

Spring Branch Independent School District
Treasure Forest Elementary School
2021-2022 Campus Improvement Plan



Mission Statement

It is the mission of Treasure Forest Elementary to ensure high levels of learning for all through mutual respect and shared commitment. Our students will learn and grow in a culture of excellence where staff, students, and parents are enthusiastic about the teaching and learning process.

Vision

We believe the **authentic intelligence** of staff and students along with our capacity to function as a professional learning community will ensure our mission is accomplished.

Core Values

Every Child: We put students at the heart of everything we do.

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

Collaborative Spirit: We believe in each other and find joy in our work.

Limitless Curiosity: We never stop learning and growing.

Moral Compass: We are guided by strong character, ethics and integrity.

Core Characteristics of a T-2-4 Ready Graduate

Academically Prepared: Every Child finds joy in learning, has a learner's mindset and is motivated and equipped with the knowledge, skills and competencies to succeed in life.

Ethical & Service-Minded: Every Child acts with integrity, is personally responsible for their actions and is a civically-engaged community member.

Empathetic & Self-Aware: Every Child appreciates differences, forms secure relationships and cares for their own and others' emotional, mental and physical health.

Persistent & Adaptable: Every Child is fueled by their own passions, interests and goals and perseveres with confidence and courage.

Resourceful Problem-Solver: Every Child thinks critically and creatively and applies knowledge to find and solve problems.

Communicator & Collaborator: Every Child skillfully conveys thoughts, ideas, knowledge and information and is a receptive and responsive listener.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Demographics Summary

TFE enrollment is approximately 450 in grades K-5. Our population continues to be a diverse combination of cultures predominately Hispanic

In addition, we have a Life Skills Unit and an APPLE unit on campus. The majority of our neighborhood consists of multi-unit apartment complexes. Our community partnerships include CIS, Boys and Girls group and some local restaurant that support our campus through community events. We have two women shelters in the area and the children living in the shelters attend TFE

TFE Demographic 2021-22

Subgroups	Number out of 450	Percentage
African American	32	7%
Hispanic	400	89%
White	12	3%
Asian	2	0.5%
Two or More	2	0.5%
American Indian-Alaskan Native	2	0.5%
ELL	334	74%
Bilingual-One-Way DL	314	70%
At - Risk	385	80%
GT	24	5%
SPED	74	21%
Economically Disadvantaged	440	98%
Homeless	37	9%
Mobility Rate	Around 22%. 2020-21, it was 30%	

Demographics Strengths

Demographics Summary Strengths

- Hispanics are the largest percentage of students at Treasure Forest. Celebrations of cultures are represented.
- Neighborhood school, close community. Many services are within walking distance of the school allowing families to access as needed such as CIS support and Girls and Boys groups
- Most of our staff members are bilingual ready to support our parents in their first language

Problem Statements Identifying Demographics Needs

Problem Statement 1: The mobility rate is 22% causing an inconsistency and instability in the student group throughout the year **Root Cause:** The lack of employment and domestic abuse issues in the community create an instability for students maintaining the same residence all school year.

Problem Statement 2: Second language learners struggle with the curriculum which does not always address their language challenges, especially in the areas of phonics and phonological awareness where the district has not set up a clear program for bilingual classes in K-1. **Root Cause:** Availability of Spanish materials for all content areas and all grade levels is not always available.

Problem Statement 3: The mobility rate of 22% affects the learning of students at Treasure Forest Elementary. During the 2020-21, mobility rate was at 35% **Root Cause:** The economically disadvantaged percentage of students at Treasure Forest cause an instability in families being able to maintain a permanent residence.

Problem Statement 5: 43% of students met standard on all tests on STAAR 2021 **Root Cause:** Teachers lack the capacity to use quality data to plan, adjust and deliver effective first good instruction at Tier 1

Problem Statement 6: Teachers are not using quality student data to plan, differentiate and deliver effective instruction **Root Cause:** Teachers lack the capacity to use quality data to plan and deliver effective first good instruction at Tier 1.

Problem Statement 7: Professional development addressing the social emotion needs of the students from poverty is needed for staff **Root Cause:** Teachers are compassionate but the majority has not experienced the level of poverty our students experience daily

Student Learning

Student Learning Summary

School Year 2020-21

Treasure Forest Elementary had been an Improvement Requirement school for the last six years. All students K-5 had made some progress in their academic based on school trackers especially for the areas of reading and math. Next school year, we will start an Intensive intervention program where all students in grades K-5. All students will received Reading intervention for 30-35 minutes a days based on their current level of performance.

TFE STAAR DATA							
Grade Levels	2016	2017	2018	2019	2021		
					Appr	Meets	Master
3rd Reading	47%	38%	44%	42%	53%	21%	5%
3rd Math	47%	47%	51%	52%	40%	13%	2%
4th Reading	37%	53%	39%	31%	44%	15%	6%
4th Math	29%	54%	51%	46%	46%	24%	14%
4th Writing	28%	46%	25%	24%	37%	7%	2%
5th Reading	27%	44%	52%	50%	40%	20%	10%
5th Math	40%	55%	70%	55%	55%	15%	5%
5th Science	27%	36%	49%	34%	39%	6%	2%
All students	35%	47%	48%	42%	43%	15%	4%

2019- No accountability report due to COVID 19

	TIPP GOAL			2019 Base Line			Actual Results 2021		
	Appr	Meets	Master	Appr	Meets	Master	Appr	Meets	Master
Reading	52%	20%	7%	41%	15%	3%	46%	19%	7%
Math	61%	20%	10%	51%	19%	7%	47%	17%	8%
Science	45%	24%	6%	34%	18%	3%	39%	7%	2%
Writing	35%	14%	5%	24%	7%	0%	37%	6%	2%

K-5 Literacy Progress 2020-21

EARLY LITERACY PROGRESS MONITORING						
School:Treasure Forest Elementary						
Principal:Karina Avila						
Community Superintendent:Karen Liska						
Running Records Data 2020-2021 (Baseline)						

EARLY LITERACY PROGRESS MONITORING										
Grade Level	Beginning of Year			Middle of Year			End of Year			Goal 90%
	# On or Above Grade Level	Total # of Students	% On or Above Grade Level	# On or Above Grade Level	Total # of Students	% On or Above Grade Level	# On or Above Grade Level	Total # of Students	% On or Above Grade Level	Met Goal Y/N
Level				B or Above			D or Above			
K				40	67	60	55	68	81	N
Level	D or Above			G or Above			I or Above			
1	25	75	34	19	74	26	38	69	55	N
Level	I or Above			K or Above			M or Above			
2	16	77	21	22	76	29	28	78	36	N
Level	O or Above			N or Above			P or Above			
3	14	57	25	9	57	16	18	57	32	N
Level	P or Above			R or Above			S or Above			
4	19	86	22	22	86	26	41	86	48	N
Level	S or Above			T or Above			V or Above			
5	19	60	32	19	62	31	23	62	37	N

Student Learning Strengths

Student Learnings Strenghts

TFE Elementary continues to make progress academically.

- Interventions for all the students were established for 3-5 for the school year, and K-2 starting the second semester
- The Fifth Grade Cohort increased in all subject areas based on district benchmarks and state assesments
- Reading -10
- Math +1
- Science +5

- Fourth Grade Cohort increased in all subject areas based on district benchmarks and state assessments
 - Reading +13
 - Math +1
 - Writing +14
-
- Third Grade Cohort increased in all subject areas based on district benchmarks and state assessments
 - Reading +11
 - Math -12

Problem Statements Identifying Student Learning Needs

Problem Statement 1: 43% of students met standard on all tests on STAAR 2021 **Root Cause:** Teachers lack the capacity to use quality data to plan and deliver effective first instruction.

Problem Statement 2: Limited parental involvement and attendance at parent information meetings. **Root Cause:** Lack of connection to school and understanding of importance in order to support their child.

Problem Statement 3: Teachers are not using quality data to plan, differentiate and deliver effective instruction at Tier I and Tier II **Root Cause:** Teachers lack the capacity to use quality data to plan, adjust, differentiate and deliver effective first instruction and used of technology

Problem Statement 4: About 30% of the teachers have solid understanding of a PLC to lead to effective academic planning **Root Cause:** Vague understanding of the PLC process by teachers and coaches due to different initiatives brought to the campus for different leaders

Problem Statement 5: 43% of students met standard on all tests on STAAR 2021 **Root Cause:** Teachers lack the capacity to use quality data to plan, adjust and deliver effective first good instruction at Tier 1

Problem Statement 6: About 30% of the teachers understand the PLC process for planning and delivering effective first good instruction **Root Cause:** Teachers and coaches have a vague understanding of the PLCs process

Problem Statement 7: Teachers are not using quality student data to plan, differentiate and deliver effective instruction **Root Cause:** Teachers lack the capacity to use quality data to plan and deliver effective first good instruction at Tier 1.

Problem Statement 8: Instructional Leadership doesn't understand how to support and coach teachers to improve effective classroom instruction **Root Cause:** The school has had four principals in the last six years bringing different Instructional Coaches and leaders with no clarity in their functions

Problem Statement 9: The mobility rate of 22% affects the learning of students at Treasure Forest Elementary. During the 2020-21, mobility rate was at 35% **Root Cause:** The economically disadvantage percentage of students at Treasure Forest cause an instability in families being able to maintain a permanent residence.

School Processes & Programs

School Processes & Programs Summary

Several Process and Programs had been established at TFE:

- The instructional leadership team has grown to include: Principal, Assistant Principal, and two bilingual instructional leads. They are divided up by grade levels; K-2 and 3-5.
- Mentors are assigned to mentees, student teachers are assigned to master level teachers and teachers are given opportunities to personalize their teaching and learning through conferences, consultants and collaboration with other professionals from other SBISD campuses
- TFE will continue the implementation of community circles, and character strong to deepen student relationships by sharing experiences in our community
- For 2021-22, K - 2 classes are all self-contain, while 3rd - 5th will be departmentalized.
- TFE will implement STEM labs as a part of the weekly rotation for students in 3-5 from the BOY. We will include in the science rotation 1-2 for the second semester
- The campus will have,
 - One Bilingual Interventionist to serve K-2
 - One Bilingual Lead Interventionist to serve 3-5
 - One Instructional Specialist to serve K-5 Science and K-2 Math

School Processes & Programs Strengths

We are aligning processes and procedures across the campus in the areas of academics and social emotional. The staff is committed to making sure they have all the tools in their toolbox in order to assure their students are improving. Our two instructional specialist service two grade levels each. They do a combination of helping with planning, coaching, modeling and giving feedback to their grade levels. They are continuing to grow as they two attend staff development that helps them to help our staff. Our goal is to provide our teachers support with instructional practices, coaching, and student interventions.

We have also been provided with a two Literacy Coaches to help support our district's adoption of the Units of Study. They also provided teachers support through PLCs, coaching cycles, observations, feedback, modeling, and debriefing. Our goal is that having two Literacy Coaches and two interventionists will prove beneficial to the teachers so that they feel 100% supported.

Our new teachers new to education are assigned a Mentor and our new to campus teachers are assigned a buddy teacher to assist and support. The lead mentor oversees their relationship and support while serving as a liaison with the administration.

For 2021-22, process and program will be established and implemented with fidelity and integrity to impact performance

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: 30% of teachers and coaches have a good understanding of PLC practices that lead to effective and quality planning and instruction **Root Cause:** Limited training and follow up for the PLC implementation continuum

Problem Statement 2: Teachers are not using quality student data to plan and deliver effective instruction **Root Cause:** teachers lack the capacity to use quality data to plan and deliver effective first instruction.

Problem Statement 3: Limited parental involvement and attendance at parent information meetings. **Root Cause:** Lack of connection to school and understanding of importance in order to support their child.

Problem Statement 4: For the last four years between 40% of the staff is new to TFE. **Root Cause:** The school has had four principals in the last six years bringing different initiatives each time and preventing the creation of a positive culture

Problem Statement 5: Additional Planning time is needed to implement and monitor process and programs. **Root Cause:** The number of minutes provided for the school day doesn't allow additional time within the school day for planning

Problem Statement 6: 43% of students met standard on all tests on STAAR 2021 **Root Cause:** Teachers lack the capacity to use quality data to plan, adjust and deliver effective first good instruction at Tier 1

Problem Statement 7: About 30% of the teachers understand the PLC process for planning and delivering effective first good instruction **Root Cause:** Teachers and coaches have a vague understanding of the PLCs process

Problem Statement 8: Teachers are not using quality student data to plan, differentiate and deliver effective instruction **Root Cause:** Teachers lack the capacity to use quality data to plan and deliver effective first good instruction at Tier 1.

Perceptions

Perceptions Summary

TFE culture and climate had been negatively affected for the rotation of administrators - Principal. The school has had four principals in six years. Family engagement is low, however events like Meet the Teacher, Open House, Parent Conferences are attended by parents. Families also get involved in before and after school activities provided by the school and CIS

Panorama results showed a low result compares with the school district for areas like School Belonging, and School Climate. However, for the school year 2020-21, School Teacher-Student Relationship and School Rigorous Expectations increase 6% and 3% respectively .

Teachers who had stayed in TFE over the years belief that students from poverty are entitled to the same access and equity as all other students

Perceptions Strengths

- Strengthen Positive and Effective culture and climate is a priority for the school year 2021-22 through a clear launch of the school mission, vision and collective commitments. Students, staff and community need to be connected with the school in order to increase academic achievement
- Panorama survey showed significant positive increases in school connection and academic rigor

Problem Statements Identifying Perceptions Needs

Problem Statement 1: A more efficient and effective communication sources is needed to connect with all families **Root Cause:** Communication with all parents had been limited due to the teacher and administrator rotation.

Problem Statement 2: Second language learners struggle with the curriculum which does not always address their language challenges, especially in the areas of phonic and phonological awareness where the district has not set up a clear program for bilingual classes in K-1. **Root Cause:** Availability of Spanish materials for all content areas and all grade levels is not always available.

Problem Statement 3: For the last four years between 40% of the staff is new to TFE. **Root Cause:** The school has had four principals in the last six years bringing different initiatives each time and preventing the creation of a positive culture

Problem Statement 4: About 30% of the teachers have solid understanding of a PLC to lead to effective academic planning **Root Cause:** Vague understanding of the PLC process by teachers and coaches due to different initiatives brought to the campus for different leaders

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Problem Statement 6: Professional development addressing the social emotion needs of the students from poverty is needed for staff **Root Cause:** Teachers are compassionate but the majority has not experimented the level of poverty our students experience daily

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements
- Covid-19 Factors and/or waivers

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- STAAR released test questions
- STAAR EL progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data

- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- 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
- TTESS data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

Goals

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

Performance Objective 1: ACHIEVEMENT: By June 2022, Treasure Forest Elementary School will increase student performance on STAAR Grades 3-5 exams in reading and math by at least 10 points at each performance level (approaches, meets, masters).

2020-21: Reading: 46 % (approaches), 19% (meets), 7% (masters); Math: 47% (approaches), 17% (meets), 8% (masters)


2019-20: Not Rated due to COVID






2018-19: Reading: 41% (approaches), 15 (meets), 3% (masters); Math: 51% (approaches), 19% (meets), 7% (masters)

2017-18: Reading: 44% (approaches), 12% (meets), 5% (masters); Math: 52% (approaches), 12% (meets), 10% (masters)

Targeted or ESF High Priority

Evaluation Data Sources: STAAR 3-8 Reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Ensure that ELL - English Language Learners strategies are implemented with consistency school wide through staff development and training. Strategy's Expected Result/Impact: Observations Walk throughs ELL performance on state and local assessments Staff Responsible for Monitoring: Administration Team Leadership Team Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction Funding Sources: Software - 199 PIC 11 - Instructional Services - 6397 - \$500, Misc. Contracted Services - 211 - Title I, Part A - 6299 - \$26,000, Other Reading Materials - 211 - Title I, Part A - 6329 - \$9,550, Supply Materials - 199 PIC 23 - Special Education - 6399 - \$320	Formative		
	Oct	Jan	Apr
	 10%		







Strategy 2 Details	Formative Reviews		
Strategy 2: Provide staff development for teachers on instructional strategies that will be effective in meeting students academic need. Strategy's Expected Result/Impact: Formal and Informal Assessments, Benchmarks, STAAR, Report Cards Staff Responsible for Monitoring: Administration Team Leadership Team Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Funding Sources: Extra Duty Professional - 199 PIC 25 - ESL/Bilingual - 6116 - \$3,000, Substitutes - 199 PIC 11 - Instructional Services - 6112 - \$1,200, Substitutes - 211 - Title I, Part A - 6112 - \$10,000	Formative		
	Oct	Jan	Apr
	 10%		
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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

Performance Objective 2: EARLY LITERACY: By June 2022, Treasure Forest Elementary School will increase the combined % of students reading On Grade Level or Above Grade Level on the End-of-Year Running Records assessment in each primary grade, K, 1, and 2, by 10 percentage points or \geq to 85%.

2020-21: Kindergarten 80% On Grade Level or Above Grade Level, 1st Grade: 50% On Grade Level or Above Grade Level, 2nd Grade: 35% On Grade Level or Above Grade Level

Evaluation Data Sources: Running Records End-of-Year Report

Strategy 1 Details	Formative Reviews		
Strategy 1: Grade level Reading Intervention as part of an Accelerated Instructional Plan where all students in K-2 will receive a personalized reading lesson based on current reading levels and grade level TEKS - State Standards Strategy's Expected Result/Impact: Student performance growth as measured by Reading Levels, Report Cards, Campus Trackers & Anecdotal Records Staff Responsible for Monitoring: Administration Team Reading Interventionist Grade level teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction Funding Sources: Supply and Materials - 199 PIC 99 - Undistributed - 6399 - \$9,175	Formative		
	Oct	Jan	Apr
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide staff development for K-2 to teachers on instructional strategies that will be effective in meeting students' academic need and accelerate reading levels Strategy's Expected Result/Impact: Student performance growth as measured by Reading Levels, Report Cards, Campus Trackers & Anecdotal Records Staff Responsible for Monitoring: Administration Team Reading Interventionist Grade level teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Funding Sources: Supply Materials - 211 - Title I, Part A - 6399 - \$5,000	Formative		
	Oct	Jan	Apr
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			


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







Performance Objective 3: GAP-CLOSING: By June 2022, Treasure Forest Elementary School will increase overall performance on STAAR Grades 3-5 exams to narrow the gap or improve performance above the target by at least 10 percentage points for English Learners.

2020-21: English Learners 24%; non-English Learners 24%

2019-20: Not Rated due to COVID

Evaluation Data Sources: State Accountability Report Domain 1

Strategy 1 Details	Formative Reviews		
Strategy 1: Grade level Reading Intervention as part of an Accelerated Instructional Plan where all students in 3rd - 5th grade will receive a personalized reading and math lessons based on current reading levels and grade level TEKS - State Standards Strategy's Expected Result/Impact: Student performance growth as measured by: MAP DRA/EDL levels Campus Assessments Report Cards Anecdotal notes/SSC Staff Responsible for Monitoring: Administration Team Reading Interventionist Grade level teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Funding Sources: Supply Bilingual Education - 199 PIC 25 - ESL/Bilingual - 6399 - \$3,360, Miscellanea Contract Services - 199 PIC 99 - Undistributed - 6299 - \$3,000, Other Reading Materials - 199 PIC 30 - At Risk School Wide SCE - 6329 - \$7,400, Supply-at-Risk - 199 PIC 30 - At Risk School Wide SCE - 6399 - \$1,300	Formative		
	Oct	Jan	Apr
	 20%		

Strategy 2 Details	Formative Reviews		
Strategy 2: Effective Professional Development - Teachers will engage in embedded PD throughout the school year led by consultants, school leaders, or district staff. Substitute teachers will be used for class coverage so teachers can engage during normal duty time. Strategy's Expected Result/Impact: Student performance growth as measured by: MAP DRA/EDL levels Campus Assessments Report Cards Anecdotal notes/SSC Staff Responsible for Monitoring: Administration Team Leadership Team Instructional Specialist Title I Schoolwide Elements: 2.4, 2.6, 3.1 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Funding Sources: Other Contract Main Repair - 199 PIC 11 - Instructional Services - 6249 - \$500, Substitutes-Support Staff - 199 PIC 11 - Instructional Services - 6122 - \$3,185, Misc. Contract Services - 199 PIC 11 - Instructional Services - 6299 - \$200	Formative		
	Oct	Jan	Apr
	 15%		
Strategy 3 Details	Formative Reviews		
Strategy 3: Provide two interventionists, an instructional specialist and district specialist who will each lead data TFE Professional Learning Communities (PLC), plan with teachers, model lessons, coach teachers, run Student Support Committee (SSC) referrals for assigned grade levels, and provide small group intervention to small groups or 1:1 for students. Strategy's Expected Result/Impact: Student performance growth as measured by: MAP DRA/EDL levels Campus Assessments Report Cards Anecdotal notes/SSC Staff Responsible for Monitoring: Administration Team Leadership Team Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Funding Sources: Transportation - 211 - Title I, Part A - 6494 - \$2,488, Employer Contribution - 211 - Title I, Part A - 6142 - \$11,160, Software - 211 - Title I, Part A - 6397 - \$10,852, Professional Salary - 211 - Title I, Part A - 6119 - \$83,398, Student Travel - 199 PIC 11 - Instructional Services - 6412 - \$500, Teacher Retirement - 211 - Title I, Part A - 6146 - \$13,613, Workers Comp - 211 - Title I, Part A - 6143 - \$845, Transportation - 199 PIC 11 - Instructional Services - 6494 - \$500, Student Travel - 211 - Title I, Part A - 6412 - \$2,489, Medicare - 211 - Title I, Part A - 6141 - \$1,916	Formative		
	Oct	Jan	Apr
	 20%		
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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

Performance Objective 4: STUDENT GROWTH: By June 2022, Treasure Forest Elementary School will increase the percentage of the students who meet or exceed conditional growth index (CGI) targets on Measures of Academic Progress: Reading (K-5) increase by 5 points and Math (K-5) increase by 10 points.

2020-21: Reading - 48% met CGI; Math - 46% met CGI

2019-20: Not Rated due to COVID

2018-19: Reading - 40% met CGI; Math - 46% met CGI


2017-18: Reading - 39% met CGI; Math - 46% met CGI


Targeted or ESF High Priority






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

Campus Report Card

District Benchmarks

Strategy 1 Details	Formative Reviews		
Strategy 1: (a) Implement Teachers College Curriculum to improve student academic growth and achievement in reading/language arts and English language development. (b) Provide Staff development and classroom resources to facilitate implementation. (c) Use GO, SCE, and SPED funds to purchase all materials and resources needed for implementation and to pay for internal and external staff development. Strategy's Expected Result/Impact: PD attendance reports for all teachers Calendar dates of campus/district PD Campus walk-throughs and observations MAP performance STAAR performance Lesson plans Mastery of daily exit ticket data should steadily improve in reading in 2-5 Staff Responsible for Monitoring: Administration Leadership Team Intervention Specialists Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Funding Sources: Support Personnel - 211 - Title I, Part A - 6129 - \$13,369	Formative		
	Oct	Jan	Apr
	 15%		

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Provide opportunities for teachers to continue to improve their practice and ensure targeted instruction by attending professional development, working collaboratively to analyze data, and plan for instruction. Funds will be used to provide substitutes, pay for registration fees.</p> <p>Strategy's Expected Result/Impact: Student performance growth as measured by:</p> <p>MAP Teacher Assessments STAAR data Anecdotal notes/SSC PD attendance reports Walk-through and observation data</p> <p>Staff Responsible for Monitoring: Administration Leadership Team Intervention Specialists</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Funding Sources: Other Rentals - 199 PIC 11 - Instructional Services - 6269 - \$900, Technology Equipment - 199 PIC 11 - Instructional Services - 6398 - \$500</p>	Formative		
	Oct	Jan	Apr
			

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Provide opportunities for teachers to improve their practice and ensure targeted sub populations such as Second Language Learners (ELLs), Special Ed and Economically Disadvantaged student's needs are met by attending professional development, working collaboratively to analyze data, and plan for instruction. Funds will be used to provide substitutes and consultant and professional development opportunities.</p> <p>Strategy's Expected Result/Impact: PD attendance reports Calendar dates of campus/district PD Campus walk through and observations MAP STAAR Reading Level Assessments</p> <p>Staff Responsible for Monitoring: Administration Leadership Team Intervention Specialists Consultant Professional Development Provider</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Funding Sources: Other Reading Materials - 282 ARP21 (ESSER III Campus Allocations) - 6329 - \$6,500, Medicare - 282 ARP21 (ESSER III Campus Allocations) - 6141 - \$425, Extra Duty Professional - 282 ARP21 (ESSER III Campus Allocations) - 6116 - \$29,307, Teacher Retirement - 282 ARP21 (ESSER III Campus Allocations) - 6146 - \$3,356, Supplies & Materials - 282 ARP21 (ESSER III Campus Allocations) - 6399 - \$10,872, Workers Comp - 282 ARP21 (ESSER III Campus Allocations) - 6143 - \$140</p>	Formative		
	Oct	Jan	Apr
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			


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





Performance Objective 5: ENGLISH LANGUAGE ACQUISITION PROGRESS: By June 2022, the rate of English Learners increasing at least one Composite Score level will increase by 10 percentage points or $\geq 80\%$.

2020-21: TELPAS Progress Rate 61%

2019-20: Not Rated due to COVID

Evaluation Data Sources: State Accountability Report Domain 3

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide staff development for K-5 to teachers on instructional strategies that will be effective in meeting students' academic need, increase second language acquisition and accelerate reading levels. Effective implementation of ELD blocks Strategy's Expected Result/Impact: Student performance growth as measured by Reading Levels, Report Cards, Campus Trackers & Anecdotal Records Staff Responsible for Monitoring: Administration Team Reading Interventionist Grade level teachers Title I Schoolwide Elements: 2.4 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction Funding Sources: Misc. Contracted Services - 211 - Title I, Part A - 6299 - \$34,000	Formative		
	Oct	Jan	Apr
	 20%		



 No Progress
 Accomplished
 Continue/Modify
 Discontinue






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

Performance Objective 1: SCHOOL CONNECTEDNESS: By June 2022, the % of Treasure Forest Elementary School students who feel connected as both individuals and learners will increase by at least 10 points.

2020-21: 84% Teacher-Student Relationships; 66% School Belonging
 2019-20: Not Rated due to COVID
 2018-19: 73% Teacher-Student Relationships; 62% School Belonging
 2017-18: 73% Teacher-Student Relationships; 63% School Belonging

Evaluation Data Sources: Panorama Student Survey

Strategy 1 Details	Formative Reviews		
Strategy 1: 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. Strategy's Expected Result/Impact: Sign in sheets, calendar dates, school surveys, increased student achievement and involvement/participation of parents. Staff Responsible for Monitoring: Administration Team Counselor CIS Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Funding Sources: Supply and Materials - 199 PIC 11 - Instructional Services - 6399 - \$13,000, Other Reading Materials - Parents - 211 - Title I, Part A - 6329 - \$2,270, Teacher Retirement - 199 PIC 11 - Instructional Services - 6146 - \$245, Overtime - 199 PIC 11 - Instructional Services - 6121 - \$150	Formative		
	Oct	Jan	Apr
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide opportunities for students to build leadership and character through a variety of experiences and activities including but not limited to Safety Patrols, Service Club, Student, Student Ambassadors. Strategy's Expected Result/Impact: Surveys, Rosters, student performances, products, and participation Staff Responsible for Monitoring: Administration Team CIS Counselor Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative		
	Oct	Jan	Apr
			







Strategy 3 Details	Formative Reviews		
Strategy 3: CIS/Counselor Regular touchpoints (such as 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 CIS staff member. These lunches will provide an outlet, a peer group and an opportunity to problem-solve strategies to overcome such barriers. Strategy's Expected Result/Impact: Rosters, calendars, campus surveys. Staff Responsible for Monitoring: Administration Team CIS Counselor Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction Funding Sources: Misc. Operating Expenses - 199 PIC 11 - Instructional Services - 6499 - \$1,500	Formative		
	Oct	Jan	Apr
	 15%		
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 3: SAFE SCHOOLS. Strengthen school safety by establishing and conducting Campus Safety Committee reviews throughout the school year.

Performance Objective 1: SAFETY COMMITTEE: Strengthen school safety by establishing and conducting Campus Safety Committee reviews throughout the school year.

Targeted or ESF High Priority







Evaluation Data Sources: Campus Safety Committee roster

Strategy 1 Details	Formative Reviews		
Strategy 1: CAMPUS SAFETY COMMITTEE: Establish Campus Safety Committees composed of a cross section of stakeholders to look at matters related to campus safety. Strategy's Expected Result/Impact: Each Campus principal will recruit a safety team and provide a roster. Each campus team will meet three times per year so that all campuses will be able to refine safety practices. Staff Responsible for Monitoring: Administrators Title I Schoolwide Elements: 2.4, 2.6, 3.1, 3.2 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative		
	Oct	Jan	Apr
			
Strategy 2 Details	Formative Reviews		
Strategy 2: HARRIS COUNTY DEPARTMENT OF EDUCATION: Participate in the Harris County Department of Education (HCDE) campus safety audit. Strategy's Expected Result/Impact: Campus will develop action plans to address any deficiencies as a result of safety audits. Staff Responsible for Monitoring: Administrators Safety Committee Title I Schoolwide Elements: 2.4, 3.1, 3.2 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative		
	Oct	Jan	Apr
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 3: SAFE SCHOOLS. Strengthen school safety by establishing and conducting Campus Safety Committee reviews throughout the school year.

Performance Objective 2: EMERGENCY OPERATIONS: Develop Campus Emergency Operations Procedures (EOP) that comply with SB 11, and include Standard Operating Procedures.






Evaluation Data Sources: Campus Emergency Operation Procedures Documents

Strategy 1 Details	Formative Reviews		
Strategy 1: EMERGENCY OPERATIONS PROCEDURES: Campus EOP will align to the best practices from the Texas School Safety Center and the Standard Operating Procedures, such as the "I Love You Guys" Foundation. Strategy's Expected Result/Impact: Campus Emergency Operation Plan (EOP) is turned in and filed by September 1st. Staff Responsible for Monitoring: Administrators Title I Schoolwide Elements: 2.4, 2.6, 3.1 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative		
	Oct	Jan	Apr
			
Strategy 2 Details	Formative Reviews		
Strategy 2: EMERGENCY OPERATIONS PROCEDURES: Update campus Emergency Operation Plan - EOP annually and train staff at the start of each school year. Strategy's Expected Result/Impact: Campus procedures maintained in campus EOPs. Staff training documents maintained. EOP submitted by September 1st. Staff Responsible for Monitoring: Administrators Safety Committee Title I Schoolwide Elements: 2.4, 2.6, 3.1 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Funding Sources: Textbooks - 199 PIC 11 - Instructional Services - 6321 - \$1,000	Formative		
	Oct	Jan	Apr
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 4: FISCAL RESPONSIBILITY. Treasure Forest Elementary School will ensure efficient and effective fiscal management of resources and operations to maximize learning for all students.

Performance Objective 1: FINANCIAL MANAGEMENT: Maintain high quality financial management practices so that financial resources provide the maximum possible support for T-2-4.

Evaluation Data Sources: Year-To-Date (YTD) Budget Reports (monthly, quarterly, annually).
Surveys, Rosters, student performances, meeting agendas

Strategy 1 Details	Formative Reviews		
Strategy 1: Conduct frequent budget meetings with Administrative Assistant to review and manage money. Strategy's Expected Result/Impact: Error free records. Documentation of purchases and orders. Staff Responsible for Monitoring: Principal Administrative Assistant Title I Schoolwide Elements: 3.1 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative		
	Oct	Jan	Apr
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Campus Improvement Committee

Committee Role	Name	Position
Administrator	Karina Avila	Principal
Administrator	Cristina Flores	Assistant Principal
Interventionist Specialist	Yamely Ortiz	Campus Assessment and Instruction Support Specialist
Classroom Teacher	Erin Dahman	Kinder Grade Teacher
School Nurse	Shari Halvorson	School Nurse
Administrative Assistant	Lleli Huerta Juarez	Administrative Assistant
Classroom Teacher	Paula Ostigin	Teacher
Classroom Teacher	Laura Watson	5th Grade Teacher
Classroom Teacher	Cynthia Cisneros	Art Teacher
District-level Professional	Yared Marquez	Compliance Coordinator
Parent	Tania Hernandez	Parent
Parent	Saby Perez	Parent

Campus Funding Summary

199 PIC 11 - Instructional Services					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Software	6397	\$500.00
1	1	2	Substitutes	6112	\$1,200.00
1	3	2	Other Contract Main Repair	6249	\$500.00
1	3	2	Substitutes-Support Staff	6122	\$3,185.00
1	3	2	Misc. Contract Services	6299	\$200.00
1	3	3	Student Travel	6412	\$500.00
1	3	3	Transportation	6494	\$500.00
1	4	2	Other Rentals	6269	\$900.00
1	4	2	Technology Equipment	6398	\$500.00
2	1	1	Supply and Materials	6399	\$13,000.00
2	1	1	Teacher Retirement	6146	\$245.00
2	1	1	Overtime	6121	\$150.00
2	1	3	Misc. Operating Expenses	6499	\$1,500.00
3	2	2	Textbooks	6321	\$1,000.00
Sub-Total					\$23,880.00
Budgeted Fund Source Amount					\$23,880.00
+/- Difference					\$0.00
199 PIC 23 - Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Supply Materials	6399	\$320.00
Sub-Total					\$320.00
Budgeted Fund Source Amount					\$320.00
+/- Difference					\$0.00
199 PIC 25 - ESL/Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Extra Duty Professional	6116	\$3,000.00
1	3	1	Supply Bilingual Education	6399	\$3,360.00

199 PIC 25 - ESL/Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Sub-Total					\$6,360.00
Budgeted Fund Source Amount					\$6,360.00
+/- Difference					\$0.00
199 PIC 30 - At Risk School Wide SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	Other Reading Materials	6329	\$7,400.00
1	3	1	Supply-at-Risk	6399	\$1,300.00
Sub-Total					\$8,700.00
Budgeted Fund Source Amount					\$8,700.00
+/- Difference					\$0.00
199 PIC 99 - Undistributed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Supply and Materials	6399	\$9,175.00
1	3	1	Miscellaneous Contract Services	6299	\$3,000.00
Sub-Total					\$12,175.00
Budgeted Fund Source Amount					\$12,175.00
+/- Difference					\$0.00
211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Misc. Contracted Services	6299	\$26,000.00
1	1	1	Other Reading Materials	6329	\$9,550.00
1	1	2	Substitutes	6112	\$10,000.00
1	2	2	Supply Materials	6399	\$5,000.00
1	3	3	Transportation	6494	\$2,488.00
1	3	3	Employer Contribution	6142	\$11,160.00
1	3	3	Software	6397	\$10,852.00
1	3	3	Professional Salary	6119	\$83,398.00
1	3	3	Teacher Retirement	6146	\$13,613.00
1	3	3	Workers Comp	6143	\$845.00
1	3	3	Student Travel	6412	\$2,489.00

211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	3	Medicare	6141	\$1,916.00
1	4	1	Support Personnel	6129	\$13,369.00
1	5	1	Misc. Contracted Services	6299	\$34,000.00
2	1	1	Other Reading Materials - Parents	6329	\$2,270.00
Sub-Total					\$226,950.00
Budgeted Fund Source Amount					\$226,950.00
+/- Difference					\$0.00
282 ARP21 (ESSER III Campus Allocations)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	3	Other Reading Materials	6329	\$6,500.00
1	4	3	Medicare	6141	\$425.00
1	4	3	Extra Duty Professional	6116	\$29,307.00
1	4	3	Teacher Retirement	6146	\$3,356.00
1	4	3	Supplies & Materials	6399	\$10,872.00
1	4	3	Workers Comp	6143	\$140.00
Sub-Total					\$50,600.00
Budgeted Fund Source Amount					\$50,600.00
+/- Difference					\$0.00
Grand Total					\$328,985.00

Addendums