

Spring Branch Independent School District

The Tiger Trail School

2021-2022 Campus Improvement Plan



Mission Statement

We are committed to a personalized learning experience for every child with community collaboration.

Vision

Our students will become self-motivated learners and contributing members of our community.

Core Values

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

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

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

Limitless Curiosity: We never stop learning and growing.

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

Core Characteristics of a T-2-4 Ready Graduate

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

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

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

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

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

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

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.

Due to low enrollment in August of 2019-2020 school year, one ESL/Mainstream teacher and teacher assistant were moved to another campus. Due to low bilingual enrollment in August 2019, one bilingual Spanish teacher and teacher assistant were also moved. We started in 2017-2018 school year a PK-3 year old program. We will have two instead of one Early Childhood Special Education class for the 2020-2021 school year. Due to some unexpected retirements and resignations, SBISD did some changes with campus assignments to meet the special education needs of the district. Mary Serrano-Martinez will be the campus diagnostician for Tiger Trail 2020-2021 school year. Mary is bilingual, experienced and has been in the district so she is familiar with Spring Branch. Her other campus will be HBE 4 days a week.

In the fall of 2020, after the initial virtual learning requirement for all students, we transitioned into a combination of virtual and in-person classrooms. PK4 began with two bilingual virtual teachers and three in-person teachers, as well as two ESL/Mainstream virtual teachers and three in-person teachers. In the spring of 2021, we have transitioned to one virtual teacher and four in-person teachers for both ESL/mainstream and bilingual classrooms. Due to low enrollment for PK3, one bilingual teacher was moved to another campus. The remaining PK3 bilingual teacher and PK3 ESL teacher have an in-person class in the morning and a virtual class in the afternoon.

The school-wide 2020-2021 classes will be:

1. **Two** PK3 classes:
 1. One ESL/Mainstream Teacher (2 sections)
 2. One Bilingual Spanish Teacher (2 sections)
1. Five ESL/Mainstream PK4 classes (**One virtual**)
2. Five Bilingual Spanish PK4 classes (**One virtual**)
3. One Early Childhood Special Education class

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 two male Hispanics, two White females, and one Hispanic female. Two of our fourteen teachers have two-three years experience to Tiger Trail School this year. All the rest 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

2020-21:

Rapid Letter - 86%

Rapid Vocabulary Naming - 77%

Writing 84%

SEL 85%

Math 86%

Goal 1: In order to achieve T-2-4, students will consistently meet appropriately ambitious academic growth targets.

End-of-year CIRCLE Assessment in the area of Rapid Vocabulary Naming.

End of Year Data 2018-2019: * Rapid Vocabulary -**78%**

End of Year Data 2017-2018: * Rapid Vocabulary -**74%**

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

Responded favorably on the SEL portion of the CIRCLE assessment.

End of Year Data 2018-2019: * Social/Emotional - **95%**

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

Performance at post secondary-ready levels on all benchmarks in CIRCLE.

End of Year Data 2018-2019:

* Rapid Vocabulary - **78%**

* Rapid Letter - **91%**

* Writing - **92%**

* SEL - **95%**

* Math - 81%

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

Closed existing achievement gaps on the CIRCLE assessment between English Learner and non-English Learner students in Mainstream.

End of Year Data 2018-2019:

* English Learners - 70% VS * non- English Learners - 82%

End of Year Data 2017-2018:

* English Learners - 63% VS * non-English Learners - 82%

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 13 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.

2020-21:

Rapid Letter - 86%

Rapid Vocabulary Naming - 77%

Writing 84%

SEL 85%

Math 86%

Campus goals:

By May 2021, pre-kindergarten students will increase benchmark cut score by 5% from the prior year on the end-of-year CIRCLE Assessment in the area of Rapid Vocabulary Naming.

End of Year Data 2018-2019: * Rapid Vocabulary -78%

End of Year Data 2017-2018: * Rapid Vocabulary -74%

By May 2020, PK4 Mainstream/ESL will close existing achievement gaps by at least 50% (from 12% to 6%) on CIRCLE "Rapid Vocabulary Naming" component between non-English Learner and English Learner students.

Closed existing achievement gaps on the CIRCLE assessment between English Learner and non-English Learner students in Mainstream.

End of Year Data 2018-2019:

* English Learners - 70% vs. * non- English Learners - 82%

End of Year Data 2017-2018:

* English Learners - 63% vs. * non-English Learners - 82%

Each day students participate in three learning workshops focused on higher level thinking skills and problem solving: literacy, math, and projects.

1. We maintained a balanced approach to literacy learning by taking each child where they are at the beginning of the year, using our CIRCLE and Observation Survey (OS) data to building on their strengths. Throughout the year, using middle of the year CIRCLE and OS and classroom assessments to ensure that all students are meeting end of year expectations.
2. Our Kathy Richardson Math Program concentrated on growing understanding of math concepts by laying a concrete foundation for later abstract thinking.
3. Students participated in class projects that allowed them to apply their recently acquired literacy, math, science, and social studies skills in authentic situations. In addition, students participate in daily gross motor instruction and recess.

Tiger Trail School encourages parent participation and community involvement in a variety of ways throughout the school year. The parent center has engaged parents in a variety of classes to support their health and wellness. Some of the ways we currently support our community include:

- Parent meetings (i.e. Donuts for Dads, Muffins for Moms, Principal's Coffee, Parent conferences,)
- CIS worker on campus to support families
- Constant communication with parents (school and classroom newsletters, Remind, Homeroom, marquee reminders/announcements, phone calls, conferences)
- Volunteer Reception
- Super Smiles Dental Program
- Northbrook High School Students (Aspiring future education teachers)
- ReadyRosie

School-Wide Attendance Support Tiger Trail monitored students who needed support and work with parents to ensure they attended school regularly. School-wide prevention and intervention efforts to increase school attendance and curb unexcused absences were implemented.

Address Non-Academic Barriers Parents and families are invited to participate in a variety of meetings and activities over the course of the school year. Orientation is held in August and Open House is held in early October. In October and February, parent conferences are held to inform about grade level expectations and their child's specific progress. In addition, strategies are shared to help their child practice skills at home. Our campus Parent Center is available as a resource for parents to include books, computer, and videos. Formal trainings are schedules throughout the year guided by parent input and survey data and vary in date.

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 ReadyRosie 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.

There were no office referrals for the 2018-2019 school year. 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.

The staff Panorama survey provided some valuable information, however, with a limited number of staff members responding, the data is limited. Overall results indicated that staff members are concerned about "Faculty Growth Mindset **65%** (78% PK Centers). This is an area of exploration for targeted professional growth. In addition, they indicated that an area of focus should be Student Mindset **80%** (87% PK Centers).

9 of 15 respondents, Panorama 2018-2019 Teacher survey data reflected the following as "Favorable" compared to other SBISD PK Centers:

- Core Values **89%** (85% PK Centers)
- Faculty Growth Mindset **65%** (78% PK Centers)
- Feedback and Coaching **80%** (65% PK Centers)
- Professional Learning **89%** (81% PK Centers)
- Resources **70%** (47% PK Centers)
- School Climate **95%** (85% PK Centers)
- Staff-Leadership Relationships **95%** (76% PK Centers)
- Student Mindset **80%** (87% PK Centers)

- Teaching Efficacy **90%** (89% PK Centers)

Campus Needs Assessment for Family E3 indicated these areas done successfully during 2018-2019:

- Partnering Agency: Amerigroup, Houston Food Bank, Daily Dose,
- Parent Volunteer Opportunities (front office, workroom, classrooms)
- 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
- Character Without Question
- 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. blogs, google docs, campus web page, Skype, 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 ReadyRosie 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

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data

Student Data: Assessments

- Running Records results
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Other PreK - 2nd grade assessment data

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

- Attendance data
- Class size averages by grade and subject
- Enrollment trends

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data

Goals

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

Performance Objective 1: ACHIEVEMENT: By June 2022, 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, Writing, Math, Social Emotional Learning by 4 percentage points or \geq 90%.




2020-21: Rapid Letter - 86%; Rapid Vocabulary Naming - 77%; Writing 84%; SEL 85%; Math 86%








2019-20: Not Rated due to COVID

2018-19: Rapid Letter 91%; Rapid Vocabulary 78%; Writing 92%; SEL 95%; Math 86%

2017-18: Rapid Letter 89%; Rapid Vocabulary 59%; Writing 83%; SEL 82%; Math 77%

Evaluation Data Sources: EOY CIRCLE Assessment Data

Strategy 1 Details	Formative Reviews		
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. 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. Staff Responsible for Monitoring: Principal Intervention Specialist Schoolwide and Targeted Assistance Title I Elements: 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 - Comprehensive Support Strategy - Targeted Support Strategy Funding Sources: Prof. Development - 199 PIC 99 - Undistributed - 6411 - \$1,000, Prof. Development - 199 PIC 32 - Pre-Kindergarten - 6112 - \$1,000, Prof. Development - 282 ARP21 (ESSER III Campus Allocations) - 6112, 6411, 6299 - \$6,350	Formative		
	Oct	Jan	Apr
			








Strategy 2 Details	Formative Reviews		
Strategy 2: Provide professional development on effective strategies in integrating educational resources in the classroom to meet the learning needs of preschoolers. 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 Schoolwide and Targeted Assistance Title I Elements: 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 - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy	Formative		
	Oct	Jan	Apr
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

Performance Objective 2: EARLY LITERACY: By June 2022, The Tiger Trail School will increase the combined % of students meeting CIRCLE Reading Assessment Rapid Letter Naming (RLN) Component End-of-Year Benchmark by 4 percentage points or 90%.

2020-21: PK4 86% Meeting CIRCLE RLN EOY Benchmark

Evaluation Data Sources: CIRCLE Progress Monitoring Tool

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide professional development to all stakeholders in order to improve letter identification, Concepts about Print, balanced literacy, and small group instruction to increase overall % of on level readers, increase CAP skills, and letter identification. 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 Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals	Formative		
	Oct	Jan	Apr
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

Performance Objective 3: GAP-CLOSING: By June 2022, The Tiger Trail School will increase overall performance on pre-kindergarten assessments to narrow the gap by at least 50% (from 23% to 11%) on CIRCLE " Rapid Vocabulary Naming" component between non-English Learner and English Learner students.








2020-21: EL 65%; non-EL 88%

2019-20: Not Rated due to COVID

2018-19: EL 70%; non-EL 82%

2017-18: EL 69%; non-EL 80%

Evaluation Data Sources: EOY CIRCLE Data

Strategy 1 Details	Formative Reviews		
Strategy 1: Increase student opportunities in early literacy skills such as alphabet knowledge, phonological awareness, and print awareness for the development of foundational skills and strong English language skills. Activities: *Dictionary Day *Book Character Day *Zoo Study Trip *Project Based Learning *Morning Meeting *Read Alouds *Word Banks *Book Making *Song/Poems *Vocabulary Sorts Strategy's Expected Result/Impact: Research-based, age-appropriate instruction in early language and literacy skills will ensure that English language learners enter school equipped with the tools they need to be successful learners in kindergarten and beyond (Ballantyne et al., 2008). Staff Responsible for Monitoring: Principal Intervention Specialist Teachers Team Leaders Teacher Assistants Schoolwide and Targeted Assistance Title I Elements: 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 - Comprehensive Support Strategy - Targeted Support Strategy Funding Sources: Supplies/Materials - 211 - Title I, Part A - 6399 - \$916, Misc. Operating Expense - 199 PIC 99 - Undistributed - 6499 - \$1,000, Overtime - 199 PIC 99 - Undistributed - 6121 - \$3,720, Supplies/Materials - 199 PIC 99 - Undistributed - 6399 - \$1,500, Supplies/Materials - 199 PIC 32 - Pre-Kindergarten - 6399 - \$8,958, Supplies/Material - 282 ARP21 (ESSER III Campus Allocations) - 6399 - \$10,000, Field Trips - 282 ARP21 (ESSER III Campus Allocations) - 6494 - \$8,400, Books for story baskets - 282 ARP21 (ESSER III Campus Allocations) - 6329 - \$10,350	Formative		
	Oct	Jan	Apr
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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

Performance Objective 4: STUDENT GROWTH: By June 2022, The Tiger Trail School will will increase the % of students who meet or exceed the benchmark cut score on the CIRCLE assessment: Rapid Letter Naming, Rapid Vocabulary, Writing, Math, Social Emotional Learning by 8 percentage points from MOY to EOY.




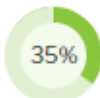


2020-21: Rapid Letter - 86%; Rapid Vocabulary Naming - 77%; Writing 84%; SEL 85%; Math 86%







2019-20: Not Rated due to COVID











2018-19: Rapid Vocabulary 78%; Math 86%

2017-18: Rapid Vocabulary 59%; Math 77%

Evaluation Data Sources: EOY CIRCLE Assessment Data

Strategy 1 Details	Formative 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 Schoolwide and Targeted Assistance Title I Elements: 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	Formative		
	Oct	Jan	Apr
			
Strategy 2 Details	Formative 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 Schoolwide and Targeted Assistance Title I Elements: 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 - Comprehensive Support Strategy - Targeted Support Strategy	Formative		
	Oct	Jan	Apr
			

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Enable and engage learning for students through the use of interactive panels that offers collaboration opportunities, provides assessment, and integrates with mobile learning.</p> <p>Staff Responsible for Monitoring: Principal Instructional Coach Intervention Specialist Team Leaders Teachers</p> <p>Schoolwide and Targeted Assistance Title I Elements: 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 - Comprehensive Support Strategy - Targeted Support Strategy</p>	Formative		
	Oct	Jan	Apr
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Increase student opportunities for authentic problem based learning 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 (i.e. Oil Ranch, Zoo, community businesses) to provide relevant connections to their learning.</p> <p>Strategy's Expected Result/Impact: By offering this rigorous and personalized learning will result with an increased student performance.</p> <p>Staff Responsible for Monitoring: Principal Instructional Coach Intervention Specialist Team Leaders Teachers</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative		
	Oct	Jan	Apr
			







Strategy 5 Details	Formative 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 Schoolwide and Targeted Assistance Title I Elements: 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 - Comprehensive Support Strategy - Targeted Support Strategy	Formative		
	Oct	Jan	Apr
			
Strategy 6 Details	Formative Reviews		
Strategy 6: Purchase supplies and materials for math, science , and literacy that will prepare pre- kindergarten students with lifelong learning skills. Strategy's Expected Result/Impact: Strengthen the academic program of the school, increase the amount of quality and learning time to provide a well rounded education. Staff Responsible for Monitoring: Principal Team Leaders Teachers Schoolwide and Targeted Assistance Title I Elements: 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	Formative		
	Oct	Jan	Apr
			
 No Progress  Accomplished  Continue/Modify  Discontinue			







Goal 2: STUDENT SUPPORT. Every student at The Tiger Trail School will benefit from an aligned system that supports his/her academic and social-emotional needs.











Performance Objective 1: SCHOOL CONNECTEDNESS: By June 2022, 90% of students at The Tiger Trail School will meet expectations on the Social Emotional Learning portion of the CIRCLE assessment.

2020-21: Social/Emotional - 85%
2019-20: Not Rated due to COVID
2018-19: Social/Emotional 95%
2017-18: Social/Emotional 82%

Evaluation Data Sources: Social-Emotional Learning CIRCLE EOY Checklist

Strategy 1 Details	Formative Reviews		
Strategy 1: Continue the Project CLASS and begin Character Strong Programs conducting classroom guidance 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 and Character Strong program 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 Schoolwide and Targeted Assistance Title I Elements: 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 - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy	Formative		
	Oct	Jan	Apr
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Continue with a Student Support Specialist from Communities In Schools of Houston, Inc., to promote social-emotional development of all students by prevention and/or interventions of problems that interfere with learning; 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 Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy	Formative		
	Oct	Jan	Apr
			




Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Provide a Social Emotional Learning Behavior 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 emotional learning.</p> <p>Strategy's Expected Result/Impact: A layered approach of skills lessons (Whole Group and Small Group), infusion into the curricula and classroom practices, and an environment of safety, respect, and caring which models SEL values.</p> <p>Staff Responsible for Monitoring: Principal Intervention Specialist Communities in School</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture - Comprehensive Support Strategy - Targeted Support Strategy</p> <p>Funding Sources: Professional Salary - 211 - Title I, Part A - 6119,6141,6143.6146 and 6142 - \$91,481</p>	Formative		
	Oct	Jan	Apr
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: 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 and social-emotional growth and development of Every Child.</p> <p>Staff Responsible for Monitoring: Principal Communities in School Intervention Specialist Teachers 504/SSC Coordinator</p> <p>Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Funding Sources: Supplies/Materials (Parent Engagement) - 211 - Title I, Part A - 6399 and 6499 - \$466</p>	Formative		
	Oct	Jan	Apr
			





Strategy 5 Details	Formative Reviews		
Strategy 5: 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 Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2 - ESF Levers: Lever 3: Positive School Culture - Comprehensive Support Strategy - Targeted Support Strategy Funding Sources: Supplies/Materials (Parent Engagement) - 211 - Title I, Part A - 6399 and 6499 - \$467	Formative		
	Oct	Jan	Apr
			
Strategy 6 Details	Formative Reviews		
Strategy 6: Provide a paraprofessional for assisting the teachers in the implementation of a developmentally 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 Schoolwide and Targeted Assistance Title I Elements: 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 Funding Sources: Substitute Support Staff - 199 PIC 99 - Undistributed - 6122 - \$667, Substitute Support Staff - 199 PIC 32 - Pre-Kindergarten - 6122 - \$2,265	Formative		
	Oct	Jan	Apr
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: STUDENT SUPPORT. Every student at The Tiger Trail School will benefit from an aligned system that supports his/her academic and social-emotional needs.

Performance Objective 2: GUIDANCE AND COUNSELING: Each classroom will implement and support social-emotional learning curriculum.

Evaluation Data Sources: Training materials and attendance rosters




Strategy 1 Details	Formative Reviews		
Strategy 1: Communities in School personnel will facilitate the Project CLASS and Character Strong programs to Pre-K classrooms with hands-on learning, center activities, and parental involvement through Home Connections. Strategy's Expected Result/Impact: Lessons and strategies will improve the classroom climate and promote community and connection. Staff Responsible for Monitoring: Principal Teachers Intervention Specialist Communities in School Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy	Formative		
	Oct	Jan	Apr
			








 No Progress
 Accomplished
 Continue/Modify
 Discontinue

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

Performance Objective 1: 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	Formative Reviews		
Strategy 1: CAMPUS SAFETY COMMITTEE: Establish Campus Safety Committees composed of a cross section of stakeholders to look at matters related to campus safety. Strategy's Expected Result/Impact: Each Campus principal will recruit a safety team and provide a roster. Each campus team will meet three times per year so that all campuses will be able to refine safety practices. Staff Responsible for Monitoring: Principal Intervention Specialist Team Leaders ESF Levers: Lever 1: Strong School Leadership and Planning - Comprehensive Support Strategy - Targeted Support Strategy	Formative		
	Oct	Jan	Apr
			








Strategy 2 Details	Formative Reviews		
Strategy 2: HARRIS COUNTY DEPARTMENT OF EDUCATION: Participate in the Harris County Department of Education (HCDE) campus safety audit. Strategy's Expected Result/Impact: Campus will develop action plans to address any deficiencies as a result of safety audits. Staff Responsible for Monitoring: Principal Safety Committee ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers - Comprehensive Support Strategy - Targeted Support Strategy	Formative		
	Oct	Jan	Apr
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

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

Evaluation Data Sources: Campus emergency operation procedures documents








Strategy 1 Details	Formative Reviews		
Strategy 1: EMERGENCY OPERATIONS PROCEDURES: Campus EOP will align to the best practices from the Texas School Safety Center and the Standard Operating Procedures, such as the "I Love You Guys" Foundation. Strategy's Expected Result/Impact: Campus EOP is turned in and filed by September 1st. Staff Responsible for Monitoring: Principal ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers - Comprehensive Support Strategy - Targeted Support Strategy	Formative		
	Oct	Jan	Apr
			

Strategy 2 Details	Formative 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 TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers - Comprehensive Support Strategy - Targeted Support Strategy	Formative		
	Oct	Jan	Apr
			
 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 to maximize learning for all students.

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

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Conduct frequent budget meetings with Administrative Assistant to review and manage money. Strategy's Expected Result/Impact: Error free records. Documentation of purchases and orders. Staff Responsible for Monitoring: Principal Administrative Assistant ESF Levers: Lever 1: Strong School Leadership and Planning	Formative		
	Oct	Jan	Apr
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

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 32 - Pre-Kindergarten					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Prof. Development	6112	\$1,000.00
1	3	1	Supplies/Materials	6399	\$8,958.00
2	1	6	Substitute Support Staff	6122	\$2,265.00
Sub-Total					\$12,223.00
Budgeted Fund Source Amount					\$12,223.00
+/- Difference					\$0.00
199 PIC 34 - Pre-K At Risk/SCE					
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 99 - Undistributed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Prof. Development	6411	\$1,000.00
1	3	1	Overtime	6121	\$3,720.00
1	3	1	Misc. Operating Expense	6499	\$1,000.00
1	3	1	Supplies/Materials	6399	\$1,500.00
2	1	6	Substitute Support Staff	6122	\$667.00
Sub-Total					\$7,887.00
Budgeted Fund Source Amount					\$7,887.00

199 PIC 99 - Undistributed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
+/- Difference					\$0.00
211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	Supplies/Materilas	6399	\$916.00
2	1	3	Professional Salary	6119,6141,6143.6146 and 6142	\$91,481.00
2	1	4	Supplies/Materials (Parent Engagement)	6399 and 6499	\$466.00
2	1	5	Supplies/Materials (Parent Engagement)	6399 and 6499	\$467.00
Sub-Total					\$93,330.00
Budgeted Fund Source Amount					\$93,330.00
+/- Difference					\$0.00
282 ARP21 (ESSER III Campus Allocations)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Prof. Development	6112, 6411, 6299	\$6,350.00
1	3	1	Field Trips	6494	\$8,400.00
1	3	1	Books for story baskets	6329	\$10,350.00
1	3	1	Supplies/Material	6399	\$10,000.00
Sub-Total					\$35,100.00
Budgeted Fund Source Amount					\$35,100.00
+/- Difference					\$0.00
Grand Total Budgeted					\$148,540.00
Grand Total Spent					\$148,540.00
+/- Difference					\$0.00

Addendums