

# "Ted Flores Elementary School"



**2017-2018 Improvement Plan Summative/Formative  
Evaluation**

Smart Goal = Percent is set to which students will Meet Grade Level									
	Approaches Grade Level = likely to succeed in the next grade or course with targeted academic intervention								
	Meets Grade Level = high likelihood of success in the next grade or course but may still need some short-term, targeted academic intervention								
	Masters Grade Level = expected to succeed in the next grade or course with little or no academic intervention								
Quarterly Goals = These are set to track the progress of students academically for obtaining the Smart Goal Academic Percentage. (1st Quarter = August-October, 2nd Quarter = November-January, 3rd Quarter = February-March, 4th Quarter = April-June)									
Problem Statement = Explains what struggle is the District is experiencing.									
Root Cause = Explains what has caused the struggle (problem statement) for the District.									
Objective = Main focus area for the District									
Quatitative Baseline Data = Data that helps determine the quarterly goals that lead to the annual SMART goal.									
District Priorities = The District has established four priorities to focus on. One priority is aligned with each SMART Goal.									
TEA Strategy = The Commissioner of Educaiton has established five priorities for districts to focus on. Each SMART Goal is aligned to a TEA Strategy.									
3-5 Year Goal = This is where the District wants to be, if not higher academically and for accountability.									

# District Vision

*Learning Today----Leading Tomorrow*

## District Mission Statement

In partnership with families and community, our purpose is to have a learning environment that is safe, nurturing, and student centered where everyone is accountable and all students are empowered to succeed.

## District Goals

### • Improve Achievement for All Student

- Create and Implement a comprehensive curricular framework in all core subject areas for all students.
- Develop and support effective instruction that focuses on high performance of all students.
- Ensure a safe environment in which all students and staff are accountable.
- Prepare all students to be college and career ready.

### • Ensure Efficient and Effective Operations

- All departments will conduct a system analysis of operational process.
- Develop an accountability, monitoring, & reporting structure for all departments and schools.

### • Ensure Effective Communications

- Develop and implement a district-wide plan to maximize two-way communication among school, family, & community.

# District Priorities

- a. Students will be proficient in both reading and math at every grade level.
- b. Teachers will successfully incorporate engaging activities which integrates technology, fine arts, & college and career readiness standards into the curriculum
- c. Student, Parent, & Community Engagement Rate will increase.
- d. District Personnel Retention Rate will increase.
- e. Ongoing support, to include professional development and training, for District personnel will be provided.

# Core Values

- A student is the most important person in any school.
- A **student** is not an interruption of our work- he or she is the purpose of our work.
- A **student** is not just a statistic. He or she is a flesh- and -blood human being with feelings and emotions like ourselves
- A **student** is one who comes to us with needs and/or wants. It is our job to fill them.
- A **student** is deserving of the most courteous and attentive treatment that we can provide.
- A **student** is the lifeblood of this and every other district. Without him or her, we would have to close our doors.

# 2017-2018 Campus Planning Committee

Name	Committee Role
Linda Chavera	Principal
Gilbert Cantu	Assistant Principal
Elaine Boland	Counselor
Jennifer Onibudo	Counselor
Kathleen Waldrum	Prek Grade Representative
Melissa Moreno	Prek Grade Representative
Rachel Ramirez	Kinder Representative
Debbie Gonzales	1st Grade Representative
Gina Garcia	1st Grade Representative
Angela Onley	2nd Grade Representative
Jessica Maldonado	2nd Grade Representative
Melissa Bass	Instructional Coach
Nancy Esquibel	RTI/Instructional Coach
Ildah Leija	Special Ed. Teacher
Brittany Luera	Parent
Ashley Leal	Parent

**Comprehensive Needs Assessment**

<b>Component</b>	<b>TEA Strategic Priorities</b>	<b>Summary</b>	<b>Strengths</b>	<b>Needs</b>	<b>Data Source</b>
Demographics	Recruit/Support/Retain Te	Total enrollment has experienced an overall decline. We have 618 students on our campus. Our campus breakdown of populations is as follows: 50.97% Male; 49.19% Female; 95.3% Hispanic; 0.81% Black; 3.72% White; 0.16% Asian; 56.14% At-Risk; 8.58% Special Ed; 3.24% Migrant; 2.75% GT; 8.41% LEP.	Demographics have not changed much in the last few years, which helps in being able to identify trends on our campus and address areas of need.	Continue utilizing specialized tracking documentation using teacher data binders to target special population achievement.	AWARE; TextS; District Special Pops Tracking Forms
Student Achievement	Build Foundation in Readi	Student scores on CBAs are increasing consistently. BOY CBAs compared to EOY CBAs showed growth in all tested areas. Teams on the campus have collaborative goals and are all working toward achieving our TFE common vision, which is clear and sets high expectations.	Teams regularly collect and analyze data utilizing campus tracking sheets that are kept in our teacher data binders. LEP students have maintained/increased their achievement throughout this year. the IReady program has been beneficial in tracking student growth and has provided teachers with interventions to be used to target specific student needs. Student growth should continue throughout the next school year. Tiered students have generally increased their reading levels through use of Reading Mastery in RTI. Tutorials have also supported the increase in student achievement.	Support students through targeted interventions. Maintain AR, Reading Mastery, and their curriculum-supporting programs. Continue to use and monitor data binders for teachers and homework folders for students. Continue to train and utilize instructional coach to support teachers.	CBAs; F&P; TPRI; Report cards and Progress reports
Culture and Climate	Improve Low-performing S	At TFE between 75 and 80% of students say that they enjoy coming to school and that they like their class, this compares to 70% of responding staff that say that they enjoy coming to work every day. Campus rules and procedures are well known and understood, with over 90% responding that they know and understand the rules and expectations of the campus. This data suggests that while the majority of respondents feel happy with our campus and environment, there are still improvements in school climate that can be made to ensure that all students and staff feel content with our campus environment.	The data suggests that we have a strong base or framework on which to build a PBIS and discipline management system that works optimally for all students, teachers and staff. We currently promote a positive learning environment by utilizing award ceremonies, campus wide events and incentives where parents are invited to attend (Donuts with Dad; Reading Nights; Math Nights; PTO meetings; Academic showcases). Our staff Parental Engagement Committee and Internal Climate Committee are responsible for planning community and staff activities and events which help create a positive environment for our parents and staff. Teachers engage in a positive manner with students, offering encouragement and positive redirection and correction where needed. This helps students to feel welcomed, safe and to like their classroom and their teachers. Our custodial and cafeteria staff are welcoming and inviting and strive to maintain a clean and inviting physical space for our students, staff and parents. Next year we will have structured committees that are responsible for building upon the positive aspects of our school culture and for correcting areas that are lacking or that are not working optimally.	Ours needs include: restructuring our PBIS, discipline management system to better serve our students and staff; increasing the amount of parental engagement and support on campus; implementing and offering enrichment clubs and activities for students; collecting student and staff satisfaction data multiple times a year so that we can address problems areas, concerns and areas of need for all students and staff; ensuring that all students are provided the opportunity to take climate surveys that are age appropriate and ensuring that ALL campus staff takes the climate survey several times a year. Teachers need PD to improve and sharpen skills.	Student, parent and staff surveys

### Formative & Summative Evaluation Analysis

SMART Goal 1 (Performance Measure)	TFE will have a 30% increase in the number of all students that demonstrate satisfactory academic performance from Circle and CBA's in Reading. TFE will have a 07% increase in the number of all students that demonstrate satisfactory academic performance from Circle and CBA's in Math.				<b>Critical Success Factors (CSF)</b>				
Quarterly Goals (1-4)	42% R-78%-M	50%-R/80%-M	58%R-83%-M	65%-R/85%-M	1 - Improve Academic Performance	<b>Formative and Summative Evaluation</b>			
Problem Statement	As of the end of the academic year 2016-17, 35% of all students are demonstrating satisfactory reading skills and comprehension skills and 78% math skills.				2 - Increase Use of Quality Data	2 - Met and Exceeds			
Root Cause	Use of a more rigorous resource material that is TEK and STAAR aligned				3 - Increase Leadership Effectiveness	1 - Met			
Objective 1	Academic Achievement across the curriculum content areas				4 - Increase Family/Community	0.5 - In progress			
Quantitive Baseline Data	AWARE Data/CBAs/CIRCLE Assessments				5 - Increase Learning Time	0 - Did Not Meet			
District Priority	a. Students will be proficient in both reading and math at every grade level.				6 - Improve School Climate				
TEA Strategy	Build Foundation in Reading & Math				7 - Increase Teacher Quality				
Accountability Domains									

Activities	Person(s) Responsible	Resource(s) /Evidence	Start Date	End Date	Evidence from CNA	Funding Source	Funding Amounts	CSF	Formative Evaluation	Summative Evaluation
Conduct Target Meetings	Teachers, Admin., Counselors, and RTI Teachers	Criteria Sheets, Tiered Lists, Data Binders	BOY 2017-2018	EOY 2018	Student Ac					
Reteach & Provide Enrichment services for students	Teachers	Read Naturally, Reading A-Z, TPRI Interventions, Iready Interventions, FCRR, CIRCLE Interventions, Saxon Phonics	BOY 2017-2018	EOY 2018	Student Ac	211; SCE (199)	\$59,710.41; \$14,266	1		
Provide RTI services within class	Teachers	Read Naturally, Reading A-Z, TPRI Interventions, Iready Interventions, FCRR, CIRCLE Interventions	BOY 2017-2018	EOY 2018	Student Ac					
Provide RTI services as a Pullout Model	RTI Teachers	Reading Mastery	BOY 2017-2018	EOY 2018	Student Ac	211; SCE (199)	\$250,469.78; \$50,334	1		
Reading Level Tracking	Teachers	Fountas & Pinnell	BOY 2017-2018	EOY 2018	Student Ac					









### Formative & Summative Evaluation Analysis

SMART Goal 3 (Performance Measure)	TFE will have a 50% increase of all stakeholders that agree that the campus utilizes effective communication procedures as measured through our quarterly campus climate surveys.				<b>Critical Success Factors (CSF)</b>				
Quarterly Goals (1-4)	20%	30%	40%	50%	1 - Improve Academic Performance	<b>Formative and Summative Evaluation</b>			
Problem Statement	Surveys were not administered to all parties on a quarterly basis.				2 - Increase Use of Quality Data	2 - Met and Exceeds			
Root Cause	The campus lacked clearly aligned communication procedures for all programs.				3 - Increase Leadership Effectiveness	1 - Met			
Objective 1	Ensure Effective Communications among school, family and community				4 - Increase Family/Community	0.5 - In progress			
Quantitive Baseline Data	Climate Surveys: Parents, Students, and Campus Staff				5 - Increase Learning Time	0 - Did Not Meet			
District Priority	c. Student-Parent-Community Engagement Rate will increase.				6 - Improve School Climate				
TEA Strategy	Other Local Needs				7 - Increase Teacher Quality				
Accountability Domains									

Activities	Person(s) Responsible	Resource(s) /Evidence	Start Date	End Date	Evidence from CNA	Funding Source	Funding Amounts	CSF	Formative Evaluation	Summative Evaluation
Utilize the School Messenger, District App, Campus wide facebook, email, marquee	Administration, Instructional Coach, and Campus Technician	Technology	BOY	EOY	Family-Corr					
Design and Distribute Parent notes in English and Spanish for all students	Administration, Campus Secretaries, Leadership Team	Parent Notes	BOY	EOY	Family-Corr					
Hold Admin. meetings for updates	Administration and Leadership Team	Agendas	BOY	EOY	Culture and					
Hold meetings with Paraprofessionals for update	Administration and Leadership Team	Adendas	BOY	EOY	Culture and					
Continue to hold Weekly Grade Level (PLCs)	Administration, Leadership Team and Instructional Caoches	Sing in Sheets, Agendas, minutes	BOY	EOY	Culture and					





Continue to provide Fluency Tracking	Teachers	Read Naturally, Reading A-Z	BOY 2017-2018	EOY 2018	Student Ac					
Implement various Reading support programs	Teachers, Library Aide, Admin, Rtl teachers	Fry Words, Color Group Words, Academic Vocabulary Lists, F&P Word Lists, AR books, concepts/skill books, library books, Activity nights/materials, guided reading - walkthroughs	BOY 2017-2018	EOY 2018	Student Ac	211; SCE(199)	\$17,159; \$300	1,4		
Implement AR Data Tracking for K-2nd	Teachers, support staff, and Admin	Accelerated Reader Program;	BOY 2017-2018	EOY 2018	Curriculum					
Implement and monitor a student Mentor Program	Counselors and Staff		BOY 2017-2018	EOY 2018	Student Ac					
Offer a PLC in the areas: Guided Reading, Guided Math & CIRCLE Assessment	Admin., Teachers	Journeys, Read Naturally, Rading A-Z; iReady Intervention materials	BOY 2017-2018	EOY 2018	Staff Quality					
Provide Intervention time for Reteaching and Enrichment	Teachers	Envision Math; Frog Street; CIRCLE; MATH in Practice; iReady Interventions	BOY 2017-2018	EOY 2018	Student Ac					
Professional Development: Guided Reading, Teacher mentoring, Circle (PreK), Bilingual teacher trainings, Guided Math, Data trainings	Admin; Trainers; Teachers; Instructional Coaches	MATH in Practice, Reading materials, Circle materials, Resource books from mentor teacher training, Bilingual teacher training materials	BOY 2017-2018	EOY 2018	Staff Quality	211, SCE	\$9,577.75; \$7,500	1,7		
Purchase Assessment Banks for creating CBA's	Administrators	CBA's	August 28, 2017	June 7, 2018		199 (SCE)	\$350; \$12,000	1		
Aademic Events/Nights campus wide	Teachers	TBD	BOY	EOY	Family-Cor					

Staff Quality, Recruitment, and Retention		At TFE all teachers of record are qualified for their assigned positions. We had a retention rate of 0% with Administration, 73% of teachers and 71% of paraprofessionals from the 2015-2016 school year. Currently it appears we will have 40% of the new teachers return, due to various circumstances. The new teachers have benefited from PISD's Mentorship Program and their mentors' experience, guidance, knowledge and strengths. New Reading teachers were provided Guided Reading professional development and support from RTI teachers. All new teachers also participated in monthly teacher support trainings, with Mr. F. Mesa, which assisted with all aspects from classroom management to knowledge and skills. Teachers were provided support from campus administration, district administration, Dr. Cobbin, Academic Coaches, and RTI Teachers through walk throughs/observations and feedback (which is intended to create intentional and purposeful reflection), professional development, planning and data support. An important support is provided by Reading RTI intervention teachers by servicing all Tier 3 students. All of these systems are in place to create and build supportive working relationships within the faculty and staff and between teachers and students. A committee framework is underway to create and support an environment of collaboration and campus success between Student Achievement, Teacher Achievement, Behavior and Safety, and Campus Culture and Climate.	The District's Mentor Program has very experienced and knowledgeable mentors, TFE has an effective Reading Mastery RTI program, availability of Academic Coaches, district attendance incentive, campus jean day incentives. A committee framework is in place to create and support an environment of teacher collaboration and campus success between Student Achievement, Teacher Achievement, Discipline and Safety, and Climate and Community which will positively impact our staff quality and retention.	Review and revise interview questions to help identify areas of weakness, strengths, and of needed growth. Teacher surveys which will be implemented every quarter in order to identify areas that need to be targeted for improvement.	
Curriculum, Instruction, Assessment	Recruit/Support/Retain Te	Curriculum is linked to TEKS by YAGs, pacing calendars, scope and sequence, lesson plans and We/I will statements. Data is used at grade level meetings to target specific topics/hot spots. It is through data that teachers are able to differentiate instruction to ensure that all instruction is data driven. Data tracking is evident through the use of our tracking sheets for our special populations: IEP, 504, GT, and Migrant students. Special Populations data review sheets are also used, both of which are housed in the teacher data binders. Resources have been purchased to effectively differentiate instruction bast on data and the needs of the students.	Teachers consistently monitor and track data to continue to deliver data driven instruction. Teachers regularly refer to the TEKS, YAGs, pacing calendars, scpoe and sequence, and data in creating lesson plans that are meaningful.	Review CBAs in previous year and adjust as needed to fit with pacing calendars. Support reading across the campus by continuing the Reading Mastery program, reading plus, and i-Ready. Continue to support the delivery of the ELAR curriculum through the instructional coach positions. Continue to implement new resources to strengthen teacher knowledge of the TEKS through vertical alignment.	TEKS, YAGs, Scope and Sequence, Pacing Calendar, Lesson Plans, AWARE
Family, Community Involvement	Build Foundation in Readin	At Ted Flores Elementary, we are committed to creating partnerships with our families and community members to help all of our students succeed in school and in later life. This year TFE partnered with PTO parents in academic and fundraising activities to support and improve academic achievement. TFE also collaborated with community members and local businesses in meaningful activities that supported our students' academic, health, and career readiness needs.	Successful PTO and community activities that occurred were our monthly PTO informational meetings, Family Math nights, PTO Father/Daughter dance, G.T. showcase, Reading Initiative, PTO fundraisers, and Musical and Awards programs. Most of these activities were successful because the student/or the student's projects were showcased.	TFE continues to set a goal to promote more parental involvement that engages parents in working directly with their children on learning activities at home. With guidance and support, parents will gain the necessary tools to collaborate with their child's teacher to help their child succeed in school and in later life.	
School Context Organization	Improve Low-performing S	There are several committees on campus, and one main organization, the PTO. The school supports the PTO in every way possible, but the committees have not been as effective as expected. High expectations are set by administration and teachers, and teachers are working hard to ensure expectations are met.	The PTO plays a very important role on our campus. They go above and beyond to support our students and staff. The PBIS committee is also an integral part of our school. They ensure consistent expectations for behavior management and safety of everyone on campus.	Although the PTO is very involved, it is very small. We need more parental involvement in the organization. School committees need to share goals and results. Teachers need more opportunities to provide input on how to solve problems, and their voices need to be heard.	
Technology	Improve Low-performing S	Technology is utilized in the majority of our classrooms. Teachers feel like they have access to some technology, however some feel more training is needed. Some of the technology that is on our campus is outdated or needs replacement parts in order to fully achieve its potential in the classrooms.	Staff believes technology is helpful in the teaching and learning process in the classroom. Technology is used i all content areas. It is helpful to studens that have difficulty with paper and pen. Network design is ideal for its current usage. Staff have received program specific training. The addition of chromebook carts will enhance student learning outcome in a positive manner.	Increase the amount of technology professional development offered earlier in the year. Continue to allocate money to replace and maintain technology that is either outdated or broken.	
	Connect High School to C				