

# **Spring Branch Independent School District**

## **Terrace Elementary School**

### **2019-2020 Campus Improvement Plan**

**Accountability Rating: D**



# 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.

## 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.

Targeted Improvement Plan

Increase the number of students performing at the Meets level or above by 12%.

We will do this through an intense focus on literacy, numeracy, second language learners, and social emotional supports.

Our team is committed to planning and providing rigorous instruction with immediate response to student data in order to meet the needs of all learners.

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 had approximately 400 students in grades K-5. 1 class per grade level was bilingual Spanish in K-5th and we have a K Vietnamese bilingual and a 1st - 2nd Vietnamese bilingual class.

Demographics are as follows:

- 400 Students K-5
- 67.5% Hispanic
- 16% White
- 4.5% African American
- 9.5% Asian
- 2.5% Two or more
- 75.5% Economically Disadvantaged
- 41.75% English Learners
- 57% At Risk
- 15.25% Special Education
- 10-11% Mobility
- Spanish and Vietnamese Bilingual program
- 96% attendance rate

Needs:

Small bilingual population.

Multiple families living together

% of At-Risk or on Free and Reduced lunch.

EL population performing lower than other student populations.

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

% of students receiving special education services.

Enrollment fluctuates right below 400.

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.

### **Demographics Strengths**

Diverse campus population.

Multiple cultures represented.

Low mobility rates

Teachers live in the community and send their children to our school.

District employees choose our school.

Neighborhood school, close community.

Small bilingual population (Vietnamese and Spanish)

# Student Academic Achievement

## Student Academic Achievement Summary

### Student Achievement

STAAR results declined in some areas compared to 2018 results. 5th grade made great gains in reading with 86% of students passing after round 2. 5th grade remained fairly consistent in math and science. 4th grade math increased however 4th grade reading declined and writing remained consistent. We look forward to a steady increase in the coming years with the consistent implementation of the Teachers College Reading and Writing Project in all grades.

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

	All	White	His	AA	A	ED	EL	Sped
Reading Approaches	69	75	67	63	67	65	61	32
Reading Meets	35	50	31	13	42	31	27	27
Reading Masters	15	21	14	0	17	13	13	0
Math Approaches	72	86	70	38	75	69	64	45
Math Meets	35	43	32	13	58	31	36	18
Math Masters	16	18	12	0	58	14	13	5

3 <sup>rd</sup> Reading	Approaches			Meets			Masters		
	2017	2018	2019	2017	2018	2019	2017	2018	2019
All Students	65%	77%	69%	43%	27%	28%	31%	8%	12%
Hispanic	56%	78%	56%	33%		18%	26%	6%	6%
Econ. Dis	58%	74%	55%	36%	12%	21%	30%	6%	10%
White	100%		73%	88%		47%	50%		13%

3 <sup>rd</sup> Math	Approaches			Meets			Masters		
	2017	2018	2019	2017	2018	2019	2017	2018	2019
All Students	69%	72%	69%	33%	37%	20%	10%	17%	8%
Hispanic	62%	79%	59%	26%	37%	13%	12%	19%	3%
Econ. Dis	67%	74%	60%	33%	74%	15%	11%	18%	4%
White	100%		93%	57%		21%	0%		7%

4 <sup>th</sup> Reading	Approaches			Meets			Masters		
	2017	2018	2019	2017	2018	2019	2017	2018	2019
All Students	67%	70%	56%	39%	36%	30%	19%	15%	11%
Hispanic	65%	72%	54%	37%	31%	28%	17%	13%	11%
Econ. Dis	63%	63%	57%	35%	34%	28%	12%	16%	13%
White	57%	89%	nc	43%	67%	nc	14%	33%	nc

4 <sup>th</sup> Math	Approaches			Meets			Masters		
	2017	2018	2019	2017	2018	2019	2017	2018	2019
All Students	60%	63%	65%	35%	31%	34%	17%	13%	18%
Hispanic	52%	59%	70%	24%	26%	30%	9%	15%	13%
Econ. Dis	52%	63%	64%	30%	29%	30%	14%	13%	19%
White	88%	75%	80%	63%	63%	80%	38%	13%	40%

4 <sup>th</sup> Writing	Approaches			Meets			Masters		
	2017	2018	2019	2017	2018	2019	2017	2018	2019
All Students	47%	54%	53%	27%	38%	24%	3%	4%	2%
Hispanic	42%	55%	55%	22%	37%	23%	2%	3%	2%
Econ. Dis	42%	49%	51%	21%	35%	27%	2%	5%	2%
White	57%	78%	75%	47%	67%	25%	0%	11%	0%



5 <sup>th</sup> Reading	Approaches			Meets			Masters		
	2017	2018	2019	2017	2018	2019	2017	2018	2019
All Students	77%	76%	86%	33%	43%	46%	15%	13%	22%
Hispanic	72%	72%		30%	13%		9%	13%	
Econ. Dis	72%	71%		24%	37%		11%	10%	
White	91%	80%		50%	60%		36%	20%	

5 <sup>th</sup> Math	Approaches			Meets			Masters		
	2017	2018	2019	2017	2018	2019	2017	2018	2019
All Students	73%	84%	80%	26%	47%	48%	8%	18%	20%
Hispanic	67%	81%		20%	42%		7%	11%	
Econ. Dis	65%	83%		22%	40%		9%	15%	
White	91%	100%		42%	50%		0%	33%	

5 <sup>th</sup> Science	Approaches			Meets			Masters		
	2017	2018	2019	2017	2018	2019	2017	2018	2019
All Students	72%	66%	72%	28%	38%	36%	11%	12%	14%
Hispanic	66%	58%	73%	21%	26%	32%	9%	6%	14%
Econ. Dis	64%	60%	68%	16%	32%	33%	9%	8%	10%
White	91%	100%	67%	45%	60%	44%	9%	40%	22%

## Student Growth - MAP

We met our MAP growth goal in reading and surpassed our goal in math.

BOY '18 to EOY '19 MAP % of students meeting or exceeding growth targets by grade level.

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

TERRACE EL 5 63% Reading 71% Math

TERRACE EL Total 60% Reading 63% Math

## **Student Academic Achievement Strengths**

We had an increase at the Approaches level on STAAR in 4th grade math, 5th grade Reading, and 5th grade science.

We met our MAP growth goals. Grade levels and teachers implementing a more personalized approach to reading and math resulted in the greatest student growth for both areas.

Grade levels heavily involved in the redesign experiences met targets for Meets level performance in reading and math.

Targets for reading growth status were met for Domain III in all subpopulations.

# 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-1st. We will implement phonics in grade 2 in 2019-20.

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

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 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 naturally taught through the process of inquiry where students are allowed to question their environment in order to discover new things. We use a blended learning approach and incorporate math and language arts into our daily instruction. As we continue to implement Problem Based Learning units, the science curriculum will be taught as a part of solving a larger problem using district resources such as STEM SCOPES, Discovery ED, and tapping into our community and the world to bring in expertise from the field.

### 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. Our Vietnamese bilingual program begins in Kindergarten and goes through 2nd grade. Both programs follow a 50/50 model.

We focused our work during collaborative planning meetings on assessments and data primarily in the intermediate grades. Data meeting were held after assessments to adjust instruction and plan for small groups. Teachers used All in Learning in grades 2-5th to track data.

Tutoring groups and intervention groups were formed and staff members were assigned to begin in class and pull out tutoring and intervention, as well as after school tutoring. Student profile sheets were completed and each teacher met with Principal for Status of the Class meetings. Conversations resulted in referrals to our student support committee, counselor, or Communitites in School. Follow up meetings occurred in February and in May. 3rd-5th grades began flexible groupings for intervention based on checkpoint assessments. Resources used were Engaging Mathematics, Edusmart math assessment bank, Kamico, Patterns of Power.

### Redesign Signature Experiences

Terrace was selected to be a part of the SBISD Collaborative Schools Redesign Cohort in 17-18. The design teams met throughout the year with support from the district to look closely at how we can adjust school to better meet the needs of our students. We followed a human centered design process and created graduate aims for our students. We then designed experiences aligned to those graduate aims. We have implemented these experiences this year and have continued to refine our work.

Signature Experiences: Problem Based Learning Units, Family Time, STEAM Studio, Kinder Wonderland, Go Time, Student Goal Setting/Data Tracking, Timberwolf Time, and Power Hour.

### *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**

5th grade classrooms are one to one with Chromebooks.

3rd and 4th have 12 - 16 Chromebooks

2nd grade has 12 Chromebooks in each classroom.

K - 1st have 8 Ipads in each classroom.

There is some additional Ipads in each room but the technology is now old and they do not always work.

There is one kindergarten classroom that is new and does not have a brightlink or activboard.

Library will have refreshed technology this coming school year.

## **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 will add a classroom in 3rd grade, 4th grade, and 5th grade bilingual.

We are also needing an instructional specialist for math/science and a district provided instructional coach for language arts.

We will create the position of Mult Classroom Leader I to support the additional new staff members and STAAR grade levels.

## **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 as a redesign experience with a focus on student goal setting and data tracking.

School redesign experiences have been planned and are ready for launch and implementation. The Terrace community is on boards and excited about year 1.

Creation of Problem Based Learning units to support graduate aims and interdisciplinary connections.

### **Technology**

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

Teachers are utilizing ItsLearning to support personalized learning in the classroom.

Teachers and students using software to support teaching, learning, and assesement such as All in Learning, Dream Box, Raz Kids, Edusmart, STAAR Smart, Khan Mappers, ItsLearning, and See Saw.

### **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.

Teachers taking ownership, seeking out leadership opportunities, creating plans, frameworks, and units in support of our redesign experiences.

Teacher working closely with teammates during planning time.

Terrace is an affiliate school with Teacher College Reading and Writing Project. This allows for them to have continues 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 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 survey showed increases from the 2018 spring survey in most areas of the staff survey and parts of the parent survey. There were minor increases on the student survey from spring 2018 and fall of 2018 which is given to students in 3rd - 5th grade.

### Campus Staff Survey (Spring 2018-Spring 2019)

- 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 (Spring 2018 -Spring 2019)

- 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

#### Student Survey (Fall 2018- Spring 2019)

- School Belonging - 2
- School Climate -2
- School Safety 0
- School Rigorous Expectations +5
- Student Teacher Relationships - 1

#### Parents and Community Information

- Terrace is community neighborhood school.
- There has historically been a low mobility rate however, more families have left the area due to cost of living.
- 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 small but dedicated PTA.

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 teacher 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 the 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 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 Achievement

**Problem Statement 9:** 35% of all students performed at the Meets level on STAAR in reading.

**Root Cause 9:** Lack of a consistent, sustainable, research based, personalized approach to reading.

**Problem Statement 9 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

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS 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
- Texas English Language Proficiency Assessment System (TELPAS) results
- Local diagnostic reading assessment data
- Running Records results
- Observation Survey 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
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data

- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- Dyslexia Data

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

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback

#### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

#### **Parent/Community Data**

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

#### **Support Systems and Other Data**

- Processes and procedures for teaching and learning, including program implementation
- Communications 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 June 2020, at least 65% of Terrace students will meet or exceed MAP growth targets in reading and math.

2018-19: Reading - 59% met CGI

2017-18: Reading - 49% met CGI

2018-19: Math - 63% met CGI

2017-18: Math - 62% met CGI







**Evaluation Data Source(s) 1:** MAP EOY Data not available












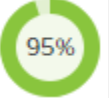



MAP MOY 2020

Reading 52%







Math 57%

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

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<p><b>TEA Priorities</b> Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 1) Implementation of the Teachers College Reading and Writing Project Units of Study in Reading K-5 and Phonics K -2.</p> <p>Staff development, reading kits and mentor texts, as well as classroom libraries and book carts are needed for consistent implementation. Terrace will continue as a Teacher's College Affiliate school and will work with staff developers 5 times throughout the school year.</p> <p>Funds will be used to purchase all materials and resources needed for implementation as well as for staff development travel, consultant costs, technology and substitutes to support literacy across the campus.</p>	2.4, 2.5, 2.6	Principal AP MCL I Instructional Coach	PD attendance reports Calendar dates of campus/district PD Campus walk throughs and observations Student performance growth as measured by: MAP STAAR Reading Levels			
				<p><b>Funding Sources:</b> 211 - Title I, Part A - TZ Grant - 81250.00, 211 - Title I, Part A - 7000.00</p>		
<p><b>TEA Priorities</b> Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 2) Purchase materials and supplies that will enhance student achievement in all content areas. Including but not limited to manipulatives, science materials, magazines and periodicals, student consumable workbooks, small group instructional materials, professional books/resources, teacher materials and resources, as well as office supplies.</p>	2.4, 2.5, 2.6	Principal AP MCL I Instructional Coach	Student performance growth as measured by: MAP STAAR local assessment data			
				<p><b>Funding Sources:</b> 199 PIC 11 - Instructional Services - 15815.00, 211 - Title I, Part A - TZ Grant - 44710.00, 211 - Title I, Part A - 22915.00</p>		

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<b>TEA Priorities</b> Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 3) Provide opportunities for teachers to improve their practice and ensure targeted instruction by attending professional development, working collaboratively to analyze data, and plan for instruction.	2.4, 2.5, 2.6	Principal AP MCL and Lead Interventionist	Team minutes PLC agendas Data sheets Observations Student performance data			
				<b>Funding Sources:</b> 211 - Title I, Part A - TZ Grant - 10316.00		
4) Ensure that our learning commons has adequate and appropriate books, materials, resources, and technology to support and enhance learning for all students.	2.4, 2.5, 2.6	Principal Librarian	Surveys Library schedule Student feedback			
				<b>Funding Sources:</b> 199 PIC 99 - Undistributed - 4200.00, 211 - Title I, Part A - 2578.00		
<b>TEA Priorities</b> Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 5) Implement Campus Assessment Plan with district Common Formative Assessments and Priority Standard Assessments to monitor progress and plan for intervention/accelerations.	2.4, 2.5, 2.6	Principal AP MCL I Instructional Coach	Assessment data Data meeting minutes			
<b>TEA Priorities</b> Build a foundation of reading and math Improve low-performing schools 6) Accelerated Instruction for students through after school tutoring and adaptive software such as Dreambox and Khan Academy.	2.4, 2.5, 2.6	Principal AP MCL I Instructional Coach	MAP growth STAAR PSA and common assessments.			
<b>TEA Priorities</b> Build a foundation of reading and math Improve low-performing schools 7) Implementation of Go Time with student goal setting and data tracking to support a personalized learning path for students.	2.4, 2.5, 2.6	Principal AP MCL I Instructional Coach	Student performance as measured by MAP STAAR Local assessment data Student goal setting and data tracking sheets			



Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<b>TEA Priorities</b> Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 8) Provide a full time instructional coach to support math and science and an aspiring teacher to support personalized learning opportunities.	2.4, 2.5, 2.6	Principal AP	MAP STAAR Local assessment data observations			
	<b>Funding Sources:</b> 211 - Title I, Part A - 123433.00					
<div> = Accomplished</div> <div> = No Progress</div> <div> = Discontinue</div>						

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

**Performance Objective 1:** By June 2020, at least 75% of 3-5th graders will respond favorably on the Panorama survey.










2018-19: School Connectedness- 73%












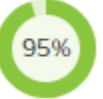



2017-18: School Connectedness- 72%







**Evaluation Data Source(s) 1:** Panorama EOY Data not available.

Panorama BOY Data from fall 2019 increases in all areas.

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

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<b>TEA Priorities</b> Improve low-performing schools 1) Every classroom will participate in 15 minutes of Family Time focused on character building and empathy.	2.4, 2.5, 2.6	Principal, AP, Counselor, ILT	scope and sequence, discipline records Panorama			
<b>TEA Priorities</b> Improve low-performing schools 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.	2.5, 2.6	Principal, AP, ILT	Panorama Survey Discipline data			
<b>TEA Priorities</b> Improve low-performing schools 3) 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, Service Club, Student Ambassadors, 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.	2.5, 2.6	Principal, AP, Counselor, CIS	Panorama Survey Discipline data Student products/projects			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
4) CIS/Counselor Lunch Bunches - Students with perceived barriers such as open CPS cases, divorced parents, incarcerated family members, etc. will be invited to participate in Lunch Bunches with the Counselor or 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.	2.5, 2.6	Principal, Counselor, CIS.	Rosters, calendars, campus surveys.			
5) Terrace staff and students will participate in Positive Choices week to promote opportunities beyond high school. This is a combination of GenTx and Red Ribbon Week, Oct. 22nd-26th	2.5, 2.6	Principal AP Counselor CIS	Student participation Teacher participation			
6) School-wide 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.	2.4, 2.5, 2.6	Principal AP Counselor	Panorama Survey Discipline data			
<b>TEA Priorities</b> Build a foundation of reading and math Improve low-performing schools 7) Provide opportunities to inform and train parents so that they may help reinforce curriculum, social skills, and support student achievement. Including but not limited to curriculum nights, Back to School Night, STAAR info sessions, Kinder Round up, and grade level parent meetings, summer cooler kits. Funds will be used for operating expenses, snacks, books for family nights.	2.4, 2.5, 3.2	Principal, AP, CIT and ILT	Sign in sheets, calendar dates, school surveys, increased student achievement and involve			
<b>TEA Priorities</b> Build a foundation of reading and math Improve low-performing schools 8) 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.	2.4, 2.5, 2.6	Principal AP Kinder team	Schedule Student and parent feedback Discipline data			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<b>TEA Priorities</b> Improve low-performing schools 9) Offer Elective classes to grades 3 -5th during specials time on Fridays to increase student engagement, voice, and choice.	2.4, 2.5, 2.6	Principal AP Specials teachers	Schedule Panorama			
<div>  = Accomplished            = No Progress            = Discontinue         </div>						

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

**Performance Objective 1:** By June 2020, at least 46% of Terrace Elementary students will perform at post-secondary ready levels on MAP (66-77th percentile reading, 70-84th percentile math in 3rd & 5th grades) and/or STAAR (meets grade level in 3rd & 5th grades)

2018-19: 31% performed at post-secondary readiness levels as defined by SBISD Measures of Success



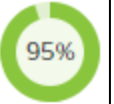
2017-18: 36% performed at post-secondary readiness levels as defined by SBISD Measures of Success


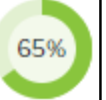
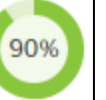


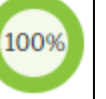

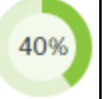
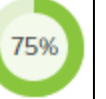


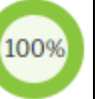
**Evaluation Data Source(s) 1:** As defined by SBISD Measures of Success (COMPASS)

CFA Data in grades 2 -5.

Reading level data

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

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<b>TEA Priorities</b> Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 1) Implementation of the Teachers College Reading and Writing Project Units of Study in Writing grades K-5. Staff development, writing kits and mentor text are needed for consistent implementation. Terrace has been accepted as a Teacher's College Affiliate school and will work with staff developers 5 times throughout the school year. Funds will be used to purchase all materials and resources needed for implementation as well as for staff development consultant costs and substitutes.	2.4, 2.5, 2.6	Principal AP MCL I Instructional Coach	STAAR Local assessments TELPAS			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<b>TEA Priorities</b> Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 2) Writing On Demand assessments in K -5 to monitor progress and plan for small groups.	2.4, 2.5, 2.6	Principal MCL I Instructional Coach	Assessment data Assessment calendar meeting minutes			
<b>TEA Priorities</b> Build a foundation of reading and math Improve low-performing schools 3) Student will develop voice and agency by taking ownership of their learning through individual goal setting and data tracking. Funds will be used to purchase materials and supplies to support this experience including but not limited to goal setting sheets and folders for every child. Provide professional development to teachers.	2.4, 2.5, 2.6	Principal AP Instructional Coach Team leaders	MAP STAAR Panorama Discipline data			
	<b>Funding Sources:</b> 199 PIC 11 - Instructional Services - 1500.00					
<b>TEA Priorities</b> Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 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.	2.4, 2.5, 2.6	Principal Teachers Instructional Coach MCL I Team leaders	STAAR MAP Panorama			
<b>TEA Priorities</b> Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 5) Design and implementation of signature experiences such as but not limited to Problem Based Learning Units of Study, Family Time, STEAM studio, Wonderland, Electives, Math Workshop and Teachers College Reading and Writing Project. Teachers will attend professional development and work collaboratively to develop these implementation plans.	2.4, 2.5, 2.6	Principal AP MCL I Instructional Coach Team leaders	Student Products Panorama surveys Local assessment data			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<div><div><div><div></div><div>100%</div></div><div>= Accomplished</div></div><div><div><div></div><div>0%</div></div><div>= No Progress</div></div><div><div><div></div></div><div>= Discontinue</div></div></div>						

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

**Performance Objective 1:** By June 2020, Terrace Elementary will close existing gaps in post secondary readiness by at least 5% between English Learners/non-English Learners, Hispanic/non-Hispanic, and Eco-Dis/non-Eco-Dis while all performance improves.

2018-19: EL 28%; non-EL 33%

2017-18: EL 25%; non-EL 44%

2018-19: Hispanic 23%; non- Hispanic 45%

2017-18: Hispanic 29%; non- Hispanic 56%

2018-19: Eco-Dis 28%; non- Eco-Dis 36%







2017-18: Eco-Dis 34%; non- Eco-Dis 43%

**Evaluation Data Source(s) 1:** As defined SBISD Measures of Success (COMPASS)

CFA data

Reading level data

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

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<b>TEA Priorities</b> Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 1) Implement one way dual language bilingual program and english learner supports.  Funds may be used to pay for professional development registration and substitutes.	2.4, 2.5, 2.6	Principal AP MCL I Instructional Coach Bilingual teachers	Observations Walk throughs EL performance on state and local assessments			
<b>TEA Priorities</b> Build a foundation of reading and math Improve low-performing schools 2) Provide a part time tutor to support tier 2 interventions and instruction.	2.4, 2.5, 2.6	Principal AP	Student performance growth as measured by: MAP Reading Levels STAAR			
<b>Funding Sources:</b> 199 PIC 30 - At Risk School Wide SCE - 6225.00, 199 PIC 25 - ESL/Bilingual - 3240.00						



Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<div><div><div></div><div>100%</div></div><div>= Accomplished</div><div><div></div><div>0%</div></div><div>= No Progress</div><div><div></div></div><div>= Discontinue</div></div>						

## 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:** Title I Documentation




At Risk documentation


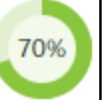
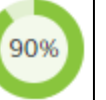


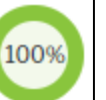
GT and Sped documentation







**Summative Evaluation 1:** Met Performance Objective







Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) Conduct annual program evaluation of all instructional programs, structures, and resources using performance data derived from special populations for the purpose of program review and revision. Campus Leadership Team will meet in the summer to disaggregate data and re-evaluate plan based on STAAR data. Each grade level team will meet to evaluate their programming and adjust curriculum and planning based on end of year data. Campus Improvement Team will meet to finalize plan.	2.4, 2.5, 2.6	Principal ILT CIT	Local assessment data, SSC documentation, STAAR, TELPAS, At Risk list and Discipline data			
	<b>Funding Sources:</b> 199 PIC 99 - Undistributed - 500.00					
<b>TEA Priorities</b> Recruit, support, retain teachers and principals Build a foundation of reading and math 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.  Provide professional development to support implementation of TCRWP, small groups, and conferring.	2.4, 2.5, 2.6	Principal AP MCL I Instructional Coach	Local assessment data STAAR Reading levels MAP			







Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<p><b>TEA Priorities</b></p> <p>Build a foundation of reading and math</p> <p>Improve low-performing schools</p> <p>3) Monitor progress of students failing to meet SSI promotion requirements in the previous academic year and provide remediation via supplemental materials and services.</p> <p>Campus Status of the Campus Data Trackers will be used in grades 2 -5 for reading, math, writing, and science. K - 1 will monitor reading and math progress. Teachers will work closely with the instructional support team to provide appropriate interventions and accelerations during the school day.</p> <p>Extended learning opportunities will also be offered per after school tutorials, enrichment, and a summer program.</p> <p>An extra help certified substitute will be reserved to provide additional interventions and support.</p>	2.4, 2.5, 2.6	Principal AP Teachers	Local assessment data RTI documentation STAAR TELPAS MAP			
<p><b>Funding Sources:</b> 211 - Title I, Part A - TZ Grant - 43701.00, 199 PIC 11 - Instructional Services - 1500.00</p>						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<p><b>TEA Priorities</b>  Recruit, support, retain teachers and principals  Improve low-performing schools  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).  All teachers will be trained in Aug. on the use and expectations for ItsLearning. Teachers will also attend staff development to support implementation of technology so that their students can create and produce vs only consume. Teachers will be encouraged to apply for the Vanguard program.</p>	2.4, 2.5, 2.6	Principal AP Librarian	Sign in sheets, calendar dates, agendas and meeting notes. Lesson plans observations student products			
	<p><b>Funding Sources:</b> 211 - Title I, Part A - TZ Grant - 35746.00</p>					


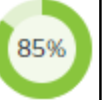
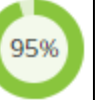


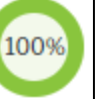
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<b>TEA Priorities</b> Build a foundation of reading and math Improve low-performing schools 5) Promote parent and community involvement in drug and violence prevention programs/ activities. Promote parent and community involvement and engagement by recruiting volunteers and mentors, communication monthly newsletters, using call outs, email blasts, Back to School Nights, Curriculum Nights, and PTA, Title I compact and our parent/family engagement policy. Information will be provided in English, Spanish, and Vietnamese. We also host family nights and parent workshops. Funds could be used for misc. contract services for translation services or presenters, misc. operating expenses, and extra duty pay for translators that support parent events.	3.1, 3.2	Principal, Counselor CIS CIT	Calendar dates, agendas, sign in sheets, documents from events			
	<b>Funding Sources:</b> 211 - Title I, Part A - 1574.00					
<b>TEA Priorities</b> Recruit, support, retain teachers and principals Improve low-performing schools 6) Provide professional development based on level of expertise in the areas of positive behavior supports and social emotional support. All new staff will attend Project CLASS training in August. All staff are trained with positive behavior support systems and expectations.	2.5, 2.6	PrincipalAP Counselor	Calendar of dates, sign in sheets, agendas and meeting notes.			



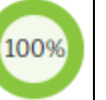

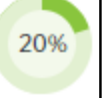
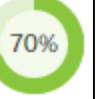
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<b>TEA Priorities</b> Recruit, support, retain teachers and principals Improve low-performing schools 7) SPECIAL EDUCATION - Monitor LRE ratio. Develop campus capacity to support inclusive programming for students with disabilities. Evaluate campus LRE ratio. -Implement levels of support based on student need. - 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. - working with campus/district staff to monitor LRE ratio. - purchase needed materials to support inclusion	2.4, 2.5, 2.6	Principal Special Education Staff	ARD minutes, rosters, schedules			
<b>TEA Priorities</b> Recruit, support, retain teachers and principals Improve low-performing schools 8) SPECIAL EDUCATION - Examine state assessment reports to evaluate progress of students with disabilities relative to ARD committee recommendations and predictions. - meeting with Special education staff to review prior years assessment data and evaluate decision made prior to ARD. - monitor and adjust as needed based on the progress of students by way of staffing then ARD recommendations. - purchase any materials and supplies that may be needed to support students and teachers.	2.4, 2.6	Principal, Special Education Staff	ARD minutes, rosters, schedules			
<b>Funding Sources:</b> 199 PIC 23 - Special Education - 570.00						



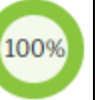
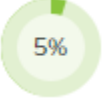
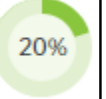
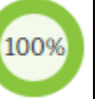

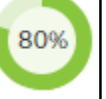
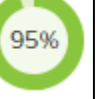
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<b>TEA Priorities</b> Recruit, support, retain teachers and principals Improve low-performing schools 9) SPECIAL EDUCATION - Ensure that Special Education staff, building administrators, and counselors are trained on and adhere to Special Education timelines and compliance requirements. Ensure that Special Education staff, building administrators, and counselors are trained on and adhere to Special Education timelines and compliance requirements per August staff development. Special Education teachers also held IEP meetings in August with each teacher or staff members who works with students to discuss plans and or BIP.	2.4, 2.5, 2.6	Principal Special Education staff	Sign in sheets and agendas.			
<b>TEA Priorities</b> Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 10) STATE COMP ED - Provide supplemental At-Risk services/support in the content areas: * Language Arts * Math * Science * Behavior  By way of tutoring and small group instruction, intervention, and acceleration. Funds will be used to purchase materials and resources, technology devices, computer software programs, and pay for professional development registration and fees.	2.4, 2.5, 2.6	Principal	Sign in sheets, agendas, meeting notes, schedules, student lists and groups, local assessment data, STAAR, TELPAS.			




Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<b>TEA Priorities</b> Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 11) Identify At-Risk students; provide them with supplemental services; and monitor progress (including continual English language development for english learners). Teachers will complete At Risk identification forms by October. Once identified as At-Risk will have access to supplemental services, materials and resources, computer assisted software or apps, intervention support from staff during the day and after school. Teachers will keep Student Profile sheets and monitor progress using All in Learning. Funds will be used to purchase teacher licenses.	2.4, 2.5, 2.6	Principal, Teachers, RTI Coordinator, and Teachers	Local assessment data, STAAR, TELPAS.			
	<b>Funding Sources:</b> 211 - Title I, Part A - TZ Grant - 14501.00					
<b>TEA Priorities</b> Improve low-performing schools 12) Develop, monitor, and evaluate campus volunteer/partnership programs that include: * recruitment * training/support * recognition of volunteers/partnerships CIS liaison coordinates our mentor program. The goal is to increase the number of mentors we have servicing our students. We will have a campus volunteer liason that will recruit, coordinate, and plan our volunteer celebration for our campus volunteers.	2.5, 2.6	Principal/CIS Counselor	Mentor lists, meeting dates, partners list, and calendar date of events.			









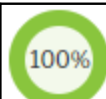
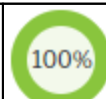
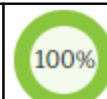



Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<b>TEA Priorities</b> Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 13) TITLE II A - Provide professional development to teachers and administrators that increases knowledge and skills related to their work and area of teaching or support including but not limited to reading, writing, math, science, social studies, behavior, special populations, fine arts, health fitness, library, nursing, and leadership. Includes substitute costs, training costs, registration fees, travel costs, per diem during travel, and professional books needed for professional development.	2.4, 2.5, 2.6	Principal AP CIT	Sign in sheets, training agenda and rosters, calendar of dates, classroom observations and walk throughs.			
				<b>Funding Sources:</b> 199 PIC 99 - Undistributed - 2950.00, 211 - Title I, Part A - TZ Grant - 3012.00, 199 PIC 11 - Instructional Services - 50.00		
<b>TEA Priorities</b> Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 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. All teachers will be trained in T-TESS in August prior to the window opening for observations. Administrative observations and walk throughs will be completed and documented. Follow up will be through: teacher conferences Faculty meetings grade level planning meetings PLCs	2.4, 2.5, 2.6	Principal AP	Training agenda, sign in sheets, walk throughs, observations, and appraisal data.			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<b>TEA Priorities</b> Recruit, support, retain teachers and principals Improve low-performing schools 15) Provide support for new teachers with ongoing mentoring and planning with certified staff New Teachers will 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 Admin. Lead mentors will be in place to support program.	2.5, 2.6	Principal AP MCL I Instructional Coaches	Orientation agenda and packet, sign in sheets, calendar of dates and meeting notes.			
<b>TEA Priorities</b> Recruit, support, retain teachers and principals Improve low-performing schools 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 Campus Administration will assist with district recruitment opportunities and market our campus by providing an updated and informative website with information that will include recruitment and hiring of highly qualified staff. 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.	2.5, 2.6	Principal AP	Calendar dates, retention rates, staff surveys.			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<b>TEA Priorities</b> Improve low-performing schools 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. Monthly CIT meetings, parent training provided by CIS and other campus staff. Coordination with PTA	3.2	Principal	Agenda ,sign in Sheets, meeting notes, surveys			
<b>TEA Priorities</b> Build a foundation of reading and math Improve low-performing schools 18) Kinder teachers develop transition strategies. Elementary campuses provide kindergarten orientation at different times and in a variety of settings. This activity for PK and elementary schools only. PK students will visit Terrace in the spring. Kindergarten will hold a Round Up in February for student and parents. Terrace will also reach out to local day care centers to recruit for Kinder.	2.4, 2.5, 2.6	Principal Kinder teachers counselor	Calendar dates, sign in sheets, agenda, and notes			
<b>TEA Priorities</b> Recruit, support, retain teachers and principals Improve low-performing schools 19) GIFTED AND TALENTED - Provide opportunities for G/T professional development, based on level of expertise and need, in one of the following areas: c) Differentiating Curriculum for G/T students e) Creativity and instructional strategies for G/T students. All GT certified teachers will attend a 6 hour refresher course to meet these areas. Any teacher who has GT students assigned will meet all PD requirements for the year.	2.4, 2.5, 2.6	Principal Counselor	Training logs and certificates			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<b>TEA Priorities</b> Improve low-performing schools 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. GT Coordinator, Planned Experiences Coordinator , and Primary Gifted Teacher will attend regularly scheduled meetings and will update campus teachers.	2.4, 2.5, 2.6	Principal Counselor	Flyers, agendas, calendar dates, sign in sheets, GT list of identified students, evaluation form.	 75%	 100%	 100%

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<p><b>TEA Priorities</b>            Improve low-performing schools            21) COORDINATED SCHOOL HEALTH (CSH) and CIP -            Our HF teacher will serve as our health ambassador attend district wide meetings in order to keep us updated and aligned.            Campus CSHAC will implement a wellness plan that will target students, families and teachers so that all participants will increase healthy lifestyle choices.            This will be accomplished through:</p> <ul style="list-style-type: none"> <li>- Kids Heart Challenge</li> <li>- Feb. Heart Month with Heart Facts in morning announcements.</li> <li>- Fitness Gram</li> <li>- First Tee Program (golf) with Nine Core Values and Nine Healthy Habits</li> <li>- Girls on the Run</li> <li>- Western Night/International Night 4th grade</li> <li>- Human Growth and Development</li> <li>- Family Health and Fitness Fair</li> <li>- Faculty &amp; staff Wellness Flu shots,</li> <li>- Marathon Kids with Mileage/Food Logs</li> <li>- 5th Grade Track and Field event</li> </ul> <p>- Skatetime 3rd -5th in-line skating            - Brain Pop in Health , Nutrition, and Wellness during extended times in HF            - No Place for Hate activities            -Bus transportation to support trips and experiences for our student groups.            - purchase materials and supplies needed to support our clinic.</p>	2.5	Principal CSHAC committee	Calendar dates, event flyers, sign in sheets.			
				<p><b>Funding Sources:</b> 199 PIC 11 - Instructional Services - 1000.00, 199 PIC 99 - Undistributed - 750.00</p>		

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<b>TEA Priorities</b> Improve low-performing schools 22) 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 Sept to gather input and revise compact and policy. All documents and information is shared during Back to School Night in September.	3.1	Principal, CIT	Sign in sheets, agenda, compact,and policies			
	<b>Funding Sources:</b> 199 PIC 99 - Undistributed - 500.00					
<b>TEA Priorities</b> Improve low-performing schools 23) Increase parent attendance at Title I Annual Meeting to share: *standards and goals *parents' rights' *curriculum *School Report Card *Title I participation The Title I annual meeting will be held in Sept., 2 nights are offered based on grade levels. Invitations and advertisements for meeting were on marquee, phone call out, email blasts, newsletters, and flyers.	3.2	Principal and CIT	Sign in sheets, agenda, compact,and policies			
<div>  = Accomplished            = No Progress            = Discontinue         </div>						

# Campus Funding Summary

199 PIC 11 - Instructional Services					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	materials and supplies - general	199.11.6399.000.122.11.0.122	\$15,815.00
3	1	3	misc. contract services	199.11.6299.000.122.11.0.122	\$1,500.00
5	1	3	Software	199.11.6397.000.122.11.0.122	\$1,500.00
5	1	13	Admin travel - Region IV	199.23.6239.000.122.99.0.122	\$50.00
5	1	21	transportation	199.11.6494.000.122.11.0.122	\$1,000.00
Sub-Total					\$19,865.00
Budgeted Fund Source Amount					\$19,815.00
+/- Difference					\$-50.00
199 PIC 23 - Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	8	materials and supplies Sped	199.11.6399.000.122.23.0.122	\$570.00
Sub-Total					\$570.00
Budgeted Fund Source Amount					\$570.00
+/- Difference					\$0
199 PIC 25 - ESL/Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	2	Salary	199.11.6119.000.122.25.0.122	\$3,240.00
Sub-Total					\$3,240.00
Budgeted Fund Source Amount					\$3,240.00
+/- Difference					\$0

199 PIC 30 - At Risk School Wide SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	2	salary	199.11.6199.000.122.30.0.122	\$6,000.00
4	1	2	medicare	199.11.6141.000.122.30.0.122	\$145.00
4	1	2	workers comp	199.11.6143.000.122.30.0.122	\$80.00
Sub-Total					\$6,225.00
Budgeted Fund Source Amount					\$6,225.00
+/- Difference					\$0
199 PIC 99 - Undistributed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	other reading material - library	199.12.6329.000.122.99.0.122	\$4,000.00
1	1	4	other supply - library	199.12.6399.000.122.99.0.122	\$200.00
5	1	1	materials and supplies - admin	199.23.6399.000.122.99.0.122	\$500.00
5	1	13	PD registration/travel	199.13.6411.000.122.99.0.122	\$2,000.00
5	1	13	misc. expenses and snacks for PD	199.23.6499.000.122.99.0.122	\$500.00
5	1	13	travel - Region IV	199.13.6239.000.122.99.0.122	\$450.00
5	1	21	supply - clinic	199.33.6399.000.122.99.0.122	\$750.00
5	1	22	misc. contract services - printing	199.23.6299.000.122.99.0.122	\$500.00
Sub-Total					\$8,900.00
Budgeted Fund Source Amount					\$8,950.00
+/- Difference					\$50.00
211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	other reading materials- purchase books for classroom libraris	211.11.6329.000.12.30.0.000.FBG20	\$5,000.00
1	1	1	technology	211.11.6398.000.12.30.0.000.FBG20	\$2,000.00
1	1	2	materials and supplies	211.11.6399.000.122.30.0.000.FBG20	\$22,915.00
1	1	4	Other reading materials	211.11.6329.000.122.30.0.000.FBG20	\$2,578.00



<b>211 - Title I, Part A</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	8	salary	211.11.6119.000.122.30.0.000.FBG20	\$68,145.00
1	1	8	Medicare	211.11.6141.000.122.30.0.000.FBG20	\$1,510.00
1	1	8	Workers comp	211.11.6143.000.122.30.0.000.FBG20	\$665.00
1	1	8	employer contribution	211.11.6142.000.122.30.0.000.FBG20	\$6,386.00
1	1	8	TRS	211.11.6146.000.122.30.0.000.FBG20	\$11,316.00
1	1	8	Support Personnel	211.11.6129.000.122.30.0.000.FBG20	\$35,411.00
5	1	5	misc. operating expenses for parental involvement	211.61.6499.000.122.30.0.000.FBG20	\$400.00
5	1	5	misc. contract services	211.61.6399.000.122.30.0.000.FBG20	\$400.00
5	1	5	books for parental involvement literacy program	211.61.6329.000.122.30.0.000.FBG20	\$774.00
<b>Sub-Total</b>					<b>\$157,500.00</b>
<b>Budgeted Fund Source Amount</b>					<b>\$157,500.00</b>
<b>+/- Difference</b>					<b>\$0</b>
<b>211 - Title I, Part A - TZ Grant</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	1	travel for PD TZ GRANT FUNDS - registration and travel cost	211.13.6411.000.122.30.0.000.TZI19	\$25,891.00
1	1	1	other reading materials - purchase books for classroom libraries	211.11.6329.000.122.30.0.000.TZI19	\$25,109.00
1	1	1	Misc. Contract Services - Registration for PD	211.13.6299.000.122.30.0.000.TZI19	\$30,250.00
1	1	2	Other reading materials - teachers	211.13.6329.000.122.30.0.000.TZI19	\$4,000.00
1	1	2	materials and supplies	211.11.6399.000.122.30.0.000.TZI19	\$40,710.00
1	1	3	substitutes	211.13.6112.000.122.30.0.000.TZI19	\$10,000.00
1	1	3	medicare	211.13.6141.000.122.30.0.000.TZI19	\$219.00
1	1	3	Workers Comp	211.13.6143.000.122.30.0.000.TZI19	\$97.00
5	1	3	Other Payroll Payments - teachers	211.11.6116.000.122.30.0.000.TZI19	\$30,608.00
5	1	3	Medicare	211.11.6141.000.122.30.0.000.TZI19	\$493.00
5	1	3	workers comp	211.11.6143.000.122.30.0.000.TZI19	\$184.00

211 - Title I, Part A - TZ Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	3	TRS	211.11.6146.000.122.30.0.000.TZI19	\$3,153.00
5	1	3	Support Personnel - paras	211.11.6125.000.122.30.0.000.TZI19	\$1,463.00
5	1	3	extra help substitute	211.11.6112.000.122.30.0.000.TZI19	\$7,000.00
5	1	3	transportation for summer program	211.11.6494.000.122.30.0.000.TZI19	\$800.00
5	1	4	technology devices for classroom	211.11.6398.000.122.30.0.000.TZI19	\$35,746.00
5	1	11	software	211.11.6397.000.122.30.0.000.TZI19	\$14,501.00
5	1	13	misc. operating expenses	211.13.6499.000.122.30.0.000.TZI19	\$123.00
5	1	13	travel - admin	211.23.6411.000.122.30.0.000.TZI19	\$1,816.00
5	1	13	Misc contract services - Registration Admin	211.23.6299.000.122.30.0.000.TZI19	\$1,073.00
<b>Sub-Total</b>					\$233,236.00
<b>Budgeted Fund Source Amount</b>					\$233,236.00
<b>+/- Difference</b>					<b>\$0</b>
<b>Grand Total</b>					<b>\$429,536.00</b>