

Bay City Independent School District
Tenie Holmes Elementary
2018-2019 Campus Improvement Plan



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.

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Achievement	5
School Culture and Climate	6
Staff Quality, Recruitment, and Retention	7
Curriculum, Instruction, and Assessment	8
Parent and Community Engagement	9
Technology	10
Priority Problem Statements	11
Comprehensive Needs Assessment Data Documentation	12
Goals	14
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.	14
Goal 2: Tenie Holmes Elementary will provide a safe and disciplined environment conducive to learning.	31
Goal 3: The faculty of Tenie Holmes Elementary will increase parent and community involvement.	35
Comprehensive Support Strategies	38
State Compensatory	40
Personnel for Tenie Holmes Elementary:	40
Title I Schoolwide Elements	41
ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)	41
ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)	41
ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)	41
Title I Personnel	42
Instructional Leadership Team	43
Faculty Advisory Meeting	44
Campus Funding Summary	45

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.

38% 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 290 students served by the bilingual program. Overall, grades 1-5 have an attendance rate at/above 95.6%.

Student Achievement

Student Achievement Summary

In the 2017-2018 3rd grade STAAR Reading assessment, 66% of all students, 64% Hispanic, 76% White, and 61% Economically Disadvantaged students met standard.

In the 2017-2018 3rd grade STAAR Math assessment, 78% of all students, 78% Hispanic, 80% White, 75% Economically Disadvantaged, and 76% ELL students met standard.

In the 2017-2018 4th grade STAAR Reading assessment, 62% of all students, 63% Hispanic, 55% Economically Disadvantaged, and 63% ELL students met standard.

In the 2017-2018 4th grade STAAR Math assessment, 76% of all students, 75% Hispanic, 100% White, 70% Economically Disadvantaged, and 89% ELL students met standard.

In the 2017-2018 4th grade STAAR Writing assessment, 56% of all students, 49% Hispanic, 75% White, 49% Economically Disadvantaged, and 37% ELL students met standard.

In the 2017-2018 5th grade STAAR Reading assessment, 75% of all students, 83% Hispanic, 94% White, 73% Economically Disadvantaged, and % ELL students met standard.

In the 2017-2018 5th grade STAAR Math assessment, 95% of all students, 96% Hispanic, 89% White, 96% Economically Disadvantaged, and 98% ELL students met standard.

In the 2017-2018 5th grade STAAR Science assessment, 80% of all students, 81% Hispanic, 83% White, 76% Economically Disadvantaged, and 72% 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 utilize a campus instructional coach to meet weekly with grade level content teams. During this time, they will disaggregate data, analyze the data based on instructional strategies and look forward to plan engaging and rigorous lessons and activities for upcoming units.

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.

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 Success Maker and Lexia, 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.
- Grade level content areas meet weekly with the campus instructional coach to disaggregate data and analyze that data based on instructional strategies.
- Grade level content areas meet weekly with the campus instructional coach to plan engaging and rigorous lessons and activities for upcoming units.
- The campus instructional coach works with teachers asking for assistance or identified by campus administration.

Parent and Community Engagement

Parent and Community Engagement 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.

Parent and Community Engagement 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
- Young Author's Day
- Day of Thanks
- Parent Involvement Conference in Victoria, Texas
- Parent training on educational strategies in Spanish and English

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

- Interactive White board
- Document Cameras
- CPS: student held infrared-based clicker system
- Campus website
- Online professional development and appraisal system
- Success Maker computer program
- Brain Pop, Brain Pop Jr.
- Eduphoria
- DMAC
- Mobile Computer Carts
- Increasing chromebooks in each classroom

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
- 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
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- Effective Schools Framework data
- Targeted support Identification 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 EL 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)

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data

- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- TTESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Support Systems and Other Data

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




Goals




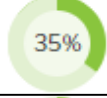
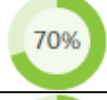
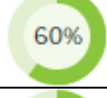

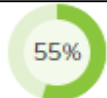


Goal 1: Tenie Holmes Elementary will provide quality teaching in order to provide rigorous learning in academic and vocational areas with an emphasis on mastery of Reading, Writing, Mathematics, Social Studies and Science.







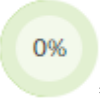

Performance Objective 1: 79% of student groups taking the STAAR Reading assessment will score at the approaches level.

Evaluation Data Source(s) 1: 2018-2019 Reading Assessment
 Reading Unit Assessments
 Reading Benchmark Assessments (released STAAR tests)

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Feb	Apr	June
<p>Comprehensive Support Strategy</p> <p>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.</p> <p>Focus School Strategy</p>	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.			
2) The Accelerated Reader program will be required for grades K-5.	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 - 2000.00					
3) Accelerated instruction and/or enrichment will be provided for all students through Reading and STAAR regrouping	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 - 15000.00					

4) Increasing and enhancing technology will be used for skill development, reinforcement, and enrichment in Reading.	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 - 55000.00					
5) 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.			
6) Individual student strengths and weaknesses will be determined for Reading, Writing, Speaking, and Listening skills	Classroom Teachers	STAAR simulations, TPRI, teacher observations, IPT, unit assessments, ITBS, local assessments, increase in student TELPAS scores			
7) STAAR benchmark testing will be used to group students to individualize instruction to best meet student needs.	Principal, Assistant Principal, Classroom Teachers	Increase in benchmark scores will demonstrate the students progress and knowledge acquisition.			
8) 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.			
9) Attendance at community tutorials will be encouraged.	Principal and Classroom Teachers	Attendance at Community tutorials, increase in student local and state assessments			
10) After a student shows little/lack of progress from Response to Intervention, the student will be referred for further testing.	Principal, Assistant Principal, Rtl Committee, Classroom Teachers	Student academic gaps are closing due to student meeting individualized goals set by the Rtl Committee.			
11) Before and After school tutorials will be offered as needed.	Classroom teachers, campus administrators	Increase passing rate on state mandated assessments.			
12) Spanish instructional materials will be provided to the bilingual classes to focus on primary language development.	Bilingual classroom teachers Principal Assistant Principal	Increase in primary language development of English Language Learners.			
Comprehensive Support Strategy 13) 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.	Principal, Classroom Teachers, Intervention Teacher, Special Education Teachers, grade level Paraprofessionals.	Improvement in the 2017-2018 STAAR Reading results.			


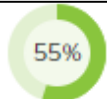

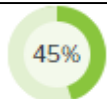

<p align="center">Comprehensive Support Strategy</p> <p align="center">Targeted Support Strategy</p> <p>14) Students have individual data binders to analyze the data, compare results and create individualized tutoring plans for the students.</p>	<p>Inclusion teachers, Classroom Teacher</p>	<p>Students will have ownership of their progress and increase their scores in State Assessments.</p>			
<p>15) To improve our reading scores at Tenie Holmes. Retired teachers will be working with our teachers and our students. They will be working with our reading teachers providing feedback on effective teaching strategies.</p>	<p>Administrators, teachers and team leaders.</p>	<p>The students will increase their scores in their benchmarks. The students will engaged in the classroom and with the students.</p>			
<p>Funding Sources: 211 - Title I - 15000.00</p>					
<p>16) The Instructional Leadership Team will meet weekly to discuss reading data from unit assessments, Star Renaissance and classroom instructional strategies.</p>	<p>Principal, Assistant Principal, Instructional Leadership Team</p>	<p>Data discussed at ILT meetings will then be presented in grade level meetings by ILT representative. Instructional concerns and strategies will be shared.</p>			
<p>17) Campus Instructional Coach will meet with teachers identified by campus administration to provide coaching to improve reading instruction.</p>	<p>Principal, Instructional Coach</p>	<p>Teachers will receive very specific coaching, modeling and feedback to help support and improve classroom instruction.</p>			
<p align="center">Comprehensive Support Strategy</p> <p>18) PLC - teachers will do observations with mentors, coaches and administrators on teachers whose lessons are normally accomplished and discuss the practices.</p> <p>The teachers will be asked to implement those practices.</p> <p>Administrators will follow up with observations and conferences to assure that instructional practices are implemented.</p>	<p>Teachers, mentors, coaches and principal.</p>	<p>Teachers observe each other and provide positive feedback and suggestions for improvement.</p>			
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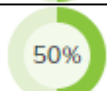
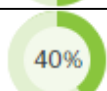
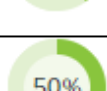


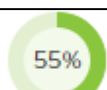
Goal 1: Tenie Holmes Elementary will provide quality teaching in order to provide rigorous learning in academic and vocational areas with an emphasis on mastery of Reading, Writing, Mathematics, Social Studies and Science.




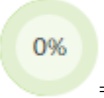

Performance Objective 2: 85% of student groups taking the STAAR math assessment will score at the approaches level.

Evaluation Data Source(s) 2: 2018-2019 STAAR Math Assessment
 Math CBA Assessments (at the end of each unit)
 Math Benchmark Assessments (released STAAR tests)

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Feb	Apr	June
<p>Comprehensive Support Strategy</p> <p>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</p>	Principal, Assistant Principal, Team Leaders, Classroom Teachers, Intervention Teacher, Special Education Teachers	Increase in student scores on local and state assessments			
2) Enhanced, integrated technology will be used for skill development, reinforcement, and enrichment in Math.	Principal, Assistant Principal, Teachers, Team Leaders, Intervention Teachers	Increase in scores on STAAR, ITBS, and local assessments			
<p>Comprehensive Support Strategy</p> <p>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</p> <p>Focus School Strategy</p>	Principal, Assistant Principal, Teachers, Team Leaders	Increase in student scores on local and state assessments, DMAC, and TEMI.			
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.	Principal	Increase in student scores on local and state assessments.			
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) Before and After school tutorials may be offered as needed.	Classroom teachers, campus administrators	Increase state mandated assessments.			
9) 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.			
Comprehensive Support Strategy 10) 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	Principal, Classroom teachers, Intervention teacher, Special Education teachers, grade level paraprofessionals.	Improvement in 2018-2019 STAAR Math results, local benchmarks, DMAC data, and TEMI. Data collected from STAR Renaissance Math will be utilized in student placement in intervention groups.			
Comprehensive Support Strategy Targeted Support Strategy 11) PLC - teachers will do observations with mentors, coaches and administrators on teachers whose lessons are normally accomplished and discuss the practices. The teachers will be asked to implement those practices. Administrators will follow up with observations and conferences to assure that instructional practices are implemented.	Teachers, mentors, coaches and principal.	Teachers observe each other and provide positive feedback and suggestions for improvement.			
Comprehensive Support Strategy Targeted Support Strategy 12) 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.	Retired teachers, teachers, interventionist and principal.	Students in special populations such as ELL and special education will increase the scores.			
13) Campus Instructional Coach will meet with teachers identified by campus administration to provide coaching to improve math instruction.	Principal, Instructional Coach	Teachers will receive very specific coaching, modeling and feedback to help support and improve classroom instruction.			






14) The Instructional Leadership Team will meet weekly to discuss reading data from unit assessments, Star Renaissance and classroom instructional strategies.	Principal, Assistant Principal, Instructional Leadership Team	Data discussed at ILT meetings will then be presented in grade level meetings by ILT representative. Instructional concerns and strategies will be shared.			
15) The Star Renaissance Math program will be used by grades 1-5.	Classroom Teachers	Increase STAAR Math scores.			
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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: 85% of student groups taking the STAAR Science Assessment will score at the approaches level.

Evaluation Data Source(s) 3: 2018-2019 STAAR Science Assessment
 Science CBA Assessments (at the end of each unit)
 Science Benchmark Assessments (released STAAR tests)

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Feb	Apr	June
1) After school tutorials will be offered as needed to offer small group remediation to identified students.	Principal, Assistant Principal, Classroom Teachers	Students scores on Science STAAR assessment			
Comprehensive Support Strategy 2) Small groups will be utilized to meet the individual needs of students and to address areas in need for 5th grade Science. (SS)	Principal, Assistant Principal, Classroom Teachers, Intervention Teacher, Special Education Teachers	Improvement in 2018-2019 STAAR Science results.			
3) Classroom materials will be purchased for demonstration and class experiments and additional practice with vocabulary implementation. In addition, teachers will attend different training to learn Shelter instruction techniques to teach Science to ELL.	Principal, Assistant Principal, Classroom Teachers	Improvement in 2018-2019 results, teacher walkthroughs documenting class participation.			
4) The Instructional Leadership Team will meet weekly to discuss reading data from unit assessments, Star Renaissance and classroom instructional strategies.	Principal, Assistant Principal, Instructional Leadership Team	Data discussed at ILT meetings will then be presented in grade level meetings by ILT representative. Instructional concerns and strategies will be shared.			
5) Campus Instructional Coach will meet with teachers identified by campus administration to provide coaching to improve math instruction.	Principal, Instructional Coach	Teachers will receive very specific coaching, modeling and feedback to help support and improve classroom instruction.			



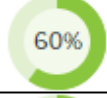
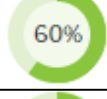


<p>Comprehensive Support Strategy</p> <p>6) PLC - teachers will do observations with mentors, coaches and administrators on teachers whose lessons are normally accomplished and discuss the practices.</p> <p>The teachers will be asked to implement those practices.</p> <p>Administrators will follow up with observations and conferences to assure that instructional practices are implemented.</p>	<p>Teachers, mentors, coaches and principal.</p>	<p>Teachers observe each other and provide positive feedback and suggestions for improvement.</p>			
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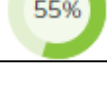



Goal 1: Tenie Holmes Elementary will provide quality teaching in order to provide rigorous learning in academic and vocational areas with an emphasis on mastery of Reading, Writing, Mathematics, Social Studies and Science.

Performance Objective 4: 75% of student groups taking the STAAR Writing assessment will score at the approaches level.

Evaluation Data Source(s) 4: 2018-2019 STAAR Writing Assessment
 Writing Benchmark Assessments (released STAAR tests)
 Holistic writing compositions written and scored every other week

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Feb	Apr	June
<p>Comprehensive Support Strategy</p> <p>1) Teachers will attend staff development to better meet the needs of our students. (SS)</p> <p>Focus School Strategy</p>	Principal, Assistant Principal, Classroom Teachers	Improvement in 2017-2018 STAAR writing results.			
2) Every grade level will complete a writing initiative holistic writing every six weeks.	Administrators, Writing Committee, Classroom Teachers	Students in all grade levels will become more familiar and confident with holistic writing.			
3) 4th grade teachers will meet with the district coach after each benchmark assessment to score writing prompts.	Writing teachers, District Instructional Coach, Principal	Consistent scoring on holistic writing samples; develop plans to address common weaknesses			
4) 4th Grade writing teachers will have students take a piece through the entire writing process every other week and will then score based on a modified STAAR rubric.	4th Grade writing teachers	Students will receive continual feedback on the writing process and the final product.			
<p>Comprehensive Support Strategy</p> <p>5) PLC - teachers will do observations with mentors, coaches and administrators on teachers whose lessons are normally accomplished and discuss the practices.</p> <p>The teachers will be asked to implement those practices.</p> <p>Administrators will follow up with observations and conferences to assure that instructional practices are implemented.</p>	Teachers, mentors, coaches and principal.	Teachers observe each other and provide positive feedback and suggestions for improvement.			
6) Campus Instructional Coach will meet with teachers identified by campus administration to provide coaching to improve writing instruction.	Principal, Instructional Coach	Teachers will receive very specific coaching, modeling and feedback to help support and improve classroom instruction.			







7) The Instructional Leadership Team will meet weekly to discuss data from unit assessments, Star Renaissance and classroom instructional strategies.	Principal, Assistant Principal, Instructional Leadership Team	Data discussed at ILT meetings will then be presented in grade level meetings by ILT representative. Instructional concerns and strategies will be shared.			
Comprehensive Support Strategy					
8) Students have individual data binders to analyze the data, compare results and create individualized tutoring plans for the students.	Inclusion teachers, Classroom Teacher	Students will have ownership of their progress and increase their scores in State Assessments.			
Funding Sources: 211 - Title I - 100.00					
 = Accomplished  = 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: All student groups at Tenie Holmes Elementary will make 19% growth towards students reading on-grade level.

Evaluation Data Source(s) 5: Star Renaissance Reading will indicate students meeting on-grade level targets for all student groups and grade levels.

Summative Evaluation 5:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Feb	Apr	June
1) Success Maker will be available for students for remediation in Reading and/or Math.	Principal, Assistant Principal, Classroom Teachers, Paraprofessionals.	Increase in Reading and Math skills.			
2) The web based Lexia Reading program is available to all classroom teachers for student remediation.	Principal, Classroom Teachers	Increase in student basic Reading skills.			
<p>Comprehensive Support Strategy</p> <p>3) PLC - teachers will do observations with mentors, coaches and administrators on teachers whose lessons are normally accomplished and discuss the practices.</p> <p>The teachers will be asked to implement those practices.</p> <p>Administrators will follow up with observations and conferences to assure that instructional practices are implemented.</p>	Teachers, mentors, coaches and principal.	Teachers observe each other and provide positive feedback and suggestions for improvement.			
4) Campus Instructional Coach will meet with teachers identified by campus administration to provide coaching to improve reading instruction.	Principal, Instructional Coach	Teachers will receive very specific coaching, modeling and feedback to help support and improve classroom instruction.			
5) The Instructional Leadership Team will meet weekly to discuss reading data from unit assessments, Star Renaissance and classroom instructional strategies.	Principal, Assistant Principal, Instructional Leadership Team	Data discussed at ILT meetings will then be presented in grade level meetings by ILT representative. Instructional concerns and strategies will be shared.			
6) To improve our reading scores at Tenie Holmes. Retired teachers will be working with our teachers and our students. They 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.			

<p>Comprehensive Support Strategy</p> <p>7) Students have individual data binders to analyze the data, compare results and create individualized tutoring plans for the students.</p>	<p>Inclusion teachers, Classroom Teacher</p>	<p>Students will have ownership of their progress and increase their scores in State Assessments.</p>			
<p>Comprehensive Support Strategy</p> <p>8) 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.</p>	<p>Principal, Classroom Teachers, Intervention Teacher, Special Education Teachers, grade level Paraprofessionals.</p>	<p>Improvement in the 2017-2018 STAAR Reading results.</p>			
<p>9) Spanish instructional materials will be provided to the bilingual classes to focus on primary language development.</p>	<p>Bilingual classroom teachers Principal Assistant Principal</p>	<p>Increase in primary language development of English Language Learners.</p>			
<p>10) After a student shows little/lack of progress from Response to Intervention, the student will be referred for further testing.</p>	<p>Principal, Assistant Principal, RtI Committee, Classroom Teachers</p>	<p>Student academic gaps are closing due to student meeting individualized goals set by the RtI Committee.</p>			
<p>11) Before and After school tutorials will be offered as needed.</p>	<p>Classroom teachers, campus administrators</p>	<p>Increase passing rate on state mandated assessments.</p>			
<p>12) Strengths and weaknesses of developmental areas identified with TPRI/TejasLEE will be determined for K-2 students.</p>	<p>Principal, K-2 Teachers</p>	<p>Individual needs are addressed and students are on level for the upcoming grade.</p>			
<p>13) The Accelerated Reader program will be required for grades K-5.</p>	<p>Classroom Teachers</p>	<p>Increase STAAR Reading scores, increase instructional reading levels, increase TPRI scores for all student groups, increase in TELPAS Reading scores, improved academic language</p>			
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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: Students and faculty will increase their abilities to utilize technology to enhance and extend learning.

Evaluation Data Source(s) 6: T-TESS Walkthrough reports indicating increased and effective use of technology.

Summative Evaluation 6:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Feb	Apr	June
1) During the Campus Comprehensive Needs Assessment, technology usage was an area to address. Therefore, kindergarten through grade 5 will continue to increase technology usage.	Principal, Assistant Principal, Classroom Teachers	Teacher usage of technology equipment.			
2) Teachers will utilize a dual interactive smartboard and Promethean board for delivery of content instruction.	Principal, Assistant Principal, Intervention Teachers	Increase in visual delivery of material.			
3) Additional Chromebooks will be purchased to allow students easier access for intervention and extended learning.	Campus Administrators, Classroom Teachers, IT Department, Paraprofessionals	Students participating in web based programs. Increase computer literacy skills			
Funding Sources: 211 - Title I - 55000.00					
4) Mobile computer carts will be utilized by teachers and students for student projects, assessments, online instruction and research.	Principal, Classroom Teachers	Increase in technology skills and well as Reading, Math, Science, and Social Studies skills.			
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.			
= Accomplished = 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 7: 100% of faculty members instructing students will be highly-qualified and will receive ongoing staff development and training.

Evaluation Data Source(s) 7: SBEC Certifications
 Certificates of all required professional development
 Sign-In sheets of training

Summative Evaluation 7:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Feb	Apr	June
1) Campus administrators will utilize the T-TESS component of DMAC to evaluate the faculty.	Principal and Assistant Principal	High quality instruction provided.			
Funding Sources: 211 - Title I - 1500.00					
2) Teachers will be trained and encouraged to take the ESL certification exam so more of our teachers will be ESL certified.	Campus administrators	More classroom teachers ESL certified.			
3) 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.			
Comprehensive Support Strategy Targeted Support Strategy 4) Provide teachers with differentiated instructional strategies and provide support systems. Present teachers with instructional share and positive support systems.	Principal, teacher.	Walkthroughs by the administration.			
Comprehensive Support Strategy Targeted Support Strategy 5) 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.	Team leaders, inclusion team and principal.	Duty schedule			
Comprehensive Support Strategy Targeted Support Strategy 6) Increase class support with retired teachers, mentors and tutors from PALS.	Principal, Assistant Principal, High school class sponsors.	Agenda and sign in sheet			



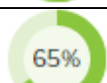
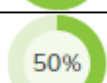




7) Nurse and librarian attend training required to assist our students and provide services needed.	Principal	Nurse will have do required training to make sure the students are receiving the required medical treatment.			
Comprehensive Support Strategy 8) Teachers that attended the Bilingual Conference in the summer will provide support to classroom teachers to assist with implementing the ELPs into lesson plans and providing ideas for utilizing sheltered instruction strategies.	Campus Administrators, Classroom Teachers	Improvement in classroom instruction delivery via classroom walkthroughs.			
Funding Sources: 211 - Title I - 550.00					
9) New teachers in the bilingual program will be trained in Shelter Instruction (SIOP) and the English Language Proficiency Standards (ELPS).	Campus Principal, Assistant Principal	SIOP strategies utilized in classrooms. ELPS used to guide instruction documented by teachers.			
Comprehensive Support Strategy 10) 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	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 - 7500.00					
 = Accomplished  = No Progress  = Discontinue					



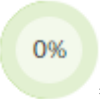

Goal 1: Tenie Holmes Elementary will provide quality teaching in order to provide rigorous learning in academic and vocational areas with an emphasis on mastery of Reading, Writing, Mathematics, Social Studies and Science.

Performance Objective 8: An attendance rate of 97% will be achieved.

Evaluation Data Source(s) 8: Review of Attendance reports indicating 97% attendance rate.

Summative Evaluation 8:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Feb	Apr	June
1) Teachers will document all tardies and absences immediately. Teachers will notify parents.	Teachers, Attendance Clerk	Increase in daily attendance.			
2) Attendance Clerk will notify parents when absences reach three days and for excessive tardies. Attendance clerk will call daily for each absence.	Attendance Clerk	Increase in daily attendance rate.			
3) Tenie Holmes Office will contact parents regarding state policy on attendance: five, seven, and ten days.	Principal and Registrar	Attendance rate of 97%			
4) When student establishes an absentee pattern, he/she will be referred to attendance committee.	Principal, Assistant Principal, Counselor, Intervention Team, Classroom Teacher, School Nurse	Increase in daily attendance rate.			
5) At the end of each six weeks, the students that had perfect attendance (no tardies and no early sign-outs) will be recognized at the awards ceremony and will receive a special lunch.	Principal, Secretary	Increase students being at school for the entire school day; decrease tardies and early sign-outs.			
6) Classrooms will work towards perfect attendance for a specified amount of time (ex: spelling ATTENDANCE) and will be rewarded as a class once meeting the goal.	Classroom teachers; campus secretary	Increase student attendance in the classroom and help encourage students to encourage each other to be at school.			
7) Instructional Leadership Team meets once each six weeks to review attendance data & then presents to the campus.	Principal, Assistant Principal, Instructional Leadership Team	Awareness to campus staff about the attendance of all grade levels and the entire school.			
8) Visuals of each grade levels daily attendance rate will be updated each morning before lunch and displayed for students to view as they walk in the cafeteria for lunch. When a grade level has 100% attendance, everyone in the grade level receives a treat/prize.	Office Staff	Brings awareness to students of their grade level attendance rate and encourages friendly competition to reach 100% in the grade level.			

9) Compulsory Attendance meetings with Mr. Marceaux and the parent to develop plans to improve attendance when absences have become a pattern.	Attendance clerk, principal, Attendance liason	Educate parents on attendance laws and increase student attendance			
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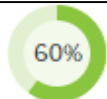
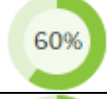
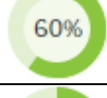
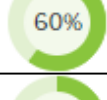
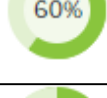
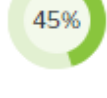
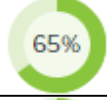

Goal 2: Tenie Holmes Elementary will provide a safe and disciplined environment conducive to learning.






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.

Zero incidences of unauthorized visitors on campus and of students being released to unauthorized individuals.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Feb	Apr	June
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.			
10) Individuals picking up students as car riders are required to have the assigned QR code for that student. If not, the individual is required to come in and show identification before signing the student out.	Principal, Assistant Principal, Staff members working Car Duty, Office Staff	Students will only be released to individuals with the appropriate identification.			
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Goal 2: Tenie Holmes Elementary will provide a safe and disciplined environment conducive to learning.

Performance Objective 2: The percentage of office referrals in all demographic areas will be proportional to the percentage of enrollment in those same demographic areas within +/- 10%.

Evaluation Data Source(s) 2: Office Referrals and positive interactions in the classroom.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Feb	Apr	June
Comprehensive Support Strategy 1) CKH Initiative has been implemented at Tenie Holmes. Teachers are expected to follow the CKH model to redirect student's behavior.	Teachers and administrators	Improved positive relationships between students and staff members.			
	Funding Sources: 211 - Title I - 2750.00				
2) Good Behavior Drawings are conducted on Friday mornings. Teachers submit names of students that did not receive a PRIDE Reminder all week. One student 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.			
3) Pawsitive Referrals will be sent home weekly to selected students with distinguished behavior for the week.	Administrators, Classroom Teachers	Pawsitive Referrals mailed home.			
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) Positive Behavior Support Initiative training for the behavior support team will be utilized. Teachers will all receive training from this team.	Principal, Assistant Principal, School Counselor, Behavior Support Team	Improved behavior for a safe environment. Decreased number of discipline referrals.			
6) 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.			
7) 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.			
8) Behavior Support Team will attend the Texas Behavior Conference to increase knowledge and learn new strategies to increase desired behaviors.	Behavior Support Team; Classroom Teachers	Classroom teachers will be able to increase their toolbox of improving positive relationships and replacing unwanted behaviors.			





9) Behavior Support Team meets once per six weeks to review discipline data and to make plans for how to assist teachers in the upcoming six weeks.	Behavior Support Team	Awareness of disproportionality of office referrals; reduce the disproportionality of those referrals			
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Goal 3: 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: Parent and community survey indicating a positive environment.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Feb	Apr	June
1) As often as possible, a bilingual faculty member will be at the front window to greet visitors.	Office personnel, Principal, Assistant Principal	Improved perception of campus culture and climate. Increased parent involvement as a result.			
 = Accomplished  = No Progress  = Discontinue					

Goal 3: The faculty of Tenie Holmes Elementary will increase parent and community involvement.

Performance Objective 2: Tenie Holmes faculty will communicate through various mediums to encourage increased involvement for parents, family members and community members

Evaluation Data Source(s) 2: Classroom Newsletters

Campus Newsletters

Conference Logs





Campus Website










Remind program/applicant

School Messenger program

Sign-in Sheets for parent involvement opportunities.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Feb	Apr	June
1) Volunteer programs will be in place: CARES-classroom volunteers; Mentors-Adult/student volunteer; PALS-Peer Assistance Leadership Service.	Principal, Assistant Principal, Community Education, Counselor, All classroom teachers, Parent volunteers	Increase in student achievement and improvement in emotional well-being.			
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.	Principal, Assistant Principal, Classroom teachers, School Counselor, Campus Secretary, Registrar	E-mail correspondence, electronic hits on individual sites			
3) Minimum of two face to face conferences per year with each parent. First required conference before the end of the 1st six weeks and second required conference after End of the Year testing is completed.	Classroom Teachers	Conference Logs, improved communications between home and school			
4) Media coverage in Paw Prints, Bay City Tribune, Matagorda Advocate, local radio station, BCISD district website, campus and classroom websites.	Public Information Department, Principal, Assistant Principal, School Counselor, Classroom Teachers, School Secretary	Input from parents and community			

5) School Parent Days to include but not limited to: Meet The Teacher Night, Bilingual Night, Book Fair, Kinder Thanksgiving Feast, Christmas Programs, Kindergarten Rodeo, Kinder Egg Drop, Cinco de Mayo, Field Day, Awards Programs, Parent Education Meetings, Parent Involvement Day	Principal, Assistant Principal, School Counselor, Classroom Teachers, Physical Education Teacher	Increase in parental attendance and involvement in school activities.			
6) Have a team of parent volunteers to attend the Parent Involvement Conference in Victoria, Texas.	Principal, Assistant Principal, Counselor	Increase in parental support and attendance in school related functions. Improvement in student progress.			
7) Campus counselor sends a newsletter home to parents in both English and Spanish once per six weeks.	Campus Counselor	Parents receive valuable information on how to help their children both at home and at school.			
8) Campus administration sends home a monthly newsletter in both English and Spanish.	Campus administration	Parents receive continual data in regards to upcoming events/activities, as well as reminders and attendance data.			
 = Accomplished  = No Progress  = Discontinue					

Comprehensive Support 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	13	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	14	Students have individual data binders to analyze the data, compare results and create individualized tutoring plans for the students.
1	1	18	PLC - teachers will do observations with mentors, coaches and administrators on teachers whose lessons are normally accomplished and discuss the practices. The teachers will be asked to implement those practices. Administrators will follow up with observations and conferences to assure that instructional practices are implemented.
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	10	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	11	PLC - teachers will do observations with mentors, coaches and administrators on teachers whose lessons are normally accomplished and discuss the practices. The teachers will be asked to implement those practices. Administrators will follow up with observations and conferences to assure that instructional practices are implemented.
1	2	12	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	3	6	PLC - teachers will do observations with mentors, coaches and administrators on teachers whose lessons are normally accomplished and discuss the practices. The teachers will be asked to implement those practices. Administrators will follow up with observations and conferences to assure that instructional practices are implemented.
1	4	1	Teachers will attend staff development to better meet the needs of our students. (SS) Focus School Strategy

Goal	Objective	Strategy	Description
1	4	5	PLC - teachers will do observations with mentors, coaches and administrators on teachers whose lessons are normally accomplished and discuss the practices. The teachers will be asked to implement those practices. Administrators will follow up with observations and conferences to assure that instructional practices are implemented.
1	4	8	Students have individual data binders to analyze the data, compare results and create individualized tutoring plans for the students.
1	5	3	PLC - teachers will do observations with mentors, coaches and administrators on teachers whose lessons are normally accomplished and discuss the practices. The teachers will be asked to implement those practices. Administrators will follow up with observations and conferences to assure that instructional practices are implemented.
1	5	7	Students have individual data binders to analyze the data, compare results and create individualized tutoring plans for the students.
1	5	8	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	7	4	Provide teachers with differentiated instructional strategies and provide support systems. Present teachers with instructional share and positive support systems.
1	7	5	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	7	6	Increase class support with retired teachers, mentors and tutors from PALS.
1	7	8	Teachers that attended the Bilingual Conference in the summer will provide support to classroom teachers to assist with implementing the ELPs into lesson plans and providing ideas for utilizing sheltered instruction strategies.
1	7	10	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
2	2	1	CKH Initiative has been implemented at Tenie Holmes. Teachers are expected to follow the CKH model to redirect student's behavior.

State Compensatory

Personnel for Tenie Holmes Elementary:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Holmes	Teacher	Intervention	0.2
Holmes	Instructional Aide	5th Gr. Bilingual	1.0
Holmes	Instructional Aide	Bilingual	1

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

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

Instructional Leadership Team

Committee Role	Name	Position
Administrator	Kimberly Hickl	Principal
Classroom Teacher	Elizabeth Davis	Kindergarten Teacher
Classroom Teacher	Patricia Gardner	1st Grade Bilingual Teacher
Classroom Teacher	Stephanie Koenig	2nd Grade Teacher
Classroom Teacher	Esmeralda Lopez	3rd Grade Bilingual Teacher
Classroom Teacher	Emily Gardner	4th Grade Teacher
Classroom Teacher	Norma Gonzalez	5th Grade Bilingual Teacher
Administrator	Stephanie Kucera	Assistant Principal
Non-classroom Professional	Stefanie Rodriguez	Campus Instructional Coach

Faculty Advisory Meeting

Committee Role	Name	Position
Administrator	Kimberly Hickl	Principal
Administrator	Stephanie Kucera	Assistant Principal
Classroom Teacher	Ashley Jessen	4th Grade Teacher
Classroom Teacher	Blair O'Connell	3rd Grade Teacher
Classroom Teacher	Leslie Kohlen	5th Grade Teacher
Classroom Teacher	Sonnee DeLong	1st Grade Teacher
Classroom Teacher	Cindy Munoz	Kindergarten Bilingual Teacher
Classroom Teacher	Juan Barrientez	2nd Grade Bilingual Teacher
Non-classroom Professional	Sheena Arocho	Music Teacher
Paraprofessional	Tara Hernandez	Instructional Aide

Campus Funding Summary

211 - Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$2,000.00
1	1	4			\$55,000.00
1	1	15			\$15,000.00
1	4	8			\$100.00
1	6	3			\$55,000.00
1	7	1			\$1,500.00
1	7	8			\$550.00
1	7	10			\$7,500.00
2	2	1			\$2,750.00
Sub-Total					\$139,400.00
Budgeted Fund Source Amount					\$266,353.00
+/- Difference					\$126,953.00
197 - State Compensatory					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3			\$15,000.00
Sub-Total					\$15,000.00
Budgeted Fund Source Amount					\$15,000.00
+/- Difference					\$0
Grand Total					\$154,400.00