

Comal Independent School District
Timberwood Park Elementary
2017-2018 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:

Academic Achievement in Reading/English Language Arts

Top 25% Student Progress

Top 25% Closing Performance Gaps

Postsecondary Readiness



Mission Statement

As a Timberwood Park Elementary community, our mission is to encourage a culture of happy leaders and independent life-long learners who will grow to their fullest potential while contributing to society. We will empower student success by building character and integrity within a safe and respectful school environment.

Comprehensive Needs Assessment

Demographics

Demographics Summary

Timberwood Park Elementary is an eight year old campus located in northern San Antonio, TX at the southwest corner of Comal ISD and serves **668 students**. According to the Texas Education Agency's (TEA) Texas Academic Performance Reports (TAPR) 2016-2017 Report, Timberwood Park students are made up of the following ethnic backgrounds: **57% White, 36% Hispanic, 2% other, 2% Asian and 2% African American**. Student enrollment in special programs: **1% ESL, 12% GT, and 12% Special Education**. Attendance rates have remained relatively stable at **97%**.

Demographics Strengths

The student mobility rate at TPES is low at **5.1%**.

TPES has a good balance of teacher experience with **23% having 1-5 years and 77% having 6-20+ years**.

Student Achievement

Student Achievement Summary

Timberwood Park Elementary received the **Met Standard** rating of the State Accountability System with 94%. Distinctions earned in the following areas: **Academic Achievement in ELA/Reading, Top 25 Percent Closing Performance Gaps, Top 25 Percent Student Progress, and Post Secondary Readiness.**

Student Achievement Strengths

As evidenced by 2016-2017 STAAR results, TPES students performed well:

- 96% of students in grades 3-5 met passing standards in STAAR Reading
- 96% of students in grades 3-5 met passing standards in STAAR Math
- 90% of students in 4th grade met passing standards in STAAR Writing
- 95% of students in 5th grade met passing standards in STAAR Science

School Culture and Climate

School Culture and Climate Summary

Our school community works hard to foster a sense of pride and shared ownership of the TPES school experience. Staff members work relentlessly as they collaborate to ensure that we provide a well-rounded, rigorous education for the whole child. Students recognize their role in promoting a safe, positive learning environment, take responsibility for their own behaviors and learning, understand the value of active involvement. Students frequently take on leadership roles around the campus. All stakeholders have high expectations and are willing to play an active role to make sure that opportunities for students are maximized.

School Culture and Climate Strengths

Many school-wide practices and expectations are in place.

- For focusing on a safe learning environment:
 - Student expectations are in place across most school settings.
 - Staff and students utilize 7 Habits of Happy Kids for conflict resolution, decision-making, and problem-solving. In 2017, Timberwood Park Elementary earned Leader in Me Lighthouse School recognition.
- For focusing on leadership and participation in clubs and extracurricular events:
 - Leadership Council, Choir, book clubs, Bluebonnet Club, Bicycle Rodeo, Recorder Club, Recycling Club, peer tutoring, Red Ribbon Advisory Committee, Chess, etc.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

All teachers at Timberwood Park Elementary maintain Highly Qualified status.

Timberwood Park Elementary currently has 5 teachers in kindergarten, 6 teachers in 1st grade, 6 teachers in 2nd grade, 5 teachers in 3rd grade, 5 teachers in 4th grade and 5 teachers in 5th grade. Specials area teachers include a P.E. Coach, an art teacher, a music teacher, librarian, Curriculum Instructional Coach, SAGE teacher, and 4 special education teachers.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

TPES teachers follow the CISD unit maps for each of the content areas. Teachers plan on a weekly basis to discuss and plan for instruction. Teachers meet in weekly Collaborative Team Cycles to improve instruction. Timberwood Park STAAR data reflected that 95% of the student population in grades 3-5 Met Expectations.

Curriculum, Instruction, and Assessment Strengths

- TPES has a staff that can be described as high motivation/high expertise when it comes to instruction.
- Grade level teams work together to plan effective lessons.
- Teachers regularly use data to inform their planning and instruction.
- Grade level teams work together to problem-solve the needs of all students in their grade level.

Parent and Community Engagement

Parent and Community Engagement Summary

Timberwood Park Elementary School is extremely fortunate to have positive relationships, strong support, and active involvement from families and members of the community. TPES strives to provide a multitude of opportunities for all stakeholders to feel welcome, involved, helpful, and appreciated.

Conversely, family and community members are constantly giving of their time, resources, ideas, and financial contributions. Together, we do whatever it takes to give each child, family, and employee the best possible school experience.

Parent and Community Engagement Strengths

- Over 260 applicants have been cleared to volunteer around campus as well as work directly with students.
- A variety of ways for families and community members to be actively involved are offered. Examples include Field Day, class parties, Family Fun Fitness Nights, conferences, student-led conferences, Greenback Week, Bicycle Rodeo, book fairs, Career Day, field trips, vision/hearing screenings, PTA programs and events, etc.
- Attendance/involvement is high at special programs and performances such as: grade level performances, Grandparent's Month, Veteran's Day, volunteer appreciation activities, staff play, etc.
- PTA Executive Board members have positive relationships and collaborate regularly with campus administrators, the counselor, and staff to provide optimal experiences for Timberwood students and stakeholders. Our PTA's goals and initiatives are aligned with those of the campus and district.
- Informational parent education seminars/programs are provided.
- 7 Habits of Effective Families book study and Comal Reads Family Project
- Watch D.O.G.S.

School Context and Organization

School Context and Organization Summary

Timberwood Park is bulilding leadership capacity through each staff member and student participating on a Leader in Me Action Team or leadership roles around the campus.

School Context and Organization Strengths

Leadership Teams

CILT (Campus Instructional Leadership Team)

LIM Lighthouse Team (Leader in Me)

CCLT (Culture and Climate Leadership Team)

Technology

Technology Summary

TPES infuses technology into the curriculum. Each classroom has built-in document cameras and projectors. Each teacher has a MacBook and an iPad as well as a cart of laptops. Teachers are able to gain technology skills based on their needs and experiences.

Technology Strengths

- Teachers are willing to take risks and try new programs and equipment as part of the classroom experience.
- Students are confident using technology and are eager to learn new programs and skills.
- Students learn how technology can enhance/help/assist their educational experience.
- Technology is integrated into the curriculum.
- Teachers participate in differentiated technology sessions to increase their knowledge and skills.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Progress of prior year STAAR failures
- STAAR Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) 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
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- 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
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.

- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, 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

- Attendance data
- Discipline records
- Class size averages by grade and subject

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- PDAS and/or T-TESS

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement Rate

Support Systems and Other Data

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

Goals

Goal 1: Culture/Climate: Cultivate a safe, nurturing and collaborative environment that promotes high standards, ethical behavior and mutual respect for all.

Performance Objective 1: Timberwood Park Elementary will provide monthly activities and opportunities to strengthen the social, emotional and physical development of the whole student.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|--|--|-----------|-----|-----|-----------|
| | | | Formative | | | Summative |
| | | | Sept | Nov | Mar | May |
| 1) The campus Physical Education teacher will introduce and implement the First Tee Character Education program to all students Kinder-5th grade as a 6-week unit of study during scheduled Physical Education classes. | PE teacher, Administration | Lesson Plans, Learning Feedback Forms | | | | |
| 2) Provide campus-wide, service- learning opportunities to promote mutual respect and caring for others. Each grade level will complete a community service project during the 2017-2018 school year. | Counselor, Leadership Council, Administration, Grade Level Students and Teachers | Students will understand and appreciate the importance of giving to and/or participating in the following organizations/events: Angel Tree, Comal Shake, Leadership Day, Barrett's Bears, Tiger Buddies, Veterans, Senior Citizens, Bulverde Humane Society, Children's Bereavement Center | | | | |
| Funding Sources: Local Revenue - 0.00 | | | | | | |
| 3) Coordinate with Community Education on facility usage for extra-curricular activities/classes. | Administration, Sr. Associate | Community Education attendance; Boy Scouts, Art Time, Drama Kids, World of Robots, Run Rugged Kids, Girl Scouts, WOW Rocks, etc. | | | | |
| 4) P.E., Music and Art teachers will collaborate to provide students opportunities to participate in visual, performing arts and fitness activities. | Administration, P.E., Art & Music Teachers, PTA | Grade level music performances, art show, Family fitness, Reflections, Turkey Trot, Red Ribbon Week Assembly, Comal Shake, Field Day, Traveling Art Exhibit, Fine Arts Night, Blended Learning Showcase | | | | |
| Funding Sources: Local Revenue - 600.00 | | | | | | |
| 5) Provide opportunities for community mentors, Living Rock Academy Mentors (high school students) and Watch D.O.G.S to strengthen the social, emotional and physical development of the whole student | Administration and Counselor | Watch D.O.G. calendar, Living Rock Academy (high school students) and mentor training/ parent participation, Bike Rodeo, Field Day, teachers (INOVA) mentors | | | | |
| Funding Sources: Local Revenue - 500.00 | | | | | | |

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|---|---|---|--|--|--|--|
| 6) Continue to implement the 7 Habits of Healthy Kids at the campus to strengthen the social, emotional, and physical development of the whole student. | Classroom Teachers Counselor | Continue to maintain Lighthouse Status; Students can demonstrate knowledge of the 7 Habits; | | | | |
| 7) Teachers will execute a monthly Comal Challenge lesson that discusses topics relevant to bullying and the prevention of bullying. | Grade Level Teachers Counselor District Personnel | Students will be able to recognize bullying and have the skills to know what to do when someone is being bullied. | | | | |
| = Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue | | | | | | |

Goal 1: Culture/Climate: Cultivate a safe, nurturing and collaborative environment that promotes high standards, ethical behavior and mutual respect for all.

Performance Objective 2: Timberwood Park Elementary will create an ongoing culture of two-way dialogue by increasing collaboration among campus, parents and community.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|---|---|-----------|-----|-----|-----------|
| | | | Formative | | | Summative |
| | | | Sept | Nov | Mar | May |
| 1) Utilize multiple communication sources to effectively communicate with parents: email, Beginning of the Year Essential Guide, newsletters, daily student planners, Facebook, websites, SchoolMessenger, ComalShares, parent conferences/verbal communication. | Administration, Teachers, Sr. Associate | Parent and community awareness and feedback | | | | |
| | | | | | | |

Goal 1: Culture/Climate: Cultivate a safe, nurturing and collaborative environment that promotes high standards, ethical behavior and mutual respect for all.

Performance Objective 3: Timberwood Park Elementary will create opportunities to strengthen the social, emotional and physical development of the whole student through campus-wide planned activities and informational literature.

Evaluation Data Source(s) 3:

Summative Evaluation 3:

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|---|--|-----------|-----|-----|-----------|
| | | | Formative | | | Summative |
| | | | Sept | Nov | Mar | May |
| 1) By providing literature and demonstrations, TPES will promote a healthy living culture among students through nutritious meals and food tastings (Farm Fresh Fridays) and time for exercise during recess, PE, and Family Fitness Nights. | Administration, Instructional Leadership Team, P.E. teacher, Nurse, TPES Food Service Manager | Literature summaries provided to students and parents, Fruit/Veggie Taste Test, morning recess, Family Fitness Nights, Water Warriors | | | | |
| 2) Provide professional development opportunities focusing on the skills of collaboration, communication and service learning incorporating principles and leadership roles of the 7 Habits of Happy Kids. | Administration, Counselor, Lighthouse Leadership Team | Professional development sign-in sheets; monthly Lighthouse Leadership Team meetings, 7 Habits training for new staff, 7 minutes for 7 Habits | | | | |
| 3) Promote a healthy living culture among families and community members. | P.E. teacher, Nurse, Administration, Healthy Lifestyles PTA Committee, 7 Habits Action Committees | Family Fitness night attendance sign-in sheets & PTA Taste Test Tuesday Water Warriors | | | | |
| 4) Continue school-wide anti-bully activities through the use of lessons based on the following resources: Kelso, Comal Challenge, and StopIT App | Administration, Counselor, Teachers, District Personnel | Decrease number of bullying related investigation, K-1 Conflict Resolution Education, Anti-Bully lessons and assembly, peer mediation training | | | | |
| Funding Sources: Local Revenue - 900.00 | | | | | | |
| = Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue | | | | | | |












Goal 2: Teaching & Learning: Maximize student achievement through high standards across all disciplines, which incorporate collaboration, critical thinking, creativity, high quality instructional strategies and innovative teaching.

Performance Objective 1: 96% of Timberwood Park students in grades 3-5 will meet the passing standard on all areas of the STAAR test administered in Spring 2018.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|---|--|-----------|-----|-----|-----------|
| | | | Formative | | | Summative |
| | | | Sept | Nov | Mar | May |
| 1) Enhance student learning by focusing on incorporating 2 of the 5 Fundamental Five components. The components teachers will implement with fidelity are: Critical Writing and Small Group Purposeful Talk | Administration, Counselor, CIC, Teachers | Walkthroughs; Teachers sharing samples of Critical Writing and Small Group Purposeful | | | | |
| 2) Kindergarten through 5th grade students will learn the common language of Thinking Maps creating more complex and well-reasoned work. Teachers will use Thinking Maps to increase abstract thinking skills. | Teachers, Administration | 96% of Timberwood Park students in grades 3-5, including all recognized accountability subgroups, will meet or exceed advanced performance expectations in all areas of the STAAR test administered in Spring 2016 | | | | |
| Funding Sources: Local Revenue - 300.00 | | | | | | |
| 3) Reading strategies will emphasize a focus on understanding and analyzing narrative and expository text. | Teachers, Administration, CIC, Librarian | Improvement in STAAR and MAP screener scores, AR Reading, and Campus & District Common Assessment Data | | | | |
| Funding Sources: Local Revenue - 1200.00 | | | | | | |
| 4) Continue to improve math instruction in the classroom by incorporating appropriate content vocabulary, utilizing resources available to students via Think Through Math, focusing heavily on number sense in the primary grades, and consistently providing hands on, differentiated, engaging and interactive lessons across all grade levels. | Administration, CIC, Teachers | Improvement in STAAR and MAP screener scores, and Campus & District Common Assessment Data | | | | |
| Funding Sources: Local Revenue - 600.00 | | | | | | |
| 5) In Science lessons, incorporate high level questioning strategies, purposeful discussion among peers, and critical writing. Students will engage in hands-on laboratory experiences on a regular basis. | Teachers, Instructional Leadership Team, Administration | District and Campus Assessments, Learning Feedback Form, Lesson Plans, Stemsopes, vertical alignment | | | | |
| Funding Sources: Local Revenue - 300.00 | | | | | | |
| 6) At-risk students will be provided additional support no less than once per week to help master TEKS they may struggling with. | Teacher, SPED, Counselor, Administration | Students mastering TEKS. Students meet satisfactory expectations on STAAR and other campus-based and district-based assessments. | | | | |

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|---|---|---|---|--|--|--|
| 7) All teachers will meet the requirements for ESL certification to address the needs of ELL students. | Administration, Counselor and Teachers | ESL Certification |  | | | |
| 8) SAGE/GT teacher will provide support services for Kinder-5th grade students including opportunities for Critical Writing across all content areas, specific projects, and problem solving. She will also provide differentiation and acceleration strategies to teachers. | SAGE/GT teacher | Writing Samples Class/Group Projects |  | | | |
| | Funding Sources: Local Revenue - 0.00 | | | | | |
| 9) Maintain an appropriate dyslexia program that adheres to state guidelines with programming from the State Burgundy Book. | Teachers, Dyslexia Teacher, Campus Administration, Jennifer Johnson | 100% of all dyslexic students are appropriately identified and provided services. |  | | | |
| 10) Teachers will provide individual student goal setting and self monitoring strategies with frequent, ongoing feedback at least once per nine weeks. | Teachers, Administration | Leader in Me binders, Student-led conferences |  | | | |
| | Funding Sources: Local Revenue - 300.00 | | | | | |
| 11) Teachers will obtain 30 hours of training for GT certification with 6 hours of yearly updates. | Teacher, Administration | 30 hours G/T certification or 6 hour update |  | | | |
|  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue | | | | | | |

Goal 2: Teaching & Learning: Maximize student achievement through high standards across all disciplines, which incorporate collaboration, critical thinking, creativity, high quality instructional strategies and innovative teaching.

Performance Objective 2: 80% of students will show growth on STAAR Reading and Math in Grades 4 and 5.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|--------------------------------|--|-----------|-----|-----|-----------|
| | | | Formative | | | Summative |
| | | | Sept | Nov | Mar | May |
| 1) Teachers will develop and execute lessons in Reading and Math that incorporate differentiation, critical writing, and acceleration opportunities. | | | | | | |
| 2) 4th and 5th grade teachers will target the identified students through small group intervention no less than twice per week. | | | | | | |
| 3) Progress of students who did not meet the growth measure on the 2016-2017 STAAR will be monitored on a bi-weekly basis. | Teachers Administration CIC | Student Achievement Data (Screeners, CA's, Classroom tests) | | | | |
| 4) Teachers and Administration will use INOVA data as well as a Scenario Grid for specific archetypes to provide interventions and supports to identified students. | Teachers Administration | | | | | |
| 5) Teachers and Administration will use MAP Reading and Math Screener data to provide necessary interventions to struggling students as well as to provide accelerations opportunities to students who are performing above grade level. | Teachers Administration | | | | | |
| = Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue | | | | | | |

Goal 2: Teaching & Learning: Maximize student achievement through high standards across all disciplines, which incorporate collaboration, critical thinking, creativity, high quality instructional strategies and innovative teaching.

Performance Objective 3: In grades 3-5, in Math, Reading, and Science, we will increase the percentage of students performing at the Masters Grade level on STAAR by 5%.

Evaluation Data Source(s) 3:

Summative Evaluation 3:

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|--------------------------------------|--|-----------|-----|-----------|-----|
| | | | Formative | | Summative | |
| | | | Sept | Nov | Mar | May |
| 1) Teachers will create and execute lessons that are rigorous and are differentiated, so as to address the needs of all learners. | Teachers C.I.C. Administration | Student Scores (Screener, C.A., classroom assessments) | | | | |
| 2) SAGE students will take part in rigorous, challenging lessons during their SAGE time. | Zepeda (SAGE teacher) | SAGE students' scores | | | | |
| 3) Students will take part in differentiated, rigorous lessons and activities no less than once per week. | | | | | | |
| 4) Progress of identified students will be monitored on a bi-weekly basis. | | | | | | |
| = Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue | | | | | | |

Goal 2: Teaching & Learning: Maximize student achievement through high standards across all disciplines, which incorporate collaboration, critical thinking, creativity, high quality instructional strategies and innovative teaching.

Performance Objective 4: In grade 4, we will increase the percentage of students performing at the Masters Grade level on Writing STAAR by 30%.

Evaluation Data Source(s) 4:

Summative Evaluation 4:

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|-------------------------------|-----------------------------------|-----------|-----|-----|-----------|
| | | | Formative | | | Summative |
| | | | Sept | Nov | Mar | May |
| 1) In grade 4, teachers will create differentiated lessons that target revising, editing, and composing compositions. | 4th grade teachers CIC | | | | | |
| 2) Vertical Alignment of Critical Writing through Campus Loose and Tights and W.I.G.s. Students will engage in Critical Writing at least once per nine weeks in each subject. | Teaching Staff | | | | | |
| 3) Teachers will utilize strategies from Writing Strategies Book: Your Everything Guide to Developing Skilled Writers | 4th Grade Writing Teachers | | | | | |
| Funding Sources: Local Revenue - 95.00 | | | | | | |
| = Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue | | | | | | |

Goal 2: Teaching & Learning: Maximize student achievement through high standards across all disciplines, which incorporate collaboration, critical thinking, creativity, high quality instructional strategies and innovative teaching.

Performance Objective 5: In Grades K-2, 90% of students will meet or exceed projected growth on MAP Reading and Math screeners.

Evaluation Data Source(s) 5:

Summative Evaluation 5:

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|---|---|-----------|-----|-----|-----------|
| | | | Formative | | | Summative |
| | | | Sept | Nov | Mar | May |
| 1) Kindergarten, First, and Second grade teachers will regularly engage in Guided Reading with students to ensure mastery of Reading Performance Objectives | Kindergarten First Grade Team Second Grade Team Krista Wray | Universal Screener Scores DRA's Running Records | | | | |
| 2) Teachers will utilize mastery markers, Universal Screener scores, and DRA/Running Records to monitor progress. Teachers will analyze their student data bi-weekly and will plan interventions to meet individual student needs. | Kindergarten Team First Grade Team Second Grade Team Krista Wray | Student Data | | | | |
| 3) Students in grades Kindergarten, 1, and 2 will take the Universal Screeners in January, March, and May to progress monitor. | Kindergarten Team 1st grade Team 2nd grade Team Krista Wray | | | | | |
| = Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue | | | | | | |

Goal 2: Teaching & Learning: Maximize student achievement through high standards across all disciplines, which incorporate collaboration, critical thinking, creativity, high quality instructional strategies and innovative teaching.

Performance Objective 6: Teachers in grades K-2 will work to reduce the percentages of students in the Lo and LoAvg Subgroups in MAP as follows:

Kindergarten:

7% of students or less, will be in the Lo or LoAvg Subgroup on MAP Reading at the End of Year

14% of students or less, will be in the Lo or LoAvg Subgroup on MAP Math at the End of Year

1st grade:

17% of students or less, will be in the Lo or LoAvg Subgroup on MAP Reading and Math at the End of Year

2nd grade:

15% of students or less, will be in the Lo or LoAvg Subgroup on MAP Reading at the End of Year

10% of students or less, will be in the Lo or LoAvg Subgroup on MAP Math at the End of Year

Evaluation Data Source(s) 6:

Summative Evaluation 6:











| Strategy Description | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|---|------------------------------------|-----------|-----|-----|-----------|
| | | | Formative | | | Summative |
| | | | Sept | Nov | Mar | May |
| 1) Teachers will set customized growth goals for students currently in the Lo or LoAvg subgroups of MAP | Kindergarten teachers 1st grade teachers 2nd grade teachers Administration | Greater than project growth on MAP | | | | |
| 2) Teachers will pull students in the Lo or LoAvg subgroups in small group daily to target gaps and missing skills. | Kindergarten teachers 1st grade teachers 2nd grade teachers CIC Admin | | | | | |
| = Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue | | | | | | |

Goal 2: Teaching & Learning: Maximize student achievement through high standards across all disciplines, which incorporate collaboration, critical thinking, creativity, high quality instructional strategies and innovative teaching.

Performance Objective 7: 85% Special Education Students on will meet or exceed projected growth on the MAP Reading and Math Screeners.

Evaluation Data Source(s) 7:

Summative Evaluation 7:

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|-----|-----|-----------|
| | | | Formative | | | Summative |
| | | | Sept | Nov | Mar | May |
| 1) Ensure teachers are aware of the student's IEP goals, accommodations, modifications and continue to have high expectations for students. | Classroom Teachers Special Educations Staff Administration | Small Group Instruction Running Records IEP Goal Tracking |  | | | |
| 2) Ensure quality Tier 1 Instruction with appropriate accommodations is taking place, including appropriate strategies and techniques for students with special needs. | Kim Lyssy Mary Stults Special Education Staff | Walkthrough Data Observation Documentation and Data |  | | | |
| 3) Ensure appropriate interventions, including usage of the Lexia program, are taking place on a daily basis for students with Special Needs. | Kim Lyssy Mary Stults Grade Level Teachers Special Education Staff | Intervention Data Logs IEP Goal Tracking Data |  | | | |
| 4) Ensure that progress monitoring is taking place on a daily basis for students with special needs. | Kim Lyssy Mary Stults Grade Level Teachers Special Education Staff | Student Achievement Data Data Logs Running Records C.A. Data STAAR Data |  | | | |
|  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue | | | | | | |

Goal 2: Teaching & Learning: Maximize student achievement through high standards across all disciplines, which incorporate collaboration, critical thinking, creativity, high quality instructional strategies and innovative teaching.

Performance Objective 8: 80% of English Language Learners will meet or exceed projected growth on the MAP Reading and Math Screeners

Evaluation Data Source(s) 8:

Summative Evaluation 8:

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|---|---|-----------|-----|-----|-----------|
| | | | Formative | | | Summative |
| | | | Sept | Nov | Mar | May |
| 1) Ensure teachers are aware of students in their classroom labeled as English Language Learners. | LPAC Coordinator (Jill Moran) | Teachers are able to name their English Language Learners | | | | |
| 2) Ensure quality Tier 1 Instruction is taking place, including appropriate strategies and techniques for English Language Learners. | Kim Lyssy Jill Moran Mary Stults Krista Wray | Walkthrough Data Observation Documentation and Data | | | | |
| 3) Ensure appropriate interventions are taking place on a regular basis for English Language Learners. | Kim Lyssy Mary Stults Krista Wray Grade Level Teachers | Intervention Data Logs | | | | |
| 4) Progress will be monitored bi-weekly. | Kim Lyssy Mary Stults Krista Wray Grade Level Teachers | Student Achievement Data Data Logs Running Records C.A. Data STAAR Data | | | | |
| = Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue | | | | | | |










Goal 2: Teaching & Learning: Maximize student achievement through high standards across all disciplines, which incorporate collaboration, critical thinking, creativity, high quality instructional strategies and innovative teaching.

Performance Objective 9: Incorporate skills of collaboration, communication, critical thinking and creativity into a real-life, relevant learning environment across all content areas.

Evaluation Data Source(s) 9:

Summative Evaluation 9:

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|--------------------------|--|-----------|-----|-----|-----------|
| | | | Formative | | | Summative |
| | | | Sept | Nov | Mar | May |
| 1) Implement Instructional Strategies including collaboration, communication, and critical thinking. | Teachers, Administration | Weekly Grade Level Planning, Quality Instruction Learning Time, Vertical planning | | | | |
| 2) a. TPES graduates will be capable of working collaboratively for a common goal across all content areas. b. TPES graduates will be able to define as well as fulfill roles and responsibilities. c. TPES graduates will be able to provide meaningful, appropriate constructive feedback to one another. d. TPES graduates will be able to celebrate successes appropriately. | Teachers, Administration | Lesson plans and Feeder pattern (QUIP), content specific planning during Quality Instruction Learning Time, Vertical Planning, Thinking Maps | | | | |
| 3) a. TPES graduates will be able to appropriately greet individuals, maintain eye contact, and engage in meaningful, on-topic conversations. b. TPES graduates will comfortably assume leadership roles around the campus. | Teachers, Administration | Lesson plans, morning announcements, new tiger staff interviews, speeches, leadership roles for students, greeters | | | | |
| 4) a. TPES graduates will be able to use critical thinking skills across all content areas. b. TPES graduates will be able to problem solve and apply their learning to real-life scenarios and situations. | Teachers, Administration | Lesson plans, classroom observations, Thinking Maps | | | | |
| 5) a. TPES graduates will take part in critical thinking via critical reading and critical writing skills. b. TPES graduates will be able to revise and edit pieces of writing. | Grade Level Teachers | Student Writing Samples STAAR Writing Scores | | | | |

| | | | | | | |
|---|--|--|---|--|--|--|
| 6) All students will receive Music, Art, PE instruction according to state mandated TEKS with an emphasis on providing a variety of experiences. | PE, Music and Art Teachers, Administration | Lesson plans, master schedule, Learning Feedback Forms, scheduled school-wied assemblies |  | | | |
| | Funding Sources: Local Revenue - 2500.00 | | | | | |
| 7) Opportunity for 1st - 5th students to attend Chess club (one day a week before school) | Chess club sponsors | Sign up and sign in sheets |  | | | |
| 8) Pre-K students will have the opportunity to visit the library and check out books once a week. The librarian will teach library skills while connecting to the Pre-Kindergarten guidelines to develop 21st century learners. | Librarian, Teachers | Library lessons, AASL standards, District library goals. |  | | | |
|  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue | | | | | | |

Goal 2: Teaching & Learning: Maximize student achievement through high standards across all disciplines, which incorporate collaboration, critical thinking, creativity, high quality instructional strategies and innovative teaching.

Performance Objective 10: Implement a systemic process to identify and close the achievement gap among students identified as at-risk or performing below grade level expectations.

Evaluation Data Source(s) 10:

Summative Evaluation 10:

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|--|---|-----------|-----|-----------|-----|
| | | | Formative | | Summative | |
| | | | Sept | Nov | Mar | May |
| 1) Teachers will identify students who are At-Risk and support them through RtI process to improve academic achievement. | RtI Committee, Teachers, Counselor, Administration | Progress monitoring/RtI documentation, MAP Reading and Math Screener, Accelerated Reader and Math, District/Campus Assessments, Classroom Intervention, District Assessments, TELPAS, STAAR | | | | |
| 2) Students performing below grade level will be supported through the RtI Tier process to improve academic achievement. The support that students received is individualized based on student need. | Administration, Instructional Leadership Team, Campus Teachers, CIC, RtI Committee | Progress monitoring/RtI documentation, MAP Reading and Math Screener, Accelerated Reader and Math, District/Campus Assessments, Classroom Intervention, District Assessments, TELPAS, STAAR | | | | |
| = Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue | | | | | | |

Goal 2: Teaching & Learning: Maximize student achievement through high standards across all disciplines, which incorporate collaboration, critical thinking, creativity, high quality instructional strategies and innovative teaching.

Performance Objective 11: Provide extracurricular opportunities for all students that enhance their exposure to areas of interest (e.g. Chess, Choir, Strings, Percussion, F.L.L., Fitness, Book Club, Photography).

Evaluation Data Source(s) 11:

Summative Evaluation 11:

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|--|-----------------------------------|-----------|-----|-----|-----------|
| | | | Formative | | | Summative |
| | | | Sept | Nov | Mar | May |
| 1) Before and after school, 75% of TPES students will participate in opportunities to hone their talents and skills and to seek out areas of interest. | Kimberley Curtis, Susan Dawson, Jennine Zepeda, Alison Fales, Jennifer Clark, Tiffani Zimmerhanel, Jean Loftis | # of students in attendance | | | | |
| = Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue | | | | | | |

Goal 3: Systems & Structures: Build and strengthen an effective and efficient organization by utilizing a flexible, responsive and consistent process.

Performance Objective 1: Ensure campus facilities are equipped to provide equitable opportunities based on student needs.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|---|---|-----------|-----|-----|-----------|
| | | | Formative | | | Summative |
| | | | Sept | Nov | Mar | May |
| 1) Ensure that TPES facilities are equipped to support the safety and needs of students. | Administration, Head Custodian, Operational Leadership Team | Building walk throughs with district personnel and Bexar County Fire Marshall. | | | | |
| 2) Provide opportunities to make facilities available for community use. | Administration, Sr. Associate | Communication with District Community Education and Facilities Management, District Facilities Use Calendar, Community scheduled activities such as HOA and Early Voting Polling Site | | | | |
| 3) Emergency safety drills (Fire, Bad Weather, Lock Down, Lock Out) are conducted according to CISD policies. | Administrators, Operational Leadership Team | Report of drill completion, debrief following drills, provide bus tags for all students | | | | |
| 4) Emergency Operation Plan is developed, presented to staff and practiced in preparation for an emergency. | Administrators, Counselor | Plan submission to Support Services | | | | |
| = Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue | | | | | | |

Goal 3: Systems & Structures: Build and strengthen an effective and efficient organization by utilizing a flexible, responsive and consistent process.

Performance Objective 2: Establish recruitment, hiring, and retention practices that align with the district's core values to secure quality personnel.

Evaluation Data Source(s) 2:

Summative Evaluation 2:









| Strategy Description | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|--|--|-----------|-----|-----|-----------|
| | | | Formative | | | Summative |
| | | | Sept | Nov | Mar | May |
| 1) Follow a uniform screening and interview process for all applicants aligning with the district's expectations | Administraton; Grade level representatives | Talent Ed forms accurately submitted, only highly qualified teachers recommended | | | | |
| 2) Build meaningful relationships with new and existing campus staff to increase the likelihood of retention. | Administration | Retention % at End of Year | | | | |
| 3) Engage in activities that improve the campus climate and teacher morale no less than once per month. | Administration | OHI Data Teacher Feedback Staff Survey Results | | | | |
| = Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue | | | | | | |

Goal 3: Systems & Structures: Build and strengthen an effective and efficient organization by utilizing a flexible, responsive and consistent process.

Performance Objective 3: Utilize systems to maintain consistency and sustainability of implemented programs and procedures.

Evaluation Data Source(s) 3:

Summative Evaluation 3:




| Strategy Description | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|--|--|---|-----|-----|-----------|
| | | | Formative | | | Summative |
| | | | Sept | Nov | Mar | May |
| 1) Quality instruction will be the focus as implementation of The Fundamental Five components are reinforced in each classroom to enhance student learning on a daily basis. The components teachers will focus on implementing are: Frame the Lesson; Teach in the Power Zone; Critical Writing; Small Group Purposeful Talk; and Praise and Encouragement. | Administration, Instructional Leadership Team, Teachers | Lesson plans, Learning Feedback Form, Fundamental 5 book study |  | | | |
| | Funding Sources: Local Revenue - 700.00 | | | | | |
| 2) Establish a framework of instructional expectations and supporting systems at the campus level. | Administration, Teachers | Collaborative Team Cycles |  | | | |
|  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue | | | | | | |

Goal 3: Systems & Structures: Build and strengthen an effective and efficient organization by utilizing a flexible, responsive and consistent process.

Performance Objective 4: Create an advisory process to increase campus and community engagement and input.

Evaluation Data Source(s) 4:

Summative Evaluation 4:

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|-----|-----|-----------|
| | | | Formative | | | Summative |
| | | | Sept | Nov | Mar | May |
| 1) Establish leadership teams to monitor and make recommendations regarding campus decisions. | Administration, Instructional Leadership Team, Operational Leadership Team, Communication Leadership Team, Lighthouse Team, and Lighthouse Action Teams | Specific Leadership Teams reporting to faculty and SBDM on a scheduled basis. Scheduled campus events. Scheduled leadership meetings. |  | | | |
| 2) Increase parent participation within the family component of the Leader in Me. | Administration, Lighthouse Team | Meeting agendas / notes and Leader in Me parent book study |  | | | |
|  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue | | | | | | |

Goal 3: Systems & Structures: Build and strengthen an effective and efficient organization by utilizing a flexible, responsive and consistent process.

Performance Objective 5: Ensure the budgeting process supports integrity and efficient management of resources campus-wide

Evaluation Data Source(s) 5:

Summative Evaluation 5:












| Strategy Description | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|-----------------------------------|---|-----|-----|-----------|
| | | | Formative | | | Summative |
| | | | Sept | Nov | Mar | May |
| 1) Campus budget reviews will occur during Campus Improvement Plan formative reviews. | Administration, SBDM, Sr Associate | Updated Campus Improvement Plan |  | | | |
| 2) Grade Level Team Leaders will collaborate with their teams to ensure grade level funds are spent on materials that maximize student achievement. | Administration, Operational Leadership Team, Sr. Associate | Campus budget |  | | | |
| 3) When making campus budget decisions, consider the skills of collaboration, communication, critical thinking, and creativity. | Administration, Operational Leadership Team, Instructional Leadership Team and Communication Leadership Team, Sr. Associate | Campus budget spending |  | | | |
| 4) Teachers will submit requests to attend professional development opportunities that increase the usage of best practices or that focus on new and innovative educational ideas or strategies. | | |  | | | |
|  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue | | | | | | |

Goal 4: Leadership Development: Identify, grow and retain teacher leaders, parent groups, and community members to build capacity at all levels.

Performance Objective 1: Staff members will build leadership capacity through shared decision making and opportunities to lead others.

Evaluation Data Source(s) 1:

Summative Evaluation 1:










| Strategy Description | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|--|---|--|-----|-----|-----------|
| | | | Formative | | | Summative |
| | | | Sept | Nov | Mar | May |
| 1) Grade Level Team Leaders will meet on an as need basis &/or communicate through email planning for increased collaboration and effective communication. | Leadership Team, Administration, Counselor | Meeting minutes, campus website, grade level newsletters, Facebook, Agenda |  | | | |
| 2) Grade Level Team Leaders will meet on an as need basis &/or communicate through email leading and improving campus operational systems to meet district/campus directive/expectations. | Administration, Leadership Team, Sr. Associate | Budget, schedules, technology guidelines, field trips, meeting minutes, Langford learning tools |  | | | |
| 3) Vertical Leadership Team will meet monthly to provide feedback and assessment of grade level progress and development of professional learning collaborative teams. | Administration, CIC, Vertical Leadership Team, Librarian | Grade-level professional learning time, meeting minutes, vertical planning documentation, analysis of student data, to support instruction decisions |  | | | |
| 4) Site Based Decision Making Team will meet quarterly to review/update the Campus Improvement Plan. | Administration, SBDM Team | Formative quarterly reviews completed, Campus Improvement Plan updates as needed |  | | | |
| 5) Grade Levels will engage in Collaborative Team Cycles every Tuesday. | Grade Level Teachers, CIC, Administration | Grade-level professional learning time, analysis of student data, instructional planning, student artifact comparisons, data tracking, best practices, reflection |  | | | |
|  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue | | | | | | |

Goal 4: Leadership Development: Identify, grow and retain teacher leaders, parent groups, and community members to build capacity at all levels.

Performance Objective 2: Empower students, parents, and community members through leadership programs.

Evaluation Data Source(s) 2:

Summative Evaluation 2:









| Strategy Description | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|-----------------------------------|---|-----|-----|-----------|
| | | | Formative | | | Summative |
| | | | Sept | Nov | Mar | May |
| 1) Increase opportunities for students to participate in leadership development i.e. Safety patrols, Greeter Leaders, Recycle collection, student led announcements, Student Leadership Council, Team Tigers | Administration, Instructional Leadership Team, Lighthouse Team, Librarian, P.E. Teacher | Rosters and attendance reports |  | | | |
| 2) Provide opportunities for parents and community members to participate in leadership development i.e. PTA, WatchDogs, Leader in Me, tutoring, volunteering and mentoring, Leader in Me book study. | Administration, Counselor, Communications Leadership Team, Lighthouse Team | Rosters and attendance reports |  | | | |
| 3) Continue building a mentoring program using volunteers from the community to work with some of our At-Risk students. | Counselor | Roster of active mentors |  | | | |
|  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue | | | | | | |

Goal 4: Leadership Development: Identify, grow and retain teacher leaders, parent groups, and community members to build capacity at all levels.

Performance Objective 3: Serve as an educational leader, mentor, and role model by proactively providing relevant and meaningful information to TPES staff, parents, and community members.

Evaluation Data Source(s) 3:

Summative Evaluation 3:

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|--|---|---|-----|-----|-----------|
| | | | Formative | | | Summative |
| | | | Sept | Nov | Mar | May |
| 1) TPES Administration will be involved with TEPSA and ASCD memberships which include the benefits of assessment resources, legal information, news subscription and archives including professional development, and Legislative alerts. | Administration | Educate staff, parents, and community members on statewide educational expectations by providing resourceful information. |  | | | |
| | Funding Sources: Local Revenue - 1500.00 | | | | | |
| 2) TPES Administration will create and provide professional development to the staff members based on a needs assessment. The professional development sessions will take place bi-monthly, at a minimum. | Administration | Educate staff members on topics of relevance determined by needs assessment. |  | | | |
|  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue | | | | | | |

State Compensatory

Budget for Timberwood Park Elementary :

| <u>Account Code</u> | <u>Account Title</u> | <u>Budget</u> |
|--|--|--------------------|
| 6200 Professional and Contracted Services | | |
| 6249 | 6249 Contracted Maintenance & Repair | \$784.00 |
| 6269 | 6269 Rentals - Operating Leases | \$5,541.00 |
| 6299 | 6299 Miscellaneous Contracted Services | \$5,500.00 |
| 6200 Subtotal: | | \$11,825.00 |
| 6300 Supplies and Services | | |
| 6327 | 6328 Library Books - Locally Defined | \$3,000.00 |
| 6329 - Staff Development | 6329 Reading Materials | \$500.00 |
| 6399 - Counseling | 6399 General Supplies | \$50.00 |
| 6399 - Grade Level | 6399 General Supplies | \$4,500.00 |
| 6399 - Nurse | 6399 General Supplies | \$700.00 |
| 6399 - Specials | 6399 General Supplies | \$2,800.00 |
| 6399 - Staff Development | 6399 General Supplies | \$500.00 |
| 6300 Subtotal: | | \$12,050.00 |
| 6400 Other Operating Costs | | |
| 6411 Leadership | 6411 Employee Travel | \$2,035.00 |
| 6411 Library | 6411 Employee Travel | \$300.00 |
| 6411 Staff Development | 6411 Employee Travel | \$4,545.00 |
| 6495 Leadership | 6495 Membership Fees | \$897.00 |
| 6400 Subtotal: | | \$7,777.00 |

Campus Funding Summary

| Local Revenue | | | | | |
|--------------------|-----------|----------|-----------------------|--------------|------------|
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 2 | | | \$0.00 |
| 1 | 1 | 4 | | | \$600.00 |
| 1 | 1 | 5 | | | \$500.00 |
| 1 | 3 | 4 | | | \$900.00 |
| 2 | 1 | 2 | \$300 | | \$300.00 |
| 2 | 1 | 3 | | | \$1,200.00 |
| 2 | 1 | 4 | \$600.00 | | \$600.00 |
| 2 | 1 | 5 | | | \$300.00 |
| 2 | 1 | 8 | | | \$0.00 |
| 2 | 1 | 10 | 300.00 | | \$300.00 |
| 2 | 4 | 3 | | | \$95.00 |
| 2 | 9 | 6 | basic equipment | | \$2,500.00 |
| 3 | 3 | 1 | purchase of books | | \$700.00 |
| 4 | 3 | 1 | transportation & dues | | \$1,500.00 |
| Sub-Total | | | | | \$9,495.00 |
| Grand Total | | | | | \$9,495.00 |