advanced placement courses in secondary school and beyond.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) Conduct annual program evaluation (CATE, SCE G/T, LEP,) utilizing student performance data derived from special populations for the purpose of program review and revision. GT, SPED, and LEP programs and services will be evaluated for compliance and effectiveness.	10	Admin, teachers, counselor	Audit reports, student achievement results, report cards			
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. We will continue a literacy focus as we train teachers on small group guided reading instruction, running records, and the administration of the DRA and EDL.	4	Admin, teachers, Interventionist	Assessment records,			
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. Remediation for these students will be provided before school, during the day, and after school by teachers and intervention specialists through tutorial sessions.	3, 9	Admin, teachers, Interventionist	Student achievement results			

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). Participate in mentor-mentee grant. Continue to provide support for new teachers through the induction program. Involve staff in recruiting and interviewing highly-qualified applicants.	4, 5	Admin, teachers and staff	Teacher Attrition rates, formal and informal observations by administrators.			
5) Promote parent and community involvement in drug and violence prevention programs/ activities. We will emphasize drug awareness and bully prevention throughout the year when our counselor prepares and delivers lessons to students in the classroom. We will also kickoff these initiatives during Red Ribbon Week.	2, 6	Admin, teachers, counselor	Discipline data, survey data			
6) Provide professional development based on level of expertise and need in the following areas: * Bullying Prevention-We will emphasize this through a student assembly during Red Ribbon Week. * Violence/conflict resolution-Our counselor will continue classroom lessons and small group interventions for students in need. * No Place for Hate-Teachers and students will rally together to complete various activities and sign the NPFH Pledge. * CSHAC-We will coordinate a Health Fair to provide positive role models for students regarding healthy living. * SEL-We will encourage all teachers to become familiar with the System of Care as a program and philosophy for building relationships with students and fostering self-discipline. * Love and Logic--We will continue to focus on using enforceable statements from the L&L philosophy, as well as allowing natural consequences to occur when students make poor choices. *Implement Project Class school-wide	2, 4	Admin, Interventionist, Teachers and staff	Discipline and survey data			

7) SPECIAL EDUCATION - Monitor LRE ratio. Develop campus capacity to support inclusive programming for students with disabilities. Evaluate campus LRE ratio. Teachers have been trained on the Six Models of In Class Support as a tool to assist SPED students in being successful in the regular ed classroom.	9	admin, teachers	EOY reports, records, and assessment results			
8) SPECIAL EDUCATION - Examine state assessment reports to evaluate progress of students with disabilities relative to ARD committee recommendations and predictions. How accurately did ARD committee recommendations predict and guide student achievement on state assessments? We will meet with SPED teachers and the Diagnostician to examine and evaluate goal documents from last year, as well as assessment results. From these meetings, we can create a plan for further success on meeting ARD recommendations this year.	9, 10	Admin, teachers	EOY assessment results and meeting notes			
9) SPECIAL EDUCATION - Ensure that Special Education staff, building administrators, and counselors are trained on and adhere to Special Education timelines and compliance requirements. Our diagnostician will train staff in ARD and IEP expectations at the beginning of the year. Administrators will meet with SPED staff in district trainings to receive a refresher on SPED law.	4	Admin, teachers, counselor	Meeting notes			
10) STATE COMP ED - Provide supplemental At-Risk services/support in the content areas: * Language Arts * Math * Science * Social Studies * LEPIntervention Specialist The campus Lead Interventionist will help teachers plan meaningful, rigorous lessons on a weekly basis. She and the intervention teachers will work together to model lessons and work with small groups of students. Teachers will also receive staff development in these areas from campus leadership.	4, 10	Admin, Interventionist, teachers	formal and informal observations			

11) Identify At-Risk students; provide them with supplemental services; and monitor progress (including continual English language development for LEP students)	3, 4, 5	Admin, Interventionist, teachers	formal and informal observations			
Materials include: manipulatives, literacy materials, After-school extended day Computer assisted instruction. Our campus intervention teachers will provide for and checkout these materials for teachers to use on a regular basis to enhance classroom whole and small group instruction.			Funding Sources: 199 PIC 30 - At Risk School Wide SCE - $2,900.00			
12) Develop, monitor, and evaluate campus volunteer/partnership programs that include: * recruitment * training/support * recognition of volunteers/partnerships We will partner with CEPC and Duchesne Academy to develop and implement mentor programs and school partnerships that will increase student success. We will honor our volunteers during Volunteer Appreciation Month in the spring semester.	6	Admin, teachers and staff, counselor	survey data and informal observations			

13) TITLE II A - Provide professional development to CIT, teachers, and administrators that increases knowledge and skills related to: * vertical alignment--We will provide this meeting time quarterly for all teachers after school from 3-4:30. * integration of technology into curricula and instruction for improving teaching, learning, and technology literacy--Our campus librarian and Vanguard teachers will partner to provide training to teachers 1-2 times per month after school from 3-4:30 for technology tools. * STAAR testing and the state curriculum standards (TEKS) in the content areas of English/Language Arts, social studies, and/or science, and/or math--Admin and iCoach will train all 3rd-5th teachers in November how to best prepare for and meet the rigorous demands of state testing. * Dual Language Programs--We will partner with our DL consultant to continue ongoing staff development in the area of second language acquisition. * Small Group Instruction--All teachers are trained during inservice week on how to plan for, implement, and document small group instruction. * This includes opportunities for teachers to be coached, attend sustained training/inservices/ workshops and/or conferences together with structured follow-up.	4, 5, 9	admin, teachers, Interventionist	EOY observations and assessment data			
14) Teachers/Administrators/Staff will develop understanding of the (a) Professional Development Framework and continue participation in professional development in the areas of Teaching and Learning and Leadership for Results; including (b) The Process for Designing and Delivering Effective Instruction through differentiation and technology integration. We will provide for or send teachers to sessions that will help them to integrate technology into their lessons while keeping with the DDI process.	4	admin, Interventionist	formal and informal observations			
15) Provide support for new teachers with ongoing mentoring and planning with certified staff. Each new teacher has been assigned a mentor or buddy. They will meet once per week to plan and discuss teaching and learning. The Lead Mentors will meet with new teachers once per month to answer questions and receive feedback.	4, 5	Admin, Interventionist, teachers	formal and informal observations, meeting notes			

16) Recruit and retain highly-qualified staff, defined through state, No Child Left Behind (NCLB) and local criteria, by highlighting the school and its students on the website and by participating in job fairs. Provide recruitment information on website We will continue to participate in the Choice Fair and district job fair to recruit students and teachers to join our school program.	5	Admin, counselor, teachers	Attrition rate data, surveys			
17) The CIT, teachers, administrators, other staff members, and parents will collaborate and coordinate planning efforts and implementation of staff development that will build ties between parents and school. CIT will meet to approve plans for continued work with our DL consultant, as well as planning for events that involve parents, such as Family and Curriculum Nights and PTA sponsored events such as Parent Coffees and Spring Carnival.	6	Admin, teachers and staff	survey data			
18) PreK and K teachers develop transition strategies. Elementary campuses provide kindergarten orientation at different times and in a variety of settings. We will hold a Pre-K visit to campus in the spring that will allow feeder campus to visit our Kinder classrooms. We also will hold two DL site visits and two DL Orientation sessions for incoming Pre-K and Kinder parents.	6, 7	admin, teachers	enrollment data, survey data			
19) GIFTED AND TALENTED - Provide opportunities for G/T professional development, based on level of expertise and need, in one of the following areas: a) Nature and needs of G/T students b) Assessing and identifying G/T student needs c) Differentiating Curriculum for G/T students d) Assessing social and emotional needs of G/T students e) Creativity and instructional strategies for G/T students. A book study on Nature and Needs will be led in the fall semester for all teachers to receive 6 credit hours.	4	admin, intervention teachers, staff	GT hour requirement reports			

20) GIFTED AND TALENTED - Implement and evaluate development of differentiated curriculum for meeting needs of gifted students using instructional techniques from gifted and talented education. We will meet the needs of GT students through PGP pullouts twice per week, and intermediate students will attend Bendwood school each Tuesday for an all day problem/project based learning experience.	3	admin, teachers, interventionists	EOY achievement results, and student portfolios			
21) GIFTED AND TALENTED - Conduct annual G/T evaluation by following the districtwide procedures for referral, testing and identification of students. Emphasis on finding and identifying minority G/T students, low SES G/T students, and those students showing great potential but who are difficult to identify as intellectually-gifted. We will meet with parents to answer their questions about GT education and identification. We will send home GT identification deadline info during the first month of school. We will communicate with parents GT results as soon as they are available.	6	admin, intervention team, counselor	survey data, GT ID data			
22) COORDINATED SCHOOL HEALTH (CSH) and CIP - Steps to incorporate CSH - 1.Review the School Health Index completed by the C-SHAC 2.Identify focus area(s) for campus 3.Choose focus area(s) to place in this area of Required Elements 4.Recommended indicators for assessing CSH may be chosen from this list of approved indicators that are completed each year: a.District Five Year Goal Campus Survey b.School Health Index c.SEL/40 Developmental Asset Survey	2	Admin, Health/Fitness team, staff	formative results from CSHAC events, survey data, EOY assessment results			

23) 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. During Open House week, we will share the previous parent compact and ask for parent input. After this the compact will be revised and sent home during parent conference week.	6	admin, teachers and staff	EOY Survey data			
24) Increase parent attendance at Title I Annual Meeting to share: *standards and goals *parents' rights' *curriculum *School Report Card *Title I participation *Offer a flexible number of meetings. During Open House week, we will invite parents to come to the annual meeting at which time we will share campus results and goals, parent's rights, and other components listed above.	6	admin, CIS worker, teachers	Collection #s on parent forms			
25) Implement a writing prompt each month in which students will practice different types of writing. Teachers will teach and discuss the writing process.		Admin and Teachers	TELPAS scores Student achievement results			

100% = Accomplished   0% = No Progress   ✗ = Discontinue

System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	Teachers, administrators, students and staff will be provided materials, resources, and staff development to impact student reading levels and learning across the areas of: science & math, differentiation, best practices, continuous improvement, second language acquisition, technology integration, behavior management, health/fitness & brain-based learning, and small group instruction. Document Cameras will be purchased for classrooms. Substitutes will be provided in some cases during staff developments or teacher conferences.
1	1	3	At-risk students will be tiered and placed into intervention groups during the day (PUP TIME), in order to build literacy, science and math skills. Tutorials will be implemented during the week.

Title I Personnel

Name	Position	Program	FTE
Lindsay Eikenhorst	Lead Interventionist Specialist	Title I	1.0
Maria Lozano	Intervention Specialist	Title I	1.0

Campus Funding Summary

199 PIC 11 - Instructional Services

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$32,181.00
				+/- Difference	$32,181.00

199 PIC 23 - Special Education

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$300.00
				+/- Difference	$300.00

199 PIC 25 - ESL/Bilingual

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$950.00
				+/- Difference	$950.00

199 PIC 30 - At Risk School Wide SCE

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
6	1	11	At-Risk	6399	$2,900.00
				Sub-Total	$2,900.00
				Budgeted Fund Source Amount	$2,900.00
				+/- Difference	$0

199 PIC 99 - Undistributed

Goal	Objective	Strategy	Resources Needed	Account Code	Amount

					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$25,663.00
				+/- Difference	$25,663.00

211 - Title I, Part A

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Supply/Materials	211.11.6399	$22,996.00
1	1	1	Substitutes	211.13.6112	$12,000.00
1	1	1	Employee Travel	211.13.6411	$10,000.00
1	1	1	Employee Travel--admin	211.23.6411	$6,000.00
1	1	1	Technology	211.11.6398	$4,288.24
1	1	2	Transportation	211.11.6494	$6,000.00
1	1	2	Student Travel	211.11.6412	$9,000.00
1	1	3	Misc Operating	211.11.6499	$0.00
1	1	3	Staff	211.11.61xx	$140,023.00
1	1	4	Reading Materials	211.11.6329	$10,000.00
1	1	4	Reading Materials--staff	211.13.6329	$4,000.00
5	1	1	Project Class	211.11.6299	$5,000.00
5	1	3	General Supplies	211.61.6399	$1,831.00
				Sub-Total	$231,138.24
				Budgeted Fund Source Amount	$233,100.00
				+/- Difference	$1,961.76
				Grand Total	$234,038.24