

**Bay City Independent School District**  
**Tenie Holmes Elementary**  
**2016-2017 Campus Improvement Plan**

**Accountability Rating: Met Standard**



**Board Approval Date:** September 19, 2016

# Mission Statement

The T.H.E. team is committed to developing the full social, emotional, and academic potential of each student by providing a safe, positive learning environment.

# Vision

Every child is a star at Tenie Holmes Elementary School.

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Tenie Holmes Elementary School student demographics consist of approximately 76% Hispanic, 19% White, and 5% African American.

7% of our student population is served by special education.

35% of our student population is identified as Limited English Proficient.

76% of our student population is identified as At Risk.

80% of our student population qualifies for the free/reduced meal program.

1% of our student population is identified as Gifted and Talented.

### Demographics Strengths

The Tenie Holmes campus serves the Bay City ISD as the elementary bilingual campus for grades K-5. We have approximately 273 students served by the bilingual program.

### Demographics Needs

The following student achievement needs have been identified and are listed in priority order:

Continue to close the gap between demographic groups on state assessments in Reading and Math.

Continue to hire a diverse faculty.

## **Student Achievement**

### **Student Achievement Summary**

On the 2013-2014 3rd grade STAAR Reading assessment, 77% of all students, 76% Hispanic, 80% White, 74% Economically Disadvantaged, 60% Special Education, and 71% ELL students met standard.

On the 2013-2014 3rd grade STAAR Math assessment, 77% of all students, 78% Hispanic, 73% White, 76% Economically Disadvantaged, 20% Special Education, and 89% ELL students met standard.

On the 2013-2014 4th grade STAAR Reading assessment, 54% of all students, 45% Hispanic, 82% White, 48% Economically Disadvantaged, 20% Special Education, and 29% ELL students met standard.

On the 2013-2014 4th grade STAAR Math assessment, 57% of all students, 54% Hispanic, 76% White, 53% Economically Disadvantaged, NA% Special Education, and 40% ELL students met standard.

On the 2013-2014 4th grade STAAR Writing assessment, 56% of all students, 49% Hispanic, 75% White, 49% Economically Disadvantaged, N/A Special Education, and 37% ELL students met standard.

On the 2013-2014 5th grade STAAR Reading assessment, 76% of all students, 73% Hispanic, 94% White, 73% Economically Disadvantaged, 43% Special Education, and 52% ELL students met standard.

On the 2013-2014 5th grade STAAR Math assessment, 76% of all students, 73% Hispanic, 94% White, 72% Economically Disadvantaged, 71% Special Education, and 59% ELL students met standard.

On the 2013-2014 5th grade STAAR Science assessment, 55% of all students, 49% Hispanic, 81% White, 47% Economically Disadvantaged, N/A% Special Education, and 28% ELL students met standard.

We will work diligently to meet the needs of our students in all content areas and state and district assessments.

### **Student Achievement Strengths**

Our campus will implement an in school intervention period for each grade level to individualize instruction in the four core content areas.

## Student Achievement Needs

Upon Campus Needs Assessment analysis, the following student achievement needs have been determined:

- Math: Special Education, Economically Disadvantaged, and ELL
- Reading: Hispanic, Economically Disadvantaged, Special Education, and ELL
- Writing: Hispanic, Economically Disadvantaged, and ELL. The Special Ed subgroup was too small of participation for inclusion.
- Science: Hispanic, Economically Disadvantaged, and ELL. The Special Ed subgroup was too small of participation for inclusion.

## **School Culture and Climate**

### **School Culture and Climate Summary**

Tenie Holmes Elementary strives to create a campus culture and climate that is conducive to educational achievement. We celebrate our students' cultures and welcome the diversity.

### **School Culture and Climate Strengths**

School information provided in English and Spanish to meet the needs of our students' families.

Babblefish translation option is available on the district's website.

The campus Registrar/Attendance Clerk is bilingual to assist with any office translations.

## **Staff Quality, Recruitment, and Retention**

### **Staff Quality, Recruitment, and Retention Summary**

Tenie Holmes Elementary is proud to state that 100% of our teachers and staff are Highly Qualified.

### **Staff Quality, Recruitment, and Retention Needs**

Tenie Holmes continues to strive to hire certified bilingual and ESL teachers. We will continue to offer professional development to certify current faculty in these high need areas.

## **Curriculum, Instruction, and Assessment**

### **Curriculum, Instruction, and Assessment Summary**

The faculty at Tenie Holmes Elementary work closely to analyze curriculum, plan instruction, map intervention strategies, implement and disaggregate assessment data.

### **Curriculum, Instruction, and Assessment Strengths**

- Intervention meetings
- Grade level team planning weekly
- Acceleration and enrichment provided for all students daily through grade level intervention groups
- High degree of collaboration among teachers on campus and within district
- Students benefit from a variety of programs including Waterford Reading Lab, Success Maker computer program, Istation, Think Through Math, Kurzweil computer program, bilingual education, and commitment to the use of technology as part of instruction.
- Through the use of intervention meetings, identifying and meeting individual student needs has resulted in smaller gaps in state assessments.

### **Curriculum, Instruction, and Assessment Needs**

The campus Comprehensive Needs Assessment has identified the following student achievement needs:

- Continue with complete fidelity to BCISD's curriculum
- Seek out quality staff development to best meet the needs of all students
- Continue a proactive approach with technology and implementation into all content areas
- Continue to provide highly engaging activities in all content areas.
- Remain cognizant of sub groups for grade level intervention



## **Family and Community Involvement**

### **Family and Community Involvement Summary**

Parental Involvement is key to student success. Our campus firmly believes that in order to have high student achievement, a working partnership between the home and school must be in effect.

### **Family and Community Involvement Strengths**

Parents and community are invited to attend, participate, and volunteer in but not limited to:

- Awards Programs
- Student Productions
- Classroom Experiments
- Cares Program
- Mentors
- Community Clean Up Day
- Young Author's Day
- Day of Thanks
- Parent Involvement Conference in Victoria, Texas
- Parent training on educational strategies in Spanish and English

### **Family and Community Involvement Needs**

Tenie Holmes Elementary is always researching new and exciting ways to involve the family and community in the education of our students. Our list of activities continues to change and grow to meet the needs of our students and community.

# Technology

## Technology Summary

Tenie Holmes Elementary faculty take the initiative to incorporate technology to increase the content value, extend student participation and achievement, and increase parental and community involvement.

## Technology Strengths

- MOBIs
- Overhead projectors
- Document Cameras
- CPS: student held infrared-based clicker system
- Dual boards/Smartboards
- Classroom websites
- Campus website
- Online professional development and appraisal system
- Waterford Reading Lab
- Success Maker computer program
- Brain Pop, Brain Pop Jr.
- Think Through Math
- IStation
- Kurzweil computer program
- Eduphoria
- DMAC
- Mobile Computer Carts

## Technology Needs

- Faculty will enhance and extend student learning utilizing technology.
- Continue to seek out staff development to stay up to date on current technology issues.
- Continue analyzing campus computers to ensure equipment is current and upgraded.

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

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

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups

- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

### **Student Data: Behavior and Other Indicators**

- Attendance data
- Discipline records
- Student surveys and/or other feedback

### **Employee Data**

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

### **Parent/Community Data**

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

### **Support Systems and Other Data**

- Budgets/entitlements and expenditures data
- Study of best practices

# Goals









































**Goal 1: Tenie Holmes Elementary will provide quality teaching in order to provide rigorous learning in academic and vocational areas with an emphasis on mastery of Reading, Writing, Mathematics, Social Studies and Science.**

**Performance Objective 1:** All student groups taking the Reading STAAR will maintain or exceed the state standard by the Spring of 2017 and meet NCLB requirements.

**Evaluation Data Source(s) 1:** An increase in passing rate on the 2016-2017 Reading STAAR will be seen.

## Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Jan	Mar	May	July
<b>State System Safeguard Strategy</b> 1) CNA indicates a need for focusing on improving the following in Reading: Vocabulary, Inferencing, Sequencing, Summarization, Fluency, Comprehension CSF 2 Increase the Use of Quality Data to Drive Instruction- Turnaround Principle- Use of data to inform instruction.  Focus School Strategy	1, 3, 4, 8, 9, 10	Principal, Assistant Principal, Grade Level Team Leaders, Response to Intervention Teachers, Classroom teachers	Analysis of data from STAAR results, ITBS results, COGAT results, Texas Primary Reading Inventory, Benchmark results, STAR Renaissance results, TPRI, DMAC data collected.				
	Funding Sources: 211 - Title I - 5000.00						
2) The Accelerated Reader program will be required for grades 1-5.	1	Classroom Teachers	Increase STAAR Reading scores, increase instructional reading levels, increase TPRI scores for all student groups, increase in TELPAS Reading scores, improved academic language				
	Funding Sources: 211 - Title I - 20000.00						
3) Accelerated instruction and/or enrichment will be provided for all students through Reading and STAAR regrouping	1, 3, 9, 10	Principal, Assistant Principal, Classroom Teachers	Walk Throughs, observations, benchmark data, intervention data, STAAR results. Analyses of above data sources will provide evidence that students are making progress in reading.				
	Funding Sources: 197 - State Compensatory - 4000.00						

4) Enhanced technology will be used for skill development, reinforcement, and enrichment in Reading.	1, 2, 10	Principal, Classroom Teachers, Special Education Teacher, Intervention Teacher	Increase scores in STAAR, TELPAS, ITBS, COGAT, TPRI assessments and local assessments				
	Funding Sources: 211 - Title I - 2000.00						
5) For Young Artist Day the students from Kinder to 5th grade will create a project or book.		Principal, Classroom Teachers, Young Author's Day Committee 2016-2017	Completed book for Young Artist Day, Number of parents and community members attending, improvement in student writing skills				
	Funding Sources: 211 - Title I - 0.00						
6) Special Education, Intervention Teacher, and aides will assist students in the classroom setting for Reading, Success Maker computer program, and pull small groups as needed for Response to Intervention.		Principal, Teachers, and paraprofessionals	Informal IRI assessments, Fluency Probes, Lexia, Dibbels results; TPRI, Report Cards, Success Maker data.				
	Funding Sources: 211 - Title I - 3600.00						
7) Individual student strengths and weaknesses will be determined for Reading, Writing, Speaking, and Listening skills	8, 9	Classroom Teachers	STAAR simulations, TPRI, teacher observations, IPT, unit assessments, ITBS, local assessments, increase in student TELPAS scores				
8) STAAR benchmark testing will be used to group students to individualize instruction to best meet student needs.	8, 9	Principal, Assistant Principal, Classroom Teachers	Increase in benchmark scores will demonstrate the students progress and knowledge acquisition.				
9) Strengths and weaknesses of developmental areas identified with TPRI/TejasLEE will be determined for K-2 students.		Principal, K-2 Teachers	Individual needs are addressed and students are on level for the upcoming grade.				
10) In Kindergarten, a letter/sound inventory will be given a minimum of six times a year.		Kindergarten Teachers	Increase in letter/sound identification and knowledge				
	Funding Sources: 211 - Title I - 0.00						
11) Attendance at community tutorials will be encouraged.		Principal and Classroom Teachers	Attendance at Community tutorials, increase in student local and state assessments				
	Funding Sources: 211 - Title I - 0.00						
12) After a student shows little/lack of progress from Response to Intervention, the student will be referred for further testing.	8	Principal, Assistant Principal, RtI Committee, Classroom Teachers	Student academic gaps are closing due to student meeting individualized goals set by the RtI Committee.				
	Funding Sources: 211 - Title I - 0.00						
13) Tutors will be employed to reduce student/teacher ratio to target at-risk students.	1, 2, 3, 9, 10	Principal	Increase in student scores on local and state assessments				
	Funding Sources: 211 - Title I - 12955.50						

14) Before and After school tutorials will be offered as needed.	1, 2, 9	Classroom teachers, campus administrators	Increase passing rate on state mandated assessments.				
	Funding Sources: 211 - Title I - 2500.00						
15) Spanish instructional materials will be provided to the bilingual classes to focus on primary language development.	9	Bilingual classroom teachers Principal Assistant Principal	Increase in primary language development of English Language Learners.				
	Funding Sources: 211 - Title I - 2252.00						
<b>State System Safeguard Strategy</b> 16) Each grade level will conduct small group intervention in the area of Reading, utilizing the Special Education teachers, intervention teacher, and grade level paraprofessionals. (SS) CSF 1 Improve Academic Performance- Strengthen the School's Instructional Program.	1, 2, 9	Principal, Classroom Teachers, Intervention Teacher, Special Education Teachers, grade level Paraprofessionals.	Improvement in the 2016-2017 STAAR Reading results.				
	Funding Sources: 211 - Title I - 2000.00						
<b>State System Safeguard Strategy</b> <b>Federal System Safeguard Strategy</b> 17) Create data walls to analyze the data, compare results and create individualized tutoring plans for the students. The team creates data walls for subpopulations such as special education and ELL population.	1, 2, 9	Inclusion leadership teams, Classroom Teacher	Students will increase their scores in State Assessments.				
	Funding Sources: 211 - Title I - 0.00						
<b>Federal System Safeguard Strategy</b> 18) Saturday tutoring academies in which students will have a specific areas to work on and improve their knowledge and skills.	1, 2, 9	Teachers, parents, principal.	Students will increase their scores on benchmarks and State Assessments.				
	Funding Sources: 211 - Title I - 0.00						
<b>State System Safeguard Strategy</b> 19) 5) We will have a reading academy at Tenie Holmes for 3rd, 4th and 5th grade. Different experts in the subject matter will come and train our students on effective writing and editing skills.	1, 2, 3, 4	Teachers and principals	Writing scores on TELPAS and STAAR Writing will improve.				
	Funding Sources: 211 - Title I - 13900.00						
20) To improve our reading scores at Tenie Holmes. Mrs. Runnells will be working with our teachers and our students. She will be working with our reading teachers providing feedback on effective teaching strategies.		Administrators, teachers and team leaders.	The students will increase their scores in their benchmarks. The students will engaged in the classroom and with the students.				
	Funding Sources: 199 - Local - 20000.00						
= Accomplished              = Considerable              = Some Progress              = No Progress              = Discontinue							

**Goal 1:** Tenie Holmes Elementary will provide quality teaching in order to provide rigorous learning in academic and vocational areas with an emphasis on mastery of Reading, Writing, Mathematics, Social Studies and Science.

**Performance Objective 2:** All student groups taking the Math STAAR will maintain or exceed the state standard by the Spring of 2017 and meet NCLB requirements.

**Evaluation Data Source(s) 2:** Increase in student passing rate on the 2016-2017 Math STAAR assessment.

**Summative Evaluation 2:**

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Jan	Mar	May	July
<b>State System Safeguard Strategy</b> 1) Instruction will focus on improving the following in Math: Number sense, Basic Facts, Algebraic relations/functions; Geometry; Measurement; Probability/Statistics; Subtraction; Addition; Problem Solving; Graphing/Charts; Multiplication; Division	1, 2, 3, 4, 9, 10	Principal, Assistant Principal, Team Leaders, Classroom Teachers, Intervention Teacher, Special Education Teachers	Increase in student scores on local and state assessments				
				Funding Sources: 211 - Title I - 1500.00			
2) Enhanced, integrated technology will be used for skill development, reinforcement, and enrichment in Math.	1, 2, 10	Principal, Assistant Principal, Teachers, Team Leaders, Intervention Teachers	Increase in scores on STAAR, ITBS, and local assessments				
				Funding Sources: 211 - Title I - 2000.00			
<b>State System Safeguard Strategy</b> 3) Individual students' strengths and weaknesses will be determined for Math through benchmarking, assessments, observations, and reports. CSF 2- Increase the Use of Quality Data to Drive Instruction Turnaround Principle Use of Data to Inform Instruction  Focus School Strategy	1, 2, 7, 8, 9	Principal, Assistant Principal, Teachers, Team Leaders	Increase in student scores on local and state assessments, DMAC, and TEMI.				
				Funding Sources: 211 - Title I - 1000.00			
4) STAAR simulation testing will be conducted.		Principal, Assistant Principal, Teachers, Special Education Teachers, Intervention Teacher	Increase in student scores on STAAR Reading and Math.				



5) Community Tutorials will be encouraged to all students.		Principal and Classroom Teachers	Attendance logs will show the increased number of student attendance.				
6) Tutors will be provided at school.	1, 2, 3, 9, 10	Principal	Increase in student scores on local and state assessments.				
Funding Sources: 197 - State Compensatory - 4000.00, 211 - Title I - 12955.50							
7) After little/lack of progress towards RtI goals, "at-risk" will be referred by the RtI Committee for further testing.		Assistant Principal, Teachers	Decrease in number of students referred to Section 504 and/or Special Education.				
8) Mad Minute styled drills will be used by each teacher in grades 1-5. Drills are based on individual student growth. (First and Second grades work on +/-, Third grade focus is +,-,x, Fourth and Fifth grades all operations)		Principal, Teachers	Increase in student acquisition of basic facts.				
9) Before and After school tutorials may be offered as needed.	2, 9	Classroom teachers, campus administrators	Increase state mandated assessments.				
10) Spanish instructional materials to meet the needs of bilingual classes in Mathematics.		Bilingual Classroom teachers Principal Assistant Principal	Increase of primary language development of English Language Learners.				
Funding Sources: 211 - Title I - 699.00							
<b>State System Safeguard Strategy</b> 11) Each grade level will conduct small group intervention in the area of Math, utilizing the Special Education teachers, intervention teacher, and grade level paraprofessionals. (SS) CSF Improve Academic Performance Turnaround Principle Strengthen the School's Instructional Program.	1, 2, 9	Principal, Classroom teachers, Intervention teacher, Special Education teachers, grade level paraprofessionals.	Improvement in 2016-2017 STAAR Math results, local benchmarks, DMAC data, and TEMI. Data collected from STAR Renaissance Math will be utilized in student placement in intervention groups.				
Focus School Strategy Funding Sources: 197 - State Compensatory - 4000.00, 270 - Title VI - 2700.00							
<b>State System Safeguard Strategy</b> <b>Federal System Safeguard Strategy</b> 12) PLC - teachers will observe each other teaching and implement strategies learned in their own classrooms.	1, 2, 3, 9	Teachers and principal.	Teachers observe each other and provide positive feedback and suggestions for improvement.				
<b>State System Safeguard Strategy</b> <b>Federal System Safeguard Strategy</b> 13) Retired teachers will be hired as tutors to tutor students in small group setting. We will use the data to determine who are the students that need intervention and individualized instruction.	1, 2, 9	Retired teachers, teachers, interventionist and principal.	Students in special populations such as ELL and special education will increase the scores.				
= Accomplished     = Considerable     = Some Progress     = No Progress     = Discontinue							

**Goal 1:** Tenie Holmes Elementary will provide quality teaching in order to provide rigorous learning in academic and vocational areas with an emphasis on mastery of Reading, Writing, Mathematics, Social Studies and Science.

**Performance Objective 3:** All student groups taking the Science STAAR will maintain or exceed the state standards by the Spring of 2017.

**Evaluation Data Source(s) 3:** Increase in student passing rate on the 2016-2017 Science STAAR assessments.

**Summative Evaluation 3:**

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Jan	Mar	May	July
1) After school tutorials will be offered as needed to offer small group remediation to identified students.	9	Principal, Assistant Principal, Classroom Teachers	Students scores on Science STAAR assessment				
Funding Sources: 211 - Title I - 0.00							
<b>State System Safeguard Strategy</b> 2) Small groups will be utilized to meet the individual needs of students and to address areas in need for 5th grade Science. (SS)	1, 2, 9	Principal, Assistant Principal, Classroom Teachers, Intervention Teacher, Special Education Teachers	Improvement in 2016-2017 STAAR Science results.				
Funding Sources: 211 - Title I - 1000.00							
3) Classroom materials will be purchased for demonstration and class experiments and additional practice with vocabulary implementation.	1, 2, 9	Principal, Assistant Principal, Classroom Teachers	Improvement in 2016-2017 Science STAAR results, teacher walkthroughs documenting class participation.				
In addition, teachers will attend different training to learn Shelter instruction techniques to teach Science to ELL.	Funding Sources: 211 - Title I - 2098.00						
= Accomplished              = Considerable              = Some Progress              = No Progress              = Discontinue							

**Goal 1:** Tenie Holmes Elementary will provide quality teaching in order to provide rigorous learning in academic and vocational areas with an emphasis on mastery of Reading, Writing, Mathematics, Social Studies and Science.

**Performance Objective 4:** All student groups taking the Writing STAAR will maintain or exceed the state standards by the Spring of 2017.

**Evaluation Data Source(s) 4:** Increase in student passing rate on the 2016-2017 Writing STAAR assessments.

**Summative Evaluation 4:**

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Jan	Mar	May	July
<b>State System Safeguard Strategy</b> 1) Teachers will attend staff development to better meet the needs of our students. (SS)  Focus School Strategy	1, 2, 3, 4	Principal, Assistant Principal, Classroom Teachers	Improvement in 2016-2017 STAAR writing results.				
	Funding Sources: 211 - Title I - 1000.00						
<b>State System Safeguard Strategy</b> 2) Materials will be purchased and implemented to effectively and consistently instruct our students in Writing. (SS)  Focus School Strategy	1, 2	Principal and Classroom Teachers	Improvement in 2016-2017 STAAR Writing results.				
	Funding Sources: 211 - Title I - 1000.00						
<b>State System Safeguard Strategy</b> 3) We will have a writing academy at Tenie Holmes. Different experts in the subject matter will come and train our students on effective writing and editing skills.  Focus School Strategy	1, 2, 3, 4, 9	Teachers and principals	Improvement in 2016-2017 STAAR Writing and TELPAS scores.				
	Funding Sources: 211 - Title I - 4598.00						
4) Writing Committee will analyze data and will develop a writing prompt for all classes to write across the curriculum.		Administrators, Writing Committee, Classroom Teachers	Writing Samples will be displayed outside each teacher's classroom after completing the 6 weeks writing prompt.				
5) Teachers will turn in top writing sample from each class after the end of each 6 weeks.		Administrators, Classroom Teachers	Top writing samples will be displayed in the front hallway.				
6) Twice a year, teachers will model the writing process from brainstorming to publishing with the writing prompt provided by the Writing Committee. Students will use this same prompt to write independently and create a finished product. Samples will be rated by a guest rater of the district (including members of Admin).		Administrators, Writing Committee, Classroom Teachers, Guest Rater	Improve STAAR and TELPAS Writing scores.				
= Accomplished              = Considerable              = Some Progress              = No Progress              = Discontinue							

**Goal 1:** Tenie Holmes Elementary will provide quality teaching in order to provide rigorous learning in academic and vocational areas with an emphasis on mastery of Reading, Writing, Mathematics, Social Studies and Science.

**Performance Objective 5:** The Tenie Holmes faculty will meet the needs of all student groups by providing the necessary program support for students to be successful on TPRI and TELPAS.

**Evaluation Data Source(s) 5:** TPRI reports indicating improved grade level performance. TELPAS reports will indicate Limited English Proficient students meeting language criteria.

**Summative Evaluation 5:**

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Jan	Mar	May	July
1) Success Maker will be available for students for remediation in Reading and/or Math.	9	Principal, Assistant Principal, Classroom Teachers, Paraprofessionals.	Increase in Reading and Math skills.				
	Funding Sources: 211 - Title I - 16862.00						
2) The web based Lexia Reading program is available to all classroom teachers for student remediation.	9	Principal, Classroom Teachers	Increase in student basic Reading skills.				
<b>State System Safeguard Strategy</b>	8, 9	Principal, Teachers	Increase in TPRI/Tejas Lee and TELPAS results				
3) Computers will be utilized in bilingual classrooms to access ESL Reading Smart program for language acquisition.	Funding Sources: 263 - Title III LEP - 500.00						
= Accomplished              = Considerable              = Some Progress              = No Progress              = Discontinue							














**Goal 1:** Tenie Holmes Elementary will provide quality teaching in order to provide rigorous learning in academic and vocational areas with an emphasis on mastery of Reading, Writing, Mathematics, Social Studies and Science.

**Performance Objective 6:** Provide ongoing quality staff development and training for faculty members.

**Evaluation Data Source(s) 6:** Staff development sign in sheets and certificates.

**Summative Evaluation 6:**

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Jan	Mar	May	July
<b>State System Safeguard Strategy</b> 1) Faculty members have the opportunity to attend workshops, conferences, online trainings, and instructional coaching from mentor teachers, and Region Service Center Special Education specialists. CSF 7 Increase Teacher Quality Turnaround Principle Ensure Effective Teachers  Focus School Strategy	1, 3, 4	Principal, Assistant Principal	Faculty members obtain current techniques to deliver content to meet student needs and meet School Improvement requirements.				
	Funding Sources: 211 - Title I - 10000.00						
2) New teachers in the bilingual program will be trained in Shelter Instruction (SIOP) and the English Language Proficiency Standards (ELPS).	1, 2, 3	Campus Principal, Assistant Principal	SIOP strategies utilized in classrooms. ELPS used to guide instruction documented by teachers.				
	Funding Sources: 211 - Title I - 1000.00						
3) New teachers will attend professional development on Academic Vocabulary during the school year.		Principal, Assistant Principal	Teachers implementing strategies to increase academic language for all students.				
	Funding Sources: 211 - Title I - 500.00						
<b>State System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 7	1, 2, 4, 8, 9	Campus administrators, teachers	Improvement in STAAR results, assessments and benchmark data.				
	Funding Sources: 211 - Title I - 19000.00						
4) Teachers will utilize a half day planning each six weeks to prepare for upcoming content as well as analyze student data from STAAR, assessments, and benchmarks.							

<p><b>State System Safeguard Strategy</b></p> <p>5) Bilingual/ESL teachers will attend the WELLS (Working with English Language Learners) and WOW (Words of our World) staff development to learn teaching strategies for transitioning students into English.</p> <p>CSF 7: Increase Teacher Quality Turnaround Principle</p> <p>Ensure Effective Teachers</p> <p>Focus School Strategy</p>	1, 2, 3, 4	Campus Administrators, Teachers, District Curriculum Director	Improvement in TELPAS, TPRI, Tejas Lee, STAAR data.				
Funding Sources: 211 - Title I - 8365.00							
<p><b>State System Safeguard Strategy</b></p> <p>6) Consultant from Region 3 will meet with classroom teachers to assist with implementing the ELPs into lesson plans and providing ideas for utilizing sheltered instruction strategies.</p>	1, 2, 3, 4, 9	Campus Administrators, Classroom Teachers	Improvement in classroom instruction delivery via classroom walkthroughs.				
Funding Sources: 211 - Title I - 550.00							
<p style="text-align: center;">  = Accomplished    = Considerable    = Some Progress    = No Progress    = Discontinue </p>							

**Goal 1:** Tenie Holmes Elementary will provide quality teaching in order to provide rigorous learning in academic and vocational areas with an emphasis on mastery of Reading, Writing, Mathematics, Social Studies and Science.

**Performance Objective 7:** Students and faculty will increase their abilities to utilize technology to enhance and extend learning.

**Evaluation Data Source(s) 7:** T-TESS Walkthrough reports indicating increased and effective use of technology.

**Summative Evaluation 7:**


















Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Jan	Mar	May	July
1) During the Campus Comprehensive Needs Assessment, technology usage was an area to address. Therefore, kindergarten through grade 5 will implement the use of document cameras, ceiling mount projectors, MOBIs, iPads, online programs: Brain Pop, Flocabulary, IStation, Think Through Math, and teacher work station to deliver content.	1, 2, 9, 10	Principal, Assistant Principal, Classroom Teachers	Teacher usage of technology equipment.				
	Funding Sources: 211 - Title I - 4000.00						
2) Teachers will utilize a dual interactive smartboard and Promethean board for delivery of content instruction.	1, 2	Principal, Assistant Principal, Intervention Teachers	Increase in visual delivery of material.				
	Funding Sources: 211 - Title I - 5000.00						
3) Create an additional computer lab with Wi-Fi access to be utilized for intervention and extended learning.	1, 2, 9	Campus Administrators, Classroom Teachers, IT Department, Paraprofessionals	Students participating in web based programs. Increase computer literacy skills				
	Funding Sources: 211 - Title I - 5000.00						
4) Mobile computer carts will be utilized by teachers and students for student projects, assessments, online instruction and research.	1, 2, 9	Principal, Classroom Teachers	Increase in technology skills and well as Reading, Math, Science, and Social Studies skills.				
	Funding Sources: 211 - Title I - 25000.00						
5) 4th and 5th grade students will attend a computer class once weekly utilizing Type2Learn.		Campus Administrators, Classroom Teachers, Paraprofessionals	Increase computer literacy skills and keyboarding skills.				
	Funding Sources: 211 - Title I - 25000.00						
= Accomplished               = Considerable               = Some Progress               = No Progress               = Discontinue							

**Goal 1:** Tenie Holmes Elementary will provide quality teaching in order to provide rigorous learning in academic and vocational areas with an emphasis on mastery of Reading, Writing, Mathematics, Social Studies and Science.

**Performance Objective 8:** Campus will provide coordinated school health activities and evaluations to ensure that students participate in the required physical activity and any other activity recommended by the District/School Health Advisory Council.

**Evaluation Data Source(s) 8:** Active participation in physical activities.

**Summative Evaluation 8:**

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Jan	Mar	May	July
1) K-3 students will participate in physical education class for at least 30 minutes daily.  4-5 students will participate in physical education class for 45 minutes 3 times per week.		Principal, Assistant Principal, Physical Education Teacher	Increase in student physical activities.				
2) Students in grades K-3 will participate in 15 minutes of recess daily, weather permitting.		Principal, Assistant Principal, Grade level paraprofessionals, Classroom Teachers	Participation in physical activities				
Funding Sources: 211 - Title I - 0.00							
3) FitnessGram will be conducted on each student in grades 3-5.		Principal, Physical Education Teacher	Submission report of completion.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							



## Goal 2: Tenie Holmes Elementary will provide a safe and disciplined environment which is conducive to learning.

**Performance Objective 1:** Continue to maintain a safe and secure environment for both students and staff.

**Evaluation Data Source(s) 1:** Survey report questions will be reviewed that indicate safe and secure environment.

### Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Reviews				
				Formative			Summative	
				Jan	Mar	May	July	
1) Visitors must sign in at the office and get a visitor's badge. V-Soft security sign-in system.		Office Staff, Parent Volunteer, Principal, Assistant Principal	All visitors on campus wear an identification badge.					
2) Personnel on outside duty will carry a two-way radio or cell phone in case of emergency.		Duty Personnel	Faculty on duty are easily contacted through the two-way radio or cell phone.					
3) Routine drills on safety procedures will be conducted monthly (fire, severe weather, intruder, etc) utilizing crisis management flip chart.		Assistant Principal, Principal	Drill reports that are annually submitted.					
4) Teachers, substitutes, and tutors wear a school issued ID badge.		School Picture Company, School Secretary	All faculty wearing identification badges.					
5) Crisis Management Plan for outside intruders or violent situations. *V-Soft Picture ID software		Principal, Assistant Principal, Office Personnel, Safety Coordinator	Reports to document drills.					
6) Tenie Holmes is a Safe and Drug Free School. Resources, such as School Messenger Quick Tips, will be used to develop self esteem, bullying and safety awareness. Red Ribbon Week activities will be utilized to promote drug awareness.		Principal, Counselor, Teachers	Student poster contests, essay contests, and class bulletin board contest for Red Ribbon Week.					
7) External doors are locked for the safety of students and faculty.		All Staff Members	External doors locked.					
8) All Kindergarten and First grade students will be escorted by an adult around the campus.		All Staff Members	Students safely reaching destination in care of adult.					
9) Tenie Holmes will provide programs on hygiene and safety.		Principal, Assistant Principal, Nurse	Increase in student health and safety and improvement in attendance.					
				= Accomplished	= Considerable	= Some Progress	= No Progress	= Discontinue

**Goal 2:** Tenie Holmes Elementary will provide a safe and disciplined environment which is conducive to learning.

**Performance Objective 2:** Enhance appropriate student behavior and improve teacher-classroom management skills so that discipline referrals are reduced.

**Evaluation Data Source(s) 2:** Fewer discipline referrals with more productive classroom interaction.

**Summative Evaluation 2:**

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Jan	Mar	May	July
1) Parents will receive discipline notes, phone calls, home visits, (positive and negative). Parents may be invited to spend time in class for negative behavior.		Teachers	Positive student behavior conducive for learning.				
2) Crisis Prevention Intervention (CPI) training for campus Core Team.		Assistant Principal, Matagorda County Educational Services personnel	Campus CPI core team are able to provide service to student population if needed.				
3) Positive Behavior Support Initiative training core team will be utilized. New hire teachers will be trained. Teachers will attend the training if they need support in the classroom.		Principal, Assistant Principal, School Counselor, Special Education Teacher	Improved behavior for a safe environment. Decreased number of discipline referrals.				
4) Behavior Support Team can assist teachers and students with off task or disruptive behavior.		Behavior Support Team members, teachers	Decrease number of student referrals.				
5) Pawsitive Referrals will be sent home weekly to selected students with distinguished behavior for the week.		Administrators, Classroom Teachers	Pawsitive Referrals mailed home.				
6) Good Behavior Drawings are conducted on Friday mornings. Teachers submit names of students that had good behavior all week. One students per grade level is randomly chosen weekly to receive a positive behavior incentive.		Administrators, Classroom Teachers	Chosen students receive an incentive reward on Friday and are recognized for their good behavior during morning announcements.				
7) Gentlemen's Club will meet with a group of boys identified by teachers to teach skills on how to be a gentleman, work on projects to take ownership and become leaders for other students.		Administrators, Classroom Teachers, Paraprofessionals	Sign in sheets for Gentleman's Club meetings, agendas and completion of projects.				
= Accomplished              = Considerable              = Some Progress              = No Progress              = Discontinue							














**Goal 3: Tenie Holmes Elementary will place a continued emphasis on providing students with highly qualified teachers and varied ethnic role models.**

**Performance Objective 1:** All students will be instructed by highly qualified faculty members.

**Evaluation Data Source(s) 1:** Highly qualified teachers will be employed in all teaching positions.

**Summative Evaluation 1:**

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Jan	Mar	May	July
1) Principal or Assistant Principal will attend job fairs to recruit highly qualified college graduates.	5	Principal and Assistant Principal	New hires to the campus meet highly qualified requirements.				
2) Campus administrators will utilize the T-TESS component of DMAC to evaluate the faculty.	1, 3, 4	Principal and Assistant Principal	High quality instruction provided.				
Funding Sources: 211 - Title I - 1140.00							
3) Teachers will be trained and encouraged to take the ESL certification exam so more of our teachers will be ESL certified.	1, 2, 3	Campus administrators	More classroom teachers ESL certified.				
Funding Sources: 211 - Title I - 500.00							
4) Principals, counselors and para-professionals will receive training on how to assist the teachers in the classroom.		Principal	Students will receive more guided instruction from every support staff member in the school.				
<b>State System Safeguard Strategy</b> <b>Federal System Safeguard Strategy</b> 5) Provide teachers with differentiated instructional strategies and provide support systems. Present teachers with instructional share and positive support systems.	1, 9	Principal, teacher.	Walkthroughs by the administration.				
<b>State System Safeguard Strategy</b> <b>Federal System Safeguard Strategy</b> 6) Develop quality planning time and continue to discuss share ownership and success. Special education teachers and interventionist will have the opportunity to plan with the regular teachers.	1, 2, 9	Team leaders, inclusion team and principal.	Duty schedule				
<b>State System Safeguard Strategy</b> <b>Federal System Safeguard Strategy</b> 7) Increase class support with retired teachers, mentors and tutors from PALS and TAFE club from the high school. Training teacher with the power of two training.	1, 9	MCES, High school class sponsors.	Agenda and sign in sheet				


State System Safeguard Strategy							
8) Teachers plan together as a team each six weeks. They plan activities for the following six weeks and analyze the data to plan adjust their instruction for the following six weeks.	1, 2, 4, 9	Principal, assistant principal, team leaders.	Teachers turn in a sign in sheet and strategies used in areas of concern that need to be improve.				
	Funding Sources: 211 - Title I - 0.00						
9) Nurse and librarian attend training required to assist our students and provide services needed.		Principal	Nurse will have do required training to make sure the students are receiving the required medical treatment.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

**Goal 4: The faculty of Tenie Holmes Elementary will increase parent and community involvement.**

**Performance Objective 1:** All parents, visitors, and community members will feel welcome to visit Tenie Holmes Elementary.

**Evaluation Data Source(s) 1:** Review of Survey report questions indicating positive environment.

**Summative Evaluation 1:**

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Jan	Mar	May	July
1) As often as possible, a bilingual faculty member will be at the front window to greet visitors.	6	Office personnel, Principal, Assistant Principal	Improved perception of campus culture and climate. Increased parent involvement as a result.	✓	✓	✓	✓
Funding Sources: 211 - Title I - 0.00							
							


**Goal 4:** The faculty of Tenie Holmes Elementary will increase parent and community involvement.

**Performance Objective 2:** The Tenie Holmes faculty will develop and provide opportunities that ensure communication and involvement for parents, family members, and community members in student achievement.

**Evaluation Data Source(s) 2:** Newsletters, websites, conference logs, home visit documentation, sign in sheets for parental involvement opportunities.

**Summative Evaluation 2:**

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Jan	Mar	May	July
1) Volunteer programs will be in place: CARES-classroom volunteers; Mentors-Adult/student volunteer; Student Book Buddies-listen to students read; Adult Book Buddies-listen to students read; PALS-Peer Assistance Leadership Service.	6	Principal, Assistant Principal, Community Education, Counselor, All classroom teachers, Parent volunteers	Increase in student achievement and improvement in emotional well-being.				
				Funding Sources: 211 - Title I - 0.00			
2) Communications will be sent home in both English and Spanish. Babblefish translation is on the district website for faculty and parental use. Also, classroom and campus website will be kept current for school information. The campus counselor sends a weekly email to parents of upcoming events and announcements.	1, 2, 6	Principal, Assistant Principal, Classroom teachers, School Counselor, Campus Secretary, Registrar	E-mail correspondence, electronic hits on individual sites				
				Funding Sources: 199 - Local - 0.00			
3) Minimum of two face to face conferences per year with each parent. First conference before the end of the 1st six weeks and any time needed afterwards.	1, 2, 6, 10	Classroom Teachers	Conference Logs, improved communications between home and school				
				Funding Sources: 211 - Title I - 0.00			
4) Transition and planning meetings with local Head Start program, day care programs, and BCISD Pre-K program held each year.	7	Principal, Assistant Principal, Kindergarten Teachers, local Headstart personnel	Meetings held and ease in transition to public school setting.				
				Funding Sources: 211 - Title I - 0.00			

5) Media coverage in Paw Prints, Bay City Tribune, Matagorda Advocate, local radio station, BCISD district website, campus and classroom websites.	6	Public Information Department, Principal, Assistant Principal, School Counselor, Classroom Teachers, School Secretary	Input from parents and community	✓	✓	✓	✓
Funding Sources: 211 - Title I - 0.00							
6) School Parent Days to include but not limited to: Meet The Teacher Night, Noche Bilingue(Bilingual Night),50's Day, Grandparents Day, Book Fair, Kinder Thanksgiving Feast,Christmas Programs, Kindergarten Rodeo, Kinder Egg Drop, Cinco de Mayo,Young Author's Day, Field Day, Super Citizen Luncheon, Awards Programs, Parent Involvement Day	1, 2, 6, 10	Principal, Assistant Principal, School Counselor, Classroom Teachers, Physical Education Teacher	Increase in parental attendance and involvement in school activities.	✓	✓	✓	✓
Funding Sources: 211 - Title I - 0.00							
7) Have a team of parent volunteers to attend the Parent Involvement Conference in Victoria, Texas.	1, 2, 4, 6	Principal, Assistant Principal, Counselor	Increase in parental support and attendance in school related functions. Improvement in student progress.	✓	✓	✓	✓
Funding Sources: 270 - Title VI - 400.00							
							

**Goal 5: By the end of 2016-2017, student attendance will increase to 98%.**

**Performance Objective 1:** An attendance rate of 98% will be achieved.

**Evaluation Data Source(s) 1:** Review of June Attendance reports indicating 98% attendance rate.

**Summative Evaluation 1:**

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Jan	Mar	May	July
1) Teachers will document all tardies and absences immediately. Teachers will notify parents.		Teachers, Attendance Clerk	Increase in daily attendance.				
	Funding Sources: 211 - Title I - 0.00						
2) Principal, Assistant Principal, and Attendance Clerk will notify parents when absences reach three days and for excessive tardies.		Principal, Assistant Principal, Registrar	Increase in daily attendance rate.				
	Funding Sources: 211 - Title I - 0.00						
3) Tenie Holmes Office will contact parents regarding state policy on attendance: five, seven, and ten days.		Principal and Registrar	Attendance rate of 98%				
	Funding Sources: 211 - Title I - 0.00						
4) When student establishes an absentee pattern, he/she will be referred to attendance committee.		SSC Committee, Principal, Assistant Principal, Counselor, Intervention Team, Classroom Teacher, School Nurse	Increase in daily attendance rate.				
	Funding Sources: 211 - Title I - 0.00						
5) At the end of each six weeks, the students that had perfect attendance will be photographed and their picture will be displayed in the hall.		Principal and Counselor	Reports will be downloaded from TXEIS the Wednesday after the first six weeks and the students.				
= Accomplished              = Considerable              = Some Progress              = No Progress              = Discontinue							



## State System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	CNA indicates a need for focusing on improving the following in Reading: Vocabulary, Inferencing, Sequencing, Summarization, Fluency, Comprehension CSF 2 Increase the Use of Quality Data to Drive Instruction- Turnaround Principle- Use of data to inform instruction. Focus School Strategy
1	1	16	Each grade level will conduct small group intervention in the area of Reading, utilizing the Special Education teachers, intervention teacher, and grade level paraprofessionals. (SS) CSF 1 Improve Academic Performance- Strengthen the School's Instructional Program.
1	1	17	Create data walls to analyze the data, compare results and create individualized tutoring plans for the students. The team creates data walls for subpopulations such as special education and ELL population.
1	1	19	5) We will have a reading academy at Tenie Holmes for 3rd, 4th and 5th grade. Different experts in the subject matter will come and train our students on effective writing and editing skills.
1	2	1	Instruction will focus on improving the following in Math: Number sense, Basic Facts, Algebraic relations/functions; Geometry; Measurement; Probability/Statistics; Subtraction; Addition; Problem Solving; Graphing/Charts; Multiplication; Division
1	2	3	Individual students' strengths and weaknesses will be determined for Math through benchmarking, assessments, observations, and reports. CSF 2- Increase the Use of Quality Data to Drive Instruction Turnaround Principle Use of Data to Inform Instruction Focus School Strategy
1	2	11	Each grade level will conduct small group intervention in the area of Math, utilizing the Special Education teachers, intervention teacher, and grade level paraprofessionals. (SS) CSF Improve Academic Performance Turnaround Principle Strengthen the School's Instructional Program. Focus School Strategy
1	2	12	PLC - teachers will observe each other teaching and implement strategies learned in their own classrooms.
1	2	13	Retired teachers will be hired as tutors to tutor students in small group setting. We will use the data to determine who are the students that need intervention and individualized instruction.
1	3	2	Small groups will be utilized to meet the individual needs of students and to address areas in need for 5th grade Science. (SS)
1	4	1	Teachers will attend staff development to better meet the needs of our students. (SS) Focus School Strategy
1	4	2	Materials will be purchased and implemented to effectively and consistently instruct our students in Writing. (SS) Focus School Strategy
1	4	3	We will have a writing academy at Tenie Holmes. Different experts in the subject matter will come and train our students on effective writing and editing skills.
1	5	3	Computers will be utilized in bilingual classrooms to access ESL Reading Smart program for language acquisition.

Goal	Objective	Strategy	Description
1	6	1	Faculty members have the opportunity to attend workshops, conferences, online trainings, and instructional coaching from mentor teachers, and Region Service Center Special Education specialists. CSF 7 Increase Teacher Quality Turnaround Principle Ensure Effective Teachers Focus School Strategy
1	6	4	Teachers will utilize a half day planning each six weeks to prepare for upcoming content as well as analyze student data from STAAR, assessments, and benchmarks.
1	6	5	Bilingual/ESL teachers will attend the WELLS (Working with English Language Learners) and WOW (Words of our World) staff development to learn teaching strategies for transitioning students into English. CSF 7: Increase Teacher Quality Turnaround Principle Ensure Effective Teachers Focus School Strategy
1	6	6	Consultant from Region 3 will meet with classroom teachers to assist with implementing the ELPs into lesson plans and providing ideas for utilizing sheltered instruction strategies.
3	1	5	Provide teachers with differentiated instructional strategies and provide support systems. Present teachers with instructional share and positive support systems.
3	1	6	Develop quality planning time and continue to discuss share ownership and success. Special education teachers and interventionist will have the opportunity to plan with the regular teachers.
3	1	7	Increase class support with retired teachers, mentors and tutors from PALS and TAFE club from the high school. Training teacher with the power of two training.
3	1	8	Teachers plan together as a team each six weeks. They plan activities for the following six weeks and analyze the data to plan adjust their instruction for the following six weeks.

## Federal System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	17	Create data walls to analyze the data, compare results and create individualized tutoring plans for the students. The team creates data walls for subpopulations such as special education and ELL population.
1	1	18	Saturday tutoring academies in which students will have a specific areas to work on and improve their knowledge and skills.
1	2	12	PLC - teachers will observe each other teaching and implement strategies learned in their own classrooms.
1	2	13	Retired teachers will be hired as tutors to tutor students in small group setting. We will use the data to determine who are the students that need intervention and individualized instruction.
3	1	5	Provide teachers with differentiated instructional strategies and provide support systems. Present teachers with instructional share and positive support systems.
3	1	6	Develop quality planning time and continue to discuss share ownership and success. Special education teachers and interventionist will have the opportunity to plan with the regular teachers.
3	1	7	Increase class support with retired teachers, mentors and tutors from PALS and TAFE club from the high school. Training teacher with the power of two training.

# State Compensatory

## Budget for Tenie Holmes Elementary:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
<b>6100 Payroll Costs</b>		
197-11-6112-00-102-6-30	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$8,000.00
197-11-6119.00-102-6-30	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$10,031.00
197-11-6119.07-102-6-30	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$503,571.00
197-11-6129.89-102-6-30	6129 Salaries or Wages for Support Personnel	\$20,000.00
<b>6100 Subtotal:</b>		<b>\$541,602.00</b>

**Personnel for Tenie Holmes Elementary:**

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
	Teacher	Intervention	0.2
	Teacher	1st Grade Bilingual	1.0
	Teacher	1st Grade Bilingual	1.0
	Teacher	4th Grade ESL	1.0
	Teacher	Kindergarten Bilingual	1.0
	Teacher	3rd Grade Bilingual	1.0
	Teacher	1st Grade Bilingual	1.0
	Teacher	Kindergarten Bilingual	1.0
	Teacher	2nd Grade Bilingual	1.0
	Instructional Aide	1st Grade	1.0

# Title I

## Schoolwide Program Plan

Our school district's Schoolwide Program Plan began with a Comprehensive Needs Assessment (CNA) to update and revise our existing schoolwide program plan. After consideration of a variety of data, the campus focused on certain needs that required attention. Areas of priority are providing additional staff development in the areas of Differentiating Instruction, Integrating Technology, meeting the needs of Special Education students, and content knowledge. With a campus that serves the district's elementary bilingual population, language acquisition is also a need to be addressed not only with our identified LEP students, but is a need with all students. By our district implementing a consistent scope and sequenced curriculum, the movement of our students from one elementary campus to another should not be an educational factor as each campus adheres diligently to the adopted curriculum.

## Ten Schoolwide Components

### 1: Comprehensive Needs Assessment

The district's comprehensive needs assessment helped our campus identify areas to be addressed for this school year. The data obtained provided the direction of focus for our campus plan and identified areas of strengths and weaknesses. By addressing these areas we can better provide the educational opportunities and meet the needs of all of our students.

### 2: Schoolwide Reform Strategies

Schoolwide reform will focus on implementation of CSCAPE with fidelity, integrating more technology into the classroom and intervention groups, and providing one on one instructional opportunities for our students.

### 3: Instruction by highly qualified professional teachers

Tenie Holmes Elementary will continue to employ highly qualified faculty to meet the needs of all students.

### 4: High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, student services personnel, parents, and other staff

Tenie Holmes Elementary will continue to seek out and provide high quality and ongoing professional development for all staff to meet the needs of all student demographics.

### 5: Strategies to attract highly qualified teachers

Tenie Holmes Elementary administrators will continue to attend recruiting sessions at colleges and universities to employ highly qualified educators.

Assistance will be given for preparation courses, examinations, and certifications to meet our standard of a highly qualified faculty. Local stipends are given to bilingual teachers.

#### **6: Strategies to increase parental involvement**

Tenie Holmes Elementary will continue to provide opportunities for parents and guardians to fully participate in the education of their child. Our front office has a bilingual staff member to assist with our Spanish speaking parents and we strive to promote a welcoming and positive environment for all. It is a belief of our faculty that the parent's involvement is critical to the success of the child. Opportunities to visit the campus, participate in classes, demonstrations, and programs are provided to all.

#### **7: Plans for assisting preschool children in the transition from early childhood programs to elementary school programs**

Tenie Holmes Elementary works closely with our local HeadStart program, the Pre-Kindergarten program that is housed for the district at Cherry Elementary and our kindergarten teachers to ensure a smooth transition. District PK/PPCD teachers collaborate with our Kindergarten teachers to address needs and expectations for incoming kindergarten students. Every Spring, our local HeadStart program brings the Kindergarten bound students for tour of our campus to ease anxiety and the parents are welcome to tour as well.

#### **8: Measures to include teachers in the decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program**

Tenie Holmes Elementary has team leaders assigned to each grade level that participate in the decision making process for student success. Regular meetings are held as well as faculty meetings to discuss and get input for student achievement. Weekly grade level meetings are conducted to discuss curriculum, assessments, and student needs.

#### **9: Activities to ensure effective timely assistance for students who experience difficulty mastering the proficient or advanced levels of academic achievement standards**

Tenie Holmes Elementary has Response To Intervention (RTI) teachers that work with identified students experiencing difficulties utilizing scientific research based strategies. The RTI team also meets weekly with teachers to discuss student progress, interventions, and accommodations.

#### **10: Coordination and integration of federal, state and local services and programs**

Tenie Holmes Elementary School utilizes both federal and state programs to support the local services.

## Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Holmes	Instructional Aide	General	1.0
Holmes	Instructional Aide	5th Grade	1.0
Holmes	Instructional Aide	2nd Grade	1.0
Holmes	Instructional Aide	4th Grade	1.0



## Campus Improvement Team

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Maria Estela	adminsitrator
Administrator	Kimberly Hickl	administrator
Business Representative	Nicasio Perez	Business Representative
Classroom Teacher	Therese Guay	1st grade team leader
Classroom Teacher	Esmeralda Lopez-	3rd grade team leader and bilingual representative
Classroom Teacher	Jannifer Kovar	4th grade team leader
Classroom Teacher	Tracie Pohlmeyer	5th grade team leader
Classroom Teacher	Emily Gardner	Disrtict Leadership team representative
Classroom Teacher	Kaleigh Estlinbaum	kinder team leader
Classroom Teacher	Stefanie A.	2nd grade team leader
Community Representative	Maria Guadalupe	Community Representative
Counselor	Marlene Guevara	Counselor
Parent	Yoalnda Betancourt	Parent

# Campus Funding Summary

211 - Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$5,000.00
1	1	2			\$20,000.00
1	1	4			\$2,000.00
1	1	5			\$0.00
1	1	6			\$3,600.00
1	1	10			\$0.00
1	1	11			\$0.00
1	1	12			\$0.00
1	1	13			\$12,955.50
1	1	14			\$2,500.00
1	1	15			\$2,252.00
1	1	16			\$2,000.00
1	1	17			\$0.00
1	1	18			\$0.00
1	1	19			\$13,900.00
1	2	1			\$1,500.00
1	2	2			\$2,000.00
1	2	3			\$1,000.00
1	2	6			\$12,955.50
1	2	10			\$699.00
1	3	1			\$0.00
1	3	2			\$1,000.00
1	3	3			\$2,098.00
1	4	1			\$1,000.00

1	4	2			\$1,000.00
1	4	3			\$4,598.00
1	5	1			\$16,862.00
1	6	1			\$10,000.00
1	6	2			\$1,000.00
1	6	3			\$500.00
1	6	4			\$3,000.00
1	6	4			\$16,000.00
1	6	5			\$8,365.00
1	6	6			\$550.00
1	7	1			\$4,000.00
1	7	2			\$5,000.00
1	7	3			\$5,000.00
1	7	4			\$25,000.00
1	8	2			\$0.00
3	1	2			\$1,140.00
3	1	3			\$500.00
3	1	8			\$0.00
4	1	1			\$0.00
4	2	1			\$0.00
4	2	3			\$0.00
4	2	4			\$0.00
4	2	5			\$0.00
4	2	6			\$0.00
5	1	1			\$0.00
5	1	2			\$0.00
5	1	3			\$0.00
5	1	4			\$0.00

					<b>Sub-Total</b>	\$188,975.00
<b>270 - Title VI</b>						
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>		<b>Account Code</b>	<b>Amount</b>
1	2	11				\$2,700.00
4	2	7				\$400.00
					<b>Sub-Total</b>	\$3,100.00
<b>197 - State Compensatory</b>						
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>		<b>Account Code</b>	<b>Amount</b>
1	1	3				\$4,000.00
1	2	6				\$4,000.00
1	2	11				\$4,000.00
					<b>Sub-Total</b>	\$12,000.00
<b>199 - Local</b>						
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>		<b>Account Code</b>	<b>Amount</b>
1	1	20	Focus grant		Focus grant	\$20,000.00
4	2	2				\$0.00
					<b>Sub-Total</b>	\$20,000.00
<b>263 - Title III LEP</b>						
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>		<b>Account Code</b>	<b>Amount</b>
1	5	3				\$500.00
					<b>Sub-Total</b>	\$500.00
					<b>Grand Total</b>	\$224,575.00