

Spring Branch Independent School District

The Tiger Trail School

2022-2023 Campus Improvement Plan



Mission Statement

We are Innovators; working together to ensure that every child feels connected to our community and achieves or exceeds academic & social emotional expectations.

Vision

All things are possible,

When we're kind and responsible

Working hard we do our best,

In our future we invest.

Tigers ROAR (clap, clap, clap)

Tigers ROAR (clap, clap, clap)

RRRRAAAAWWRRR!

Core Values

TTS Collective Values:

Teamwork

Innovation

Growth

Every Child

Relationships

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

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

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

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

The school-wide 2021-2022 classes will be:

1. Two PK3 classes:
 1. One ESL/Mainstream Teacher (2 sections)
 2. One Bilingual Spanish Teacher (2 sections)
1. Six ESL/Mainstream PK4 classes
2. Six Bilingual Spanish PK4 classes
3. Two Early Childhood Special Education teachers

Demographics Strengths

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

- Registration and enrollment in school
- Parent-teacher conferences
- Student discipline policies and procedures
- Report Cards

- Special education and related services, and meetings to discuss special education

The parent representatives for the Campus Improvement Team is made up of a variety of staff, district, community, and parent representatives. All of our teachers are experienced early childhood teachers and met highly qualified status. Our families experience crises that would be expected of those living in high poverty, but we have family support from our Communities In Schools student support specialist. We continue to have a parent center in our school and have increased parent participation on campus.

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

1. Grab a bag and Instruction Sheet

2. Put your items to be worked on in bag with sheet.

3. Drop your bag in "Pick Up" Container

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

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

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

Problem Statements Identifying Demographics Needs

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

Student Learning

Student Learning Summary

2021-22:

Rapid Letter - 93%

Rapid Vocabulary Naming - 91%

Writing 89%

SEL 90%

Math 89%

Student Learning Strengths

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

Problem Statements Identifying Student Learning Needs

Problem Statement 1: By May 2022, PK4 Mainstream/ESL will close existing achievement gaps by at least 50% (from 23% to 11%) on CIRCLE "Rapid Vocabulary Naming" component between non-English Learner and English Learner students. **Root Cause:** The constraints that poverty often places on people's lives, particularly children's, and those conditions influence learning and academic achievement.

School Processes & Programs

School Processes & Programs Summary

The Tiger Trail School has been in existence since August 2001. We have 16 PreK classes. Each classroom has a certified teacher and an assistant. We also have several support staff members on-site to provide additional services to the children as needed. The campus serves three and four year old students in Prekindergarten from 4 Elementary feeder schools. Each classroom is lead by a certified teacher and a teacher assistant. Campus languages of instruction are English and Spanish. Free bus transportation is provided to all four year old students. Breakfast and lunch is provided to students at no cost.

2021-22:

Rapid Letter - 93%

Rapid Vocabulary Naming - 91%

Writing 89%

SEL 90%

Math 89%

School Processes & Programs Strengths

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

- Daily Campus Professional Development for Teachers 2:45-3:30
- Monthly Campus Professional Development for Teacher Assistants 1:00-1:45 & on early dismissal afternoons
- Teachers engage in whole campus planning, quad partner planning, & individual planning
- Teachers share Math & Literacy instructional strategies related to campus goals throughout the year
- Teachers engage in Professional Learning Community (PLC) collaborative instructional reviews related to campus goals throughout the year

There is a strong commitment by our staff to providing a balanced literacy program. Our teachers differentiate instruction teaching most of the day in smaller focused groups. Instruction is based on

assessment data to ensure it is matched closely to student need.

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

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

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

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

We believe it is not developmentally appropriate to send young children to the office when behavioral challenges arise; but rather it provides us with a learning opportunity to guide the student toward better behavioral choices within the context of the classroom. When needed, teachers called for additional assistance to come to the classroom to help teach through a behavior. This additional assistance was provided in a consultative nature to the teacher by our CIS, Speech Therapist, and/or Director. This year, we will also added an Intervention Specialist who will focus on behavior and academic interventions to support student achievement. She will support student growth through hands on interventions in classrooms and through professional development for our staff members. Professional learning sessions were held for both Teachers and Teacher Assistants before and throughout the school year focusing on teaching routines and procedures and positive behavioral supports.

We meet as a staff and focus on academic and behavioral support strategies for struggling students. These general strategies (i.e. Tier I RtI) are shared in a collaborative fashion to build capacity and support. A teacher needing individual student specific support would request a Pre-SSC conference to review Tier I documentation of interventions and plan forward for support. As indicated from Pre-SSC documentation, a

formal SSC meeting(s) was held. The campus Behavior Intervention Specialist, Speech Therapist, Diagnostician, and Director provided additional support/guidance/observations related to the area of need and their expertise when formal SSC meetings were held. System of Care and/or LSSP were included in SSC process when appropriate.

Problem Statements Identifying School Processes & Programs Needs

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

Perceptions

Perceptions Summary

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

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

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

Campus Needs Assessment for Family E3 indicated these areas done successfully during 2021-2022:

- Partnering Agency: Amerigroup, Houston Food Bank, Spring Woods Baptist, ect.
- Parent Volunteer Opportunities (front office, workroom, classrooms, field trips, ect.)
- Parent Education Classes (Nutrition, Exercise, ESL, Love & Logic etc.)
- Parent Conferences, Open House, Newsletters
- Project CLASS and CIS social lessons and social story readings in classes
- Perfect Attendance Award each 9 Weeks
- Visit to Feeder Schools

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

Perceptions Strengths

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

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

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

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

At Tiger Trail, technology is used by students and staff to provide on-demand access to information, to increase student engagement, to provide opportunities for students to create products, and to practice skills and apply knowledge.

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

Problem Statements Identifying Perceptions Needs

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

Priority Problem Statements

Goals


Goal 1: STUDENT ACHIEVEMENT. The Tiger Trail School students will master rigorous academic standards to ensure college and career readiness.






Performance Objective 1: ACHIEVEMENT: By June 2023, The Tiger Trail School will increase the % of students who meet or exceed the benchmark cut score on the CIRCLE assessment: Rapid Letter Naming, Rapid Vocabulary, Early Writing, Math, Social and Emotional Development by 3 percentage points.

2021-22: Rapid Letter Naming 93%; Rapid Vocabulary 91%; Early Writing 89%; Social and Emotional Development 90%; Math 89%

2020-21: Rapid Letter Naming 86%; Rapid Vocabulary 77%; Early Writing 84%; Social and Emotional Development 85%; Math 86%

Evaluation Data Sources: EOY CIRCLE Progress Monitoring

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide professional development to learning communities to acquire new teaching styles, techniques, and tips, as well as collaborate with other educators in order to improve their own teaching.</p> <p>Strategy's Expected Result/Impact: Staff development that improves the learning of all students using disaggregated student data to determine teacher learning priorities, monitor progress, and help sustain continuous improvement.</p> <p>Staff Responsible for Monitoring: Principal Intervention Specialist</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Funding Sources: Prof. Development - 199 PIC 99 - Undistributed - 6411, 6299, 6499 - \$2,550, Prof. Development - 199 PIC 32 - Pre-Kindergarten - 6112, 6499, 6411 - \$3,620, Prof. Development - 282 ARP21 (ESSER III Campus Allocations) - 6112, 6299, 6411 - \$7,058, Prof. Development - 211 - Title I, Part A - 6299, 6411 - \$10,000</p>	Formative			Summative
	Oct	Jan	Apr	June
				






Strategy 2 Details	Reviews			
Strategy 2: Provide professional development on effective strategies in integrating educational resources in the classroom to meet the learning needs of prekindergarten students. Strategy's Expected Result/Impact: Increase the learning of all students through professional learning communities and by providing teachers and students with continued access to digital educational resources. Staff Responsible for Monitoring: Principal Teachers Instructional Coach Intervention Specialist Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy	Formative			Summative
	Oct	Jan	Apr	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: STUDENT ACHIEVEMENT. The Tiger Trail School students will master rigorous academic standards to ensure college and career readiness.

Performance Objective 2: EARLY LITERACY: By June 2023, at least 80% of Tiger Trail students will meet benchmark on the EOY CIRCLE Phonological Awareness Assessment.

2022-23: Baseline year

Evaluation Data Sources: EOY CIRCLE Progress Monitoring Phonological Awareness


Strategy 1 Details	Reviews			
Strategy 1: Provide professional development to all stakeholders in order to improve letter identification, Concepts about Print (CAP), balanced literacy, and small group instruction. Strategy's Expected Result/Impact: Increase overall % of on level readers, increase CAP skills, improve letter identification Staff Responsible for Monitoring: Director Coach Team Leaders Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals	Formative			Summative
	Oct	Jan	Apr	June
	 35%			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Goal 1: STUDENT ACHIEVEMENT. The Tiger Trail School students will master rigorous academic standards to ensure college and career readiness.


Performance Objective 3: STUDENT GROWTH: By June 2023, The Tiger Trail School will increase the number of students who meet or exceed end of year benchmarks on formative assessments by 3 percentage points.







2021-22: Letter ID 85%; Concepts About Print 56%; Running Record 72%

Evaluation Data Sources: EOY Observation Survey and Running Record

Strategy 1 Details		Reviews			
Strategy 1: Students will participate in Project Based Learning and field investigation experiences on and/or off campus to provide them with meaningful and relevant connection to learning. Strategy's Expected Result/Impact: Authentic application of literacy and math skills. The process of sharing artifacts and learning with others will result in learning becoming more purposeful for students and parents. Staff Responsible for Monitoring: Principal Intervention Specialist Instructional Coach Team Leaders Teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction		Formative			Summative
		Oct	Jan	Apr	June
					

Strategy 2 Details	Reviews			
Strategy 2: Provide Instructional Coach to coach and mentor other teachers while working with Team Leaders supporting standardized campus expectations for PK instruction. Strategy's Expected Result/Impact: Inspiring and informing teachers to influence student achievement, so critical close attention will be paid to how we train and support both new and experienced educators. Staff Responsible for Monitoring: Principal Intervention Specialist Instructional Coach Team Leaders Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers - Targeted Support Strategy	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 3 Details	Reviews			
Strategy 3: Enable and engage learning for students through the use of software and technology that offers collaboration opportunities, provides assessment, and integrates with mobile learning. Strategy's Expected Result/Impact: Inspiring and informing teachers and parents to influence student achievement, so critical close attention will be paid to how we train and support both new & experienced educators, and parents. Staff Responsible for Monitoring: Principal Instructional Coach Intervention Specialist Team Leaders Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy Funding Sources: Technology - 211 - Title I, Part A - 6397, 6398 - \$8,000, Technology - 199 PIC 30 - At Risk School Wide SCE - 6398 - \$1,000	Formative			Summative
	Oct	Jan	Apr	June
				

Strategy 4 Details	Reviews			
<p>Strategy 4: Increase student opportunities for authentic problem based learning and vocabulary development so that all students, (including English Language Learners, Economically Disadvantaged, children with disabilities, Homeless, At Risk), participate: in two projects: and in two field investigation experiences (such as Oil Ranch, Zoo, community businesses, HMNS in school experiences) to provide relevant connections to their learning. The students will also participate in transitional visits to their future elementary schools to better understand the world around them, build vocabulary, and transitional knowledge of their future in education.</p> <p>Strategy's Expected Result/Impact: Rigorous and personalized learning will result in Increased student performance.</p> <p>Staff Responsible for Monitoring: Principal Instructional Coach Intervention Specialist Team Leaders Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Funding Sources: Study Trip and transportation - 211 - Title I, Part A - 6494 - \$4,000, Transitional Visit, study trip, and in house study experiences, Student Trip, and Transportation - 282 ARP21 (ESSER III Campus Allocations) - 6494, 6299 - \$5,600</p>	Formative			Summative
	Oct	Jan	Apr	June
				






Strategy 5 Details	Reviews			
Strategy 5: Student achievement will increase through the use of differentiated instruction in math using small group, whole group, and individual learning centers in the content area of number concepts. Strategy's Expected Result/Impact: Teachers and students will be able to have increased opportunities to read in a variety of texts and learn math concepts using also a variety of hands-on activities. The result will contribute to more effective "Team Lesson Plans/Weekly", "Collaborative Professional Learning Communities" Staff Responsible for Monitoring: Principal Team Leaders Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 6 Details	Reviews			
Strategy 6: Purchase supplies and materials for math, science, and literacy that will prepare prekindergarten students with lifelong learning skills. Strategy's Expected Result/Impact: Strengthen the academic program of the school and increase the amount of quality learning time to provide a well rounded education. Staff Responsible for Monitoring: Principal Team Leaders Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Funding Sources: Supplies and Materials - 211 - Title I, Part A - 6399 - \$35,447, Other Reading Materials - 211 - Title I, Part A - 6329 - \$3,000, Other Reading Materials - 282 ARP21 (ESSER III Campus Allocations) - 6329 - \$10,000, Supplies and Materials - 282 ARP21 (ESSER III Campus Allocations) - 6399 - \$31,074, Supplies and Materials - 199 PIC 32 - Pre-Kindergarten - 6399 - \$9,630, Supplies and Materials - 199 PIC 34 - Pre-K At Risk/SCE - 6399 - \$400	Formative			Summative
	Oct	Jan	Apr	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: STUDENT SUPPORT. The Tiger Trail School students will benefit from multi-tiered systems of support.

Performance Objective 1: INTERVENTIONS: Implement and monitor interventions so that 80% of students meet benchmark on the Phonemic Awareness Assessment of CIRCLE to support kindergarten readiness.

2022-23: Baseline year




Evaluation Data Sources: EOY CIRCLE Progress Monitoring Phonological Awareness



Strategy 1 Details	Reviews			
Strategy 1: Seek out professional development that focuses on developing strong early literacy skills in all students. Strategy's Expected Result/Impact: Refining teacher's learning and implementation of 'best practices' in this area will increase student performance. Staff Responsible for Monitoring: Director Intervention Specialist Lead Teacher Teaching Coach Title I: 2.4, 2.5, 2.6	Formative			Summative
	Oct	Jan	Apr	June
	 35%			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				



Goal 2: STUDENT SUPPORT. The Tiger Trail School students will benefit from multi-tiered systems of support.









Performance Objective 2: CORE CHARACTERISTICS OF A T-2-4 READY GRADUATE: By June 2023, The Tiger Trail School will implement at least three strategies that advance the focus on Core Characteristics for every child.

Evaluation Data Sources: Campus calendar and newsletters

Strategy 1 Details	Reviews			
Strategy 1: Work closely with the campus CIS to provide opportunities for all students to participate in community outreach projects at least twice during the school year. (Core Characteristic - Ethical and Service Minded) Strategy's Expected Result/Impact: Develop the student's understanding that they are part of a community and their participation in that community can impact it in a positive way. Staff Responsible for Monitoring: Director CIS Title I: 2.4, 2.5, 2.6, 4.1	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
Strategy 2: Provide students with time in the Action Based Learning Lab on campus at least once a week and daily recess time. (Core Characteristic - Empathetic and Self-Aware) Strategy's Expected Result/Impact: Lay the foundation that supports the development of habits that support a healthy mind and body. Staff Responsible for Monitoring: Director Behavior Intervention Specialist Title I: 2.4, 2.5, 2.6	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 3 Details	Reviews			
Strategy 3: Provide time during the instructional day to focus on developing appropriate skills to be a successful student in PreK and beyond through a school wide focus on developmentally appropriate social skills, and classroom routines and procedures. (Core Characteristic - Communicator and Collaborator) Strategy's Expected Result/Impact: Lay the foundation that supports the development of appropriate communication skills and other basic classroom skills such as, paying attention. Staff Responsible for Monitoring: Director Title I: 2.4, 2.5, 2.6	Formative			Summative
	Oct	Jan	Apr	June
				

Strategy 4 Details		Reviews			
Strategy 4: Continue the Project CLASS and classroom lessons for our students addressing self concept skills, self-control skills, social competence skills and social awareness skills. Strategy's Expected Result/Impact: The integration of Project CLASS to Pre-K classrooms with hands-on learning, center activities, and parental involvement through Home Connections. Lessons and strategies will improve the classroom climate and promote community and connection. Staff Responsible for Monitoring: Principal Intervention Specialist Community In Schools Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy		Formative			Summative
		Oct	Jan	Apr	June
					
Strategy 5 Details		Reviews			
Strategy 5: Continue with a Student Support Specialist from Communities In Schools, to promote a well rounded student; explore ways to retool and repurpose our current family engagement initiatives for better Family E3 results. * The targeted students - to be identified in cooperation with Texas Education Agency Guidelines and needs of campus. Strategy's Expected Result/Impact: Work with individual teachers, group of teachers, and/or entire staff on issues such as classroom management, behavior management systems, and multi tiered systems of support. Staff Responsible for Monitoring: Principal Communities In Schools Title I: 2.5, 4.1, 4.2 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture - Targeted Support Strategy - Additional Targeted Support Strategy		Formative			Summative
		Oct	Jan	Apr	June
					







Strategy 6 Details	Reviews			
<p>Strategy 6: Provide a Intervention Specialist to develop, coordinate, and monitor a comprehensive school-wide strategy to create a positive school culture through implementation of positive behavior interventions and supports and social development.</p> <p>Strategy's Expected Result/Impact: A layered approach of skills lessons (whole group and small group) infused into the curricula and classroom practices to create an environment of safety, respect, and caring.</p> <p>Staff Responsible for Monitoring: Principal Intervention Specialist Communities in School</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture - Targeted Support Strategy</p> <p>Funding Sources: Professional Salary - 211 - Title I, Part A - 6119,6141,6143.6146 and 6142 - \$96,369</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 7 Details	Reviews			
<p>Strategy 7: Provide family education, engagement, and empowerment opportunities that address the needs of all families including, but not limited to, families of students with disabilities, English Language Learners, Homeless, Economically Disadvantaged, and all minority students and under-represented groups.</p> <p>Strategy's Expected Result/Impact: Families as partners supporting the academic growth and development of Every Child.</p> <p>Staff Responsible for Monitoring: Principal Communities in School Intervention Specialist Teachers 504/SSC Coordinator</p> <p>Title I: 2.5, 4.1, 4.2 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture - Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Funding Sources: Supplies/Materials (Parent Engagement) - 211 - Title I, Part A - 6399 and 6499 - \$1,584</p>	Formative			Summative
	Oct	Jan	Apr	June
				

Strategy 8 Details	Reviews			
Strategy 8: Ensure outstanding customer service, a welcoming environment and a designated space for all families guided by the SBISD Share A Smile Customer Service Commitments. Strategy's Expected Result/Impact: We are here to provide all customers with extraordinary service. We want our customers to know: + You are Welcome here! + We Listen to you! + We are solutions-minded. + We appreciated and respect our customers Staff Responsible for Monitoring: Principal Communities In Schools Nurse Title I: 4.1 - ESF Levers: Lever 3: Positive School Culture - Targeted Support Strategy Funding Sources: Overtime - 199 PIC 99 - Undistributed - 6121, 6141,6143,6146 - \$5,250, Supplies and Materials - 199 PIC 32 - Pre-Kindergarten - 6399 - \$1,100	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 9 Details	Reviews			
Strategy 9: Provide a paraprofessional for assisting the teachers in the implementation of a developmental appropriate pre-kindergarten program that meets the social, emotional, physical, and intellectual needs of all students. Strategy's Expected Result/Impact: This person is an integral part of the instructional program under the direction of the building principal and classroom teachers. Staff Responsible for Monitoring: Principal Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers Funding Sources: Substitute Support Staff - 199 PIC 99 - Undistributed - 6122 - \$2,000	Formative			Summative
	Oct	Jan	Apr	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: SAFE SCHOOLS. The Tiger Trail School will ensure a safe and orderly environment.

Performance Objective 1: SAFE SCHOOL ENVIRONMENT: Align academic, behavior, and discipline systems to support a safe campus culture and maximize student learning.







Evaluation Data Sources: Discipline Data Dashboard, Review effectiveness of Behavior Intervention Plans

Strategy 1 Details	Reviews			
Strategy 1: Develop and implement a consistent Discipline Management Plan and Behavior Flow Chart to support a consistent system for managing student infractions. Strategy's Expected Result/Impact: Increased student engagement and academic performance. Staff Responsible for Monitoring: Director Behavior Intervention Specialist Title I: 2.4, 2.5, 2.6	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
Strategy 2: Ensure that the campus clinic has appropriate materials to support students and staff. Strategy's Expected Result/Impact: Ensure that the campus clinic has appropriate materials to support students and staff. Staff Responsible for Monitoring: Monitoring Nurse Title I: 2.4, 2.5, 2.6 Funding Sources: Supplies and Materials - 199 PIC 32 - Pre-Kindergarten - 6399 - \$500	Formative			Summative
	Oct	Jan	Apr	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: SAFE SCHOOLS. The Tiger Trail School will ensure a safe and orderly environment.

Performance Objective 2: SAFETY COMMITTEE: Strengthen school safety by establishing and conducting Campus Safety Committee reviews throughout the school year.







Evaluation Data Sources: Campus Safety Committee roster

Strategy 1 Details	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: Principal Intervention Specialist Team Leaders Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning - Targeted Support Strategy	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	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: Principal Safety Committee Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers - Targeted Support Strategy	Formative			Summative
	Oct	Jan	Apr	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: SAFE SCHOOLS. The Tiger Trail School will ensure a safe and orderly environment.

Performance Objective 3: EMERGENCY OPERATIONS: Maintain 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	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 EOP is turned in and filed by September 1st. Staff Responsible for Monitoring: Principal Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers - Targeted Support Strategy	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
Strategy 2: EMERGENCY OPERATIONS PROCEDURES: Update campus 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: Principal Safety Committee Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers - Targeted Support Strategy	Formative			Summative
	Oct	Jan	Apr	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: FISCAL RESPONSIBILITY. The Tiger Trail School will ensure efficient and effective fiscal management of resources and operations.

Performance Objective 1: FINANCIAL MANAGEMENT: Maintain high quality financial management practices.

Evaluation Data Sources: Year-To-Date (YTD) Budget Reports (monthly, quarterly, annually)

Strategy 1 Details	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: 2.4, 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Oct	Jan	Apr	June
	 35%			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Provide professional development to learning communities to acquire new teaching styles, techniques, and tips, as well as collaborate with other educators in order to improve their own teaching.
1	1	2	Provide professional development on effective strategies in integrating educational resources in the classroom to meet the learning needs of prekindergarten students.
1	3	2	Provide Instructional Coach to coach and mentor other teachers while working with Team Leaders supporting standardized campus expectations for PK instruction.
1	3	3	Enable and engage learning for students through the use of software and technology that offers collaboration opportunities, provides assessment, and integrates with mobile learning.
1	3	4	Increase student opportunities for authentic problem based learning and vocabulary development so that all students, (including English Language Learners, Economically Disadvantaged, children with disabilities, Homeless, At Risk), participate: in two projects: and in two field investigation experiences (such as Oil Ranch, Zoo, community businesses, HMNS in school experiences) to provide relevant connections to their learning. The students will also participate in transitional visits to their future elementary schools to better understand the world around them, build vocabulary, and transitional knowledge of their future in education.
1	3	5	Student achievement will increase through the use of differentiated instruction in math using small group, whole group, and individual learning centers in the content area of number concepts.
2	2	4	Continue the Project CLASS and classroom lessons for our students addressing self concept skills, self-control skills, social competence skills and social awareness skills.
2	2	5	Continue with a Student Support Specialist from Communities In Schools, to promote a well rounded student; explore ways to retool and repurpose our current family engagement initiatives for better Family E3 results. * The targeted students - to be identified in cooperation with Texas Education Agency Guidelines and needs of campus.
2	2	6	Provide a Intervention Specialist to develop, coordinate, and monitor a comprehensive school-wide strategy to create a positive school culture through implementation of positive behavior interventions and supports and social development.
2	2	7	Provide family education, engagement, and empowerment opportunities that address the needs of all families including, but not limited to, families of students with disabilities, English Language Learners, Homeless, Economically Disadvantaged, and all minority students and under-represented groups.
2	2	8	Ensure outstanding customer service, a welcoming environment and a designated space for all families guided by the SBISD Share A Smile Customer Service Commitments.
3	2	1	CAMPUS SAFETY COMMITTEE: Establish Campus Safety Committees composed of a cross section of stakeholders to look at matters related to campus safety.
3	2	2	HARRIS COUNTY DEPARTMENT OF EDUCATION: Participate in the Harris County Department of Education (HCDE) campus safety audit.
3	3	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.
3	3	2	EMERGENCY OPERATIONS PROCEDURES: Update campus EOP annually and train staff at the start of each school year.

Additional Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	2	Provide professional development on effective strategies in integrating educational resources in the classroom to meet the learning needs of prekindergarten students.
1	3	4	Increase student opportunities for authentic problem based learning and vocabulary development so that all students, (including English Language Learners, Economically Disadvantaged, children with disabilities, Homeless, At Risk), participate: in two projects: and in two field investigation experiences (such as Oil Ranch, Zoo, community businesses, HMNS in school experiences) to provide relevant connections to their learning. The students will also participate in transitional visits to their future elementary schools to better understand the world around them, build vocabulary, and transitional knowledge of their future in education.
2	2	4	Continue the Project CLASS and classroom lessons for our students addressing self concept skills, self-control skills, social competence skills and social awareness skills.
2	2	5	Continue with a Student Support Specialist from Communities In Schools, to promote a well rounded student; explore ways to retool and repurpose our current family engagement initiatives for better Family E3 results. * The targeted students - to be identified in cooperation with Texas Education Agency Guidelines and needs of campus.
2	2	7	Provide family education, engagement, and empowerment opportunities that address the needs of all families including, but not limited to, families of students with disabilities, English Language Learners, Homeless, Economically Disadvantaged, and all minority students and under-represented groups.

Campus Funding Summary

199 PIC 24 - At Risk					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
199 PIC 30 - At Risk School Wide SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	3	Technology	6398	\$1,000.00
Sub-Total					\$1,000.00
Budgeted Fund Source Amount					\$1,000.00
+/- Difference					\$0.00
199 PIC 32 - Pre-Kindergarten					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Prof. Development	6112, 6499, 6411	\$3,620.00
1	3	6	Supplies and Materials	6399	\$9,630.00
2	2	8	Supplies and Materials	6399	\$1,100.00
3	1	2	Supplies and Materials	6399	\$500.00
Sub-Total					\$14,850.00
Budgeted Fund Source Amount					\$14,850.00
+/- Difference					\$0.00
199 PIC 34 - Pre-K At Risk/SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	6	Supplies and Materials	6399	\$400.00
Sub-Total					\$400.00
Budgeted Fund Source Amount					\$400.00
+/- Difference					\$0.00

199 PIC 99 - Undistributed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Prof. Development	6411, 6299, 6499	\$2,550.00
2	2	8	Overtime	6121, 6141,6143,6146	\$5,250.00
2	2	9	Substitute Support Staff	6122	\$2,000.00
Sub-Total					\$9,800.00
Budgeted Fund Source Amount					\$9,800.00
+/- Difference					\$0.00
211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Prof. Development	6299, 6411	\$10,000.00
1	3	3	Technology	6397, 6398	\$8,000.00
1	3	4	Study Trip and transportation	6494	\$4,000.00
1	3	6	Other Reading Materials	6329	\$3,000.00
1	3	6	Supplies and Materials	6399	\$35,447.00
2	2	6	Professional Salary	6119,6141,6143.6146 and 6142	\$96,369.00
2	2	7	Supplies/Materials (Parent Engagement)	6399 and 6499	\$1,584.00
Sub-Total					\$158,400.00
Budgeted Fund Source Amount					\$158,400.00
+/- Difference					\$0.00
282 ARP21 (ESSER III Campus Allocations)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Prof. Development	6112, 6299, 6411	\$7,058.00
1	3	4	Transitional Visit, study trip, and in house study experiences, Student Trip, and Transportation	6494, 6299	\$5,600.00
1	3	6	Supplies and Materials	6399	\$31,074.00
1	3	6	Other Reading Materials	6329	\$10,000.00
Sub-Total					\$53,732.00
Budgeted Fund Source Amount					\$53,732.00
+/- Difference					\$0.00
Grand Total Budgeted					\$238,182.00
Grand Total Spent					\$238,182.00

