

Temple Independent School District
Thornton Elementary
2016-2017 Campus Improvement Plan

Mission Statement

The mission of Temple Independent School District is to prepare students to be life-long learners who are productive in 21st Century College & Work Life.

Thunderbirds....

Take Responsibility, Empower each other, and Strive for success

Vision

TISD's vision is to be the school of choice where every student is a life-long learner, every life-long learner graduates, and every graduate becomes a meaningful contributor to their community and society.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Current enrollment: Thornton Elementary has gone through a drastic transformation this past year. We welcomed 57 bilingual students to our campus while transferring 18 Functional Life Skills students to another. This, combined with the higher enrollment of Hispanic students, has flipped the percentage of White and Hispanic students nearly equally from last year. Kindergarten and Grade 1 are by far our largest groups of students, making up nearly 41% of the student body between the two grade levels.

2016 Thornton Elementary Demographics (As of October 7, 2016)

Description	Number	Percentage
Total School Population	585	100%
American Indian	7	1.2%
Asian	24	4.1%
African American	151	25.81%
Pacific Islander	4	.68%
White	169	28.89%
Multi-Race	19	3.25%
Hispanic	211	36.07%
Low SES (Free/Reduced Lunch)	367	62.74%
At-Risk	294	50.26%
Special Education	39	6.67%
Bilingual	57	9.7%
ELL	27	4.6%

Demographics Strengths

Our diversity is our greatest strength. With children arriving from throughout the southern quadrant of Temple, students become exposed to many different experiences and opportunities. We recently had a attendance shift that brought 4 classes of Bilingual Students in Grades K and 1 to our campus from across the city. Children who attend Thornton are diverse in ethnicity, economic status, language, abilities and disabilities. This makes for an incredible opportunity for children to be exposed to situations and experiences that prepare them for the real world.

Demographics Needs

Having such a wide ranges of diverse needs means that both students and staff need opportunities to become aware, appreciate, and related to peers that may not look, sound, act, or think like they do. There needs to be a concerted effort to help children overcome barriers.

Student Achievement

Student Achievement Summary

2015-2016 Student Achievement Data

DRA

Kinder:

On or Above: 77%

Barely: 9%

Below: 12%

Significantly Below:
2%

TPRI

K:

PA: Dev 43%

GK: Dev 91%

List Comp: Dev
80%

1st:

On or Above: 48%

Barely: 12%

Below: 20%

Significantly
Below:20%

STAAR Results

3rd Math: 60%

(2015 58.4% +2)

3rd Reading: 55.6%

(2015 69.7% -14.1)	1st:	TEMI	
	PA: Dev 81%		2nd:
4th Math: 51.2%	GK: Dev 90%	K: 79% on Target	On or Above:43%
(2105 61.8% -10.6)	Word Read: Dev 54%	5% on Still Developing	Barely: 16%
4th Reading: 61.6%	Acc 1: Dev 58%	1st: 68% on Target	Below: 5%
(2015 71.2% -9.6)	Acc 2: 42%	8% on Still Developing	Significantly Below:36%
Summary	Comp 1: Dev 67%	23% on At-risk	
4th Writing:60.5%	Comp 2: Dev 37%	2nd Grade Math EOY	3rd:
(2015 62.2% -1.7)		56% Average Score	On or Above: 55%
5th Math: 72%	2nd:	32% Met Standard (at 70%)	Barely: 7%
(2015 70% +2)	GK: Dev 59%	7% Commended (at 90%)	Below:12%
5th Reading: 75%	Word Read: Dev 65%i		Significantly Below: 24%
(2015	Acc 1: Dev 74%		
5th Science: 74%	Acc 2: 68%		4th
(2015 72.1% +1.9)	Comp 1: Dev 75%		On or Above:39%
	Comp 2: Dev 69%		Barely: 11%
			Below: 14%

T

Significantly below:
34%

5th:

On or Above: 59%

Barely: 10%

Below: 18%

Significantly below:
12%

Student Achievement Strengths

Students in primary grades are beginning to come into testing grades better prepared, although it doesn't necessarily reflect yet in STAAR testing. 5th grade science is still improving. Grade 1 Reading improved in many areas. We are in middle of a growth period which is beginning to yield results. It's a slow climb considering our demographics, but the gains are real and feasible. Rigor is rising across all areas.

Student Achievement Needs

The shift in math rigor and assessments in the primary grades need constant adjustments. Grade 2 math is still a gap with locally created assessments. Writing in all grade levels is still challenging.

K-2 students need intensive instruction on the different TPRI indicators in order to establish strong reading abilities during this critical learning time. Based on DRA results, students in 2nd grade and 4th grade also require additional reading instruction to increase comprehension, fluency, accuracy, and vocabulary skills. This instruction will occur through guided reading and small-group instruction. We need to continue to close the achievement gap in Math. Grade 3 and 4 are weak in phonetic skills, decoding, and general comprehension. The generations behind them are improving greatly, but this tends to be a "lost generation" that needs additional support to become successful.

School Culture and Climate

School Culture and Climate Summary

School Culture

Thornton Elementary provides a disciplined, but stimulating, learning climate for students. The climate for learning at Thornton Elementary is enhanced by involved parents. Parents are encouraged to become involved in the professional learning community, to help with homework, and to encourage and honor their child's successes. Student discipline is the responsibility of all Thornton Elementary staff members. A major goal is to provide a positive climate for learning in order to assure student achievement, enhance self-esteem, and develop positive social behavior. To reach this goal, Thornton Elementary offers many opportunities for student participation and recognition. The following are examples of how Thornton encourages a positive school culture:

STAR STUDENTS:

Students will be considered for Star Students based on behavior, attendance, and grades. Any adult can nominate a student for a star. Please use the appropriate colored star and turn into the boxes near the counselor's office and down by the cafeteria.

STAR OF THE WEEK

Beginning in the middle of September, teachers focus on one student a week in the classroom. This is the chance for the students to talk about themselves and build community.

SOCIAL CONTRACTS/RESPECT AGREEMENTS

All classrooms will create a social contract – a group of classroom rules, expectations, and norms that will be put on chart paper (or similar material) and signed by each student. The contracts are posted in a visible location in each classroom. Students are encouraged and expected to maintain appropriate behavior at all times because disruptions interfere with learning. Thornton uses the CHAMPs and Foundations curriculum. Each teacher has a CHAMPs book in their room to use as a resource for classroom management. The Foundations component is used for campus wide expectations and discipline. In addition to this curriculum, our Grades 3-5 teachers and supports have been trained in Restorative Discipline. Student handbooks and other information about school and classroom rules are distributed and discussed on a regular basis.

Strengths

Thornton Elementary is dedicated to providing a quality educational experience that embraces diversity. Structures are in place to ensure that the learning environment is engaging for all students. Based on the TEA parent perception survey, Thornton ranked among the highest in TISD.

School Culture and Climate Strengths

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School Culture and Climate Needs

Since Thornton has embraced a new population of students, it has gone through some “growing pains” with creating a new collective culture. Expectations (academic, behavior, and attendance) are higher than many of our new students are accustomed to and it has been challenging to them and the staff as well. Adding new programs (Bilingual Education in grades K and 1), expanding others (Regional School for the Deaf, Special Education), adding compliance transfer students, and a shift in the number of class sections at each grade level has also contributed to the re-acclimation for the school.

There is a shift in staff climate and needs as well. Teachers and staff are being polled and questioned about their satisfaction with work and what their needs are for retention into successive years with the hope of higher teacher retention rates/less turnover.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

All teachers at Thornton Elementary are highly-qualified. The staff at Thornton includes: 28 regular teachers, 4 Bilingual teachers, 2 special education teachers, 4 activity/specials teachers, and 1 Deaf Education teacher. On an average, our teachers have been here 8 years. This past year was slightly more stable in retention than in the past. There was a turnover of 5 teachers, many of which had experience. One way that Thornton has recruited teachers is through instructional aide positions. We have also expanded Grade 5 by one section and Grades K and 1 by two sections each.

Staff Quality, Recruitment, and Retention Strengths

One of the main strengths at Thornton is that all of our teachers are highly qualified. Another strength is the diversity in our teaching staff. There has been an intentional focus on recruiting men, staff of color, and teachers with certifications in English as a Second Language. This is beginning to be reflected in our staff.

Staff Quality, Recruitment, and Retention Needs

One of the main needs for Thornton staff is to assist teachers in receiving their ESL and GT certifications. These certificates will help teachers in providing the best differentiated learning environment. We will continue to recruit diverse staff members and retain those who are here.

As a campus, we need to expose our student population to the variety of different cultures and traditions our families embrace. Since we have a sizable amount of students and staff that speak Spanish now on our campus, we need to help our other teachers and staff to grasp a rudimentary understanding of the language and culture to help alleviate apprehension.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Curriculum and Instruction have been the focus of Thornton for the past several years. Intentional shifts have been made in raising rigor, using vetted/standardized curriculum, training teachers, employing a solid model of intervention, providing small group tutoring, maximizing instructional time, and incorporating standardized formative and summative assessments

Curriculum, Instruction, and Assessment Strengths

Curriculum: Teachers faithfully follow the approved district curriculum. All of the pieces are in place to assist teachers including a scope and sequence, annual roadmaps, frameworks, and instructional focus documents. Combined with regular professional development and weekly meetings by grade level Professional Learning Communities, along with monthly walkthroughs, alignment and instruction continues to strengthen.

Instruction: Best practice instructional strategies are incorporated into the classroom instruction.

Assessment: Summative assessments are a powerful tool for data disaggregation. We use standardized systems and maintain integrity in assessing students.

Interventions: are held in high regard and are progress monitored in a timely fashion.

Curriculum, Instruction, and Assessment Needs

Curriculum: Finding opportunities for cross-curricular lessons, utilizing the Backwards Design approach to lesson planning
Instruction: Increasing the level of student engagement throughout all classrooms and expanding differentiated instruction. Lesson planning needs to be consistent and formalized across the campus to ensure quality, variety, and differentiated instruction to meet the needs of all students.

Assessment: Integrating more formative assessments to guide instruction.

We need to continue to develop the Professional Learning Community through intense and focused dialogue. We need to have a continued focus on timely delivery of interventions.

Family and Community Involvement

Family and Community Involvement Summary

The following are the different parent and community opportunities at Thornton:

- PTO Open House/Meet the Teacher Night
- Grade level parent meetings
- Parent Conferences
- Field Trip chaperones
- Family Book Fair Events
- Invitational Lunches
- Family Literacy Night
- Family Math Night
- Bingo for Books
- Christmas/Holiday Gift Shop
- Parent Involvement Team
- TISD (Thornton) website, and social media outlets including Facebook, Twitter, and Family Access
- E-mail
- Donuts for Dads
- Muffins for Moms
- Thornton Library Story Hour
- Fall Festival
- Watch D.O.G.S.
- ACE/Community in Schools, including monthly parent education/involvement
- Spring Carnival
- Instructional Volunteers

Family and Community Involvement Strengths

Active PTO

Multiple opportunities for parental involvement. Intentional focus by administration and staff to involve parents and community in the success of the school

as a community. We reach out to community members who cannot come to the campus by providing family engagement activities in their neighborhoods or providing transportation to school after hours.

Our federally funded ACE program provides a much needed support system for parent engagement through monthly parent involvement activities, parent education opportunities, home visits, and assistance for health and wellness.

Family and Community Involvement Needs

We need to continue communicating effectively with parents and the community. Many of our parents are working poor and the ability to communicate with them (via phone or student folders) is limited and ever changing. We need to brainstorm new strategies for improving parent involvement. We've had some activities, meetings, and events in the community centers, but we can add more of these. We must make sure that we are connecting to all the possible partners in our community that make sense for our students' learning. Continue to grow the Watch D.O.G.S. program. More actively engage our Adopt-A-School with the 21st Combat Support Hospital.

We are also having a new challenge with the addition of Bilingual families to reach out to them for increased engagement.

School Context and Organization

School Context and Organization Summary

Thornton has a principal, assistant principal, full-time counselor, early literacy coach, instructional coach, secretary, receptionist, diagnostician, and custodians. There is an ACE/Community in Schools Site Coordinator on campus every day. Instructional aides, both general ed and special ed, are dedicated to help teachers and staff with interventions and small group. There is other support staff including deaf ed interpreters, reading specialists for dyslexia, and outside support from social service agencies.

Grade levels are physically grouped together for better communication and planning. Grade levels have a common planning time and use this for PLCs and lesson planning.

Our library is a central hub to instruction. The librarian and counselor have expanded their roles to serve as teachers as well as their primary duties. We have a dedicated, enclosed outdoor science lab to extend and enrich the curriculum.

Master schedules are created to maximize instructional time and provide routine.

Interventions are included in every school day as part of small group instruction for intense directed remediation. Tutoring is available on a needs basis before and after school.

An activities/specials rotation also occurs every day for physical education, fine arts, and reinforcing science and technology. ACE afterschool program is available every day to tutor, help with homework, provide enrichment, and feed our at-risk students.

School Context and Organization Strengths

We have a dedicated science and computer lab. Instructional aides are in the classroom and not “clerks” for the office. Staff and teachers work together in professional development so that everyone knows the best practices. We’ve stayed loyal and sacred to our instructional frameworks as well as maximized instructional “time on task.”

Intentional division of labor and committee involvement help to share responsibility and leadership to keep any one of the components of the organization from becoming overwhelmed.

School Context and Organization Needs

With our population shifting towards English Language Learners and more economically disadvantaged, demonstrating lower skills and more pressing academic and social needs, we are researching extending our intervention and tutoring time and accelerating their direct instruction time to get the students closer to grade level. The counselor and county support agents are providing character education, career counseling, social skills and conflict resolution strategies. The next step is to involve more parents in both the academic and social aspects.

We need to continue to create a culture that school matters. Attendance, Behavior, and Academics.

Technology

Technology Summary

Each classroom at Thornton Elementary is equipped with a presentation station with projector, at least one student computer, and a teacher computer. A computer lab with 25 computers is also available for use by teachers and is utilized as part of the activity rotation. Two mobile labs with 34 Chromebooks are available for teacher check-out. In Grades 3-5, there are 12-13 Chromebooks in every classroom to assist in technology education. This system will be extended into Grade 2 and the primary grades will receive 12 iPads in each room. Thornton will become a 2:1 ratio campus by the end of the first semester.

Teachers have had the opportunity to attend Google Apps for Education training over the summer and receive a Chromebook ahead of the new technology rollout scheduled over the next few years. Additional technology applications continue to become available with the appropriate training.

Thornton uses the available technology for student productivity, teacher instruction, and data management and analysis.

Technology Strengths

Since the computer lab is open every other week, teachers are able to use the computer lab to supplement instruction as well as their Tiered Levels of Interventions. Teachers are also incorporating more technology into their instruction such as projectable books and listening centers, and SmartBoards in select classrooms. Technology applications are an integral part of our Tier 2 interventions. The mobile computer labs are in constant use. With each successive year, teachers and students become more proficient in the use of technology as an integral part of their jobs and education.

Technology Needs

Different types of technology tools to be used in daily direct instruction. We are beginning to fall behind in physical equipment compared to our counterparts (i.e., few e-readers, few iPads, response systems, smart boards). We have begun an initiative to provide Lego Robotics on an extracurricular level and this needs to be expanded. We are looking into purchasing additional iPads or tablets for the lower grades.

Helping the teachers integrate technology seamlessly into instruction. Moving kids into using technology more fluidly.

Technology is still being used by students on a lower level (knowledge acquisition and application) versus as a tool for innovation and creation. As we move towards a more connected presence, the bandwidth and supply need to become more robust.

Comprehensive Needs Assessment Data Documentation

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

Goals

Goal 1: Thornton Elementary will provide rigorous standards of academic achievement to prepare 21st century learners for progress towards middle school and beyond.






Performance Objective 1: Thornton will meet or exceed state standards for the Texas Accountability System.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p>State System Safeguard Strategy Federal System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>1) Continue K-5 Reading plan to align reading instruction, resources and professional development.</p>	2, 4	Campus Principals; Instructional Coach; Literacy Coach; ELAR and SLAR Teachers	Documentation of targeted staff development; monitor and support implementation of instructional strategies; increase CBA and BM scores on math assessments; STAR Reading assessment increases; Reading Workshop Walk-through documentation;				
<p>Critical Success Factors CSF 1</p> <p>2) Support implementation of the K-5 writing plan to align writing instruction, resources, and professional development.</p>	2, 4	Campus Principals; Instructional Coach; Literacy Coach; ELAR and SLAR Teachers	Documentation of targeted staff development; monitor and support Empowering Writers implementation through classroom walkthroughs and lesson plan evaluation; CBA and benchmark scores; Walkthroughs in Content Areas demonstrating writing as a tool				
<p>State System Safeguard Strategy Federal System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>3) Align grades 3-5 instructional support for Resource/Inclusion students with the district scope and sequence and interventions.</p>	2, 8, 9	Campus Principals; Instructional Coach; Literacy Coach; and Special Education Teachers	STAR Renaissance student data reports, classroom observations, CBAs, lesson plans				
<p>4) Provide ongoing training for test coordinators to ensure successful testing.</p>		Director of Accountability, Assessment and PEIMS, Campus Principals	Documentation of training				
<p>State System Safeguard Strategy Federal System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>5) Continue K-5 Math plan to align reading instruction, resources and professional development.</p>	2, 4, 8	Campus Principals; Instructional Coach; Math and Science Teachers	Documentation of targeted staff development; monitor and support implementation of instructional strategies; increase CBA and BM scores on math assessments; STAR Math assessment increases; Math Walk-through documentation;				

 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue






Goal 1: Thornton Elementary will provide rigorous standards of academic achievement to prepare 21st century learners for progress towards middle school and beyond.

Performance Objective 2: Thornton Elementary will improve each campus accountability measure: Index 1 from 64% to 67%, Index 2 from 36% to 38%, Index 3 from 31% to 32%, and Index 4 from 24% to 26%, as indicated in the state accountability system.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p>State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>1) Strengthen K-5 math teachers' instruction through implementation of guided math / small group instructional strategies, especially among African-Americans and ELLs</p>	2, 3, 9	Elementary Campus Principals; Instructional Coaches; All content area teachers	Documentation of targeted staff development; monitor and support implementation of instructional strategies; increase CBA and Benchmark scores on math assessments; increase STAR Math scores				
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							






Goal 1: Thornton Elementary will provide rigorous standards of academic achievement to prepare 21st century learners for progress towards middle school and beyond.

Performance Objective 3: Thornton Elementary will meet or exceed performance standards for all state and federal programs including B/ESL, SPED and NCLB, as indicated by no staging for PBMAS.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p>State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 4</p> <p>1) Support the implementation of a campus bilingual program to ensure fidelity.</p>	2, 3, 10	Director of B/ESL; Bilingual Campus Principals; Bilingual Instructional Coach; Bilingual Teachers	Classroom walkthroughs; observations; professional development documentation; materials inventoried				
<p>Critical Success Factors CSF 5</p> <p>2) Develop parent engagement activities that can be utilized at the campus level in order to meet the minimum requirement of one parent engagement activity each six weeks.</p>	1, 6, 10	Director of ACE, ACE Facilitator; Principals, Librarian, Classroom Teachers	Activities developed, documentation of parent engagement activities				
<p>Critical Success Factors CSF 3 CSF 6</p> <p>3) Apply and participate in CREST program with the Texas School Counseling Association.</p>		Campus Principals, Campus Counselors	Evidence of CREST application submitted; presentation of CREST applications October 28				
<p>Critical Success Factors CSF 2 CSF 3</p> <p>4) Revamp monthly trainings from the PEIMS department to ensure correctness of data, to enhance and improve services.</p>		Director of Accountability, Assessment and PEIMS, Campus Principals	Documentation of pre-PEIMS reports sent weekly and monthly to campuses; documentation of training				
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							


Goal 1: Thornton Elementary will provide rigorous standards of academic achievement to prepare 21st century learners for progress towards middle school and beyond.

Performance Objective 4: Thornton Elementary will hire only those teachers that have a valid Texas certification prior to their first day of instruction, or are eligible for such license through a probationary certificate.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 7</p> <p>1) Only certified teachers will be presented to the Human Resources for hire. Long-term substitutes will be hired if no certified teacher can be found for an open position.</p>	3	Assistant Superintendent of Human Resources, Campus Principals	Board minutes; hiring documentation				
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 1: Thornton Elementary will provide rigorous standards of academic achievement to prepare 21st century learners for progress towards middle school and beyond.

Performance Objective 5: Thornton Elementary will reduce the teacher attrition rate to below 20%.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
1) Implement process for after-school periodic meetings to discuss different elements about being a new teacher or a teacher new to temple.		Campus Principals; TNTT Coordinators	Campus meeting reports				
2) Monitor master schedules to assure balance in class loads for first and second-year teachers (class size, behavior).		Campus Principals	Master schedules; PEIMS and local campus data regarding class loads and discipline				
3) Implement process on New Teacher Walkthroughs for Quick Evals.		Campus Principals; Instructional Coach	Walkthrough documentation				
							


Goal 2: Thornton Elementary will provide a safe and healthy environment to support positive behaviors for students, staff, families, and community.

Performance Objective 1: TISD will continue district-wide facilities improvements using bond funds.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
1) Complete construction of new Thornton Elementary School.		Assistant Superintendent for Finance and Operations; Campus Principal; Maintenance Supervisor	Construction complete				


Goal 2: Thornton Elementary will provide a safe and healthy environment to support positive behaviors for students, staff, families, and community.

Performance Objective 2: TISD will develop and maintain academically driven and functionally appropriate facilities where students' safety and health are paramount.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 6</p> <p>1) Identify and train members of a Medical Emergency Response Team (MERT) to recognize medical emergency situations and utilization of CPR and AED protocols.</p>		Assistant Superintendent of Student Services, Director of Health Services and Campus Administrators; Campus MERT Team	<p>Evidence of MERT team on each campus (list of team members)</p> <p>Evidence of training for every team member in CPR and AED (sign in sheets and copies of certification documents)</p> <p>Evidence of annual on-site mock drills (completed drill evaluation documentation)</p>				
2) Monitor custodial services for quality and completion.		Assistant Superintendent for Finance and Operations; GCA; Campus Principals; SBDM Team	Custodial satisfaction survey information				
3) Monitor general operating and activities fund expenditures.		Campus Principals; Secretary; SBDM Team	Budgetary and bond expenditure reports				
4) Monitor student participation in the breakfast and lunch program to maintain daily participation at previous year levels.		Director of School Nutrition; Campus Principals; Kitchen Manager	Breakfast and lunch participation data				
							






Goal 2: Thornton Elementary will provide a safe and healthy environment to support positive behaviors for students, staff, families, and community.

Performance Objective 3: Thornton Elementary will improve discipline and decrease ISS, OSS, and DAEP placements.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 6 CSF 7</p> <p>1) Provide CHAMPS training to 100% of teachers.</p>	4	Coordinator of Student Intervention Services; Campus Principals	Eduphoria reports of teachers completing on-line refresher, New Teacher sign-in sheets, and New substitute training sign-in sheets				
<p>Critical Success Factors CSF 6 CSF 7</p> <p>2) Train new teachers in positive behavioral supports and interventions, including Capturing Kids Hearts</p>	2, 4	Campus Principals, Assistant Principals, Counselor	Walkthroughs, Social Contracts, reduction in disciplinary reports				
<p>Critical Success Factors CSF 6</p> <p>3) Implement required counseling activities in line with state mandates including Why Try?, No Place for Hate, and Career Cruising.</p>	2, 10	Campus Principals; Campus Counselors	Calendar of activities, participation documentation, Documentation of non-direct service delivery				
<p>Critical Success Factors CSF 6</p> <p>4) Support behavioral intervention strategies through Trust-Based Relational Intervention (TBRI) training and coaching, particularly with the upper grades.</p>	2, 4	Director of Counseling, Campus Principals, Counselor	Training plan in place and evidence of completion of plan				
<p>Critical Success Factors CSF 4 CSF 6</p> <p>5) Reduce placements out of the classroom to less than 30 ISS incidents, 10 OSS incidents and 5 DAEP placements.</p>	2	Campus principals, counselor, teachers	Foundations reports, placement reports				
							






Goal 3: Thornton Elementary will develop, facilitate, and support strategies to increase the attendance and participation of students, parents, and staff in school-related activities.

Performance Objective 1: Thornton Elementary will increase student attendance to reach a student attendance rate of 96.5%.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 4</p> <p>1) Provide incentives and supports to make community aware of attendance benefits.</p>	10	Foundations Committee, Campus Administrators, Truancy Officers, ACE Site Coordinator, Registrar/Attendance Clerk.	Daily and Monthly attendance reports				
<p>Critical Success Factors CSF 4</p> <p>2) Monitor and report attendance issues to relevant campus and district support personnel to improve attendance.</p>	10	Foundations Committee, Campus Administrators, Truancy Officers, ACE Site Coordinator, Registrar/Attendance Clerk.	Daily and Monthly attendance reports				
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							






Goal 3: Thornton Elementary will develop, facilitate, and support strategies to increase the attendance and participation of students, parents, and staff in school-related activities.

Performance Objective 2: Thornton Elementary will increase teacher attendance average to 96.5%.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 7</p> <p>1) Teacher attendance will be promoted consistently by the campus administration. Teacher attendance will be tracked with special recognition each grading period and at the end of the year.</p>	3	Assistant Superintendent of Human Resources; Campus Principals; Foundations Committee	Attendance tracking documentation; recognition documentation				
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 3: Thornton Elementary will develop, facilitate, and support strategies to increase the attendance and participation of students, parents, and staff in school-related activities.

Performance Objective 3: Thornton Elementary will continue to establish strategies to increase the participation of parents in regular, two-way and meaningful communication involving student academic learning and school activities.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 5</p> <p>1) Fine arts teachers will work with students to maintain a digital portfolio of student work via Artsonia and Google Drive. This will be accessible to parents to demonstrate learning and growth for the individual students and/or the ensembles.</p>	1, 6, 10	Director of Fine Arts; Campus Principals, Music and Art teachers	<p>Individual art portfolios created by every art student with a minimum of 2 works of art in the portfolio</p> <p>Music teacher will have class portfolios of class performances with a minimum of 2 performances for each group or ensemble</p>				
<p>Critical Success Factors CSF 5</p> <p>2) Continue to use campus-based activities and media that promote communication with parents including the use of Family Access, Twitter, Facebook, the website, and Skylert for callout information.</p>	6, 10	Campus Principals; campus technology liaison, campus communications coordinator, secretary	Meeting agendas; increased participation of parent access; campus plans				
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

State System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	Continue K-5 Reading plan to align reading instruction, resources and professional development.
1	1	3	Align grades 3-5 instructional support for Resource/Inclusion students with the district scope and sequence and interventions.
1	1	5	Continue K-5 Math plan to align reading instruction, resources and professional development.
1	2	1	Strengthen K-5 math teachers' instruction through implementation of guided math / small group instructional strategies, especially among African-Americans and ELLs
1	3	1	Support the implementation of a campus bilingual program to ensure fidelity.

Federal System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	Continue K-5 Reading plan to align reading instruction, resources and professional development.
1	1	3	Align grades 3-5 instructional support for Resource/Inclusion students with the district scope and sequence and interventions.
1	1	5	Continue K-5 Math plan to align reading instruction, resources and professional development.
1	2	1	Strengthen K-5 math teachers' instruction through implementation of guided math / small group instructional strategies, especially among African-Americans and ELLs
1	3	1	Support the implementation of a campus bilingual program to ensure fidelity.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Christine Manning	Paraprofessional	Instruction	1
Lakeisha Lewis	Paraprofessional	Instruction	1
Mark Jones	Paraprofessional	Instruction	1
Nichole Mastan	Paraprofessional	Instruction	1
Patricia Bender	Paraprofessional	Instruction	1

2016-2017 Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	Craig Wilson	Principal
Administrative Intern	John Woodward	Teacher
Administrator	Leticia Saunders	Assistant Principal
Classroom Teacher	Helen Alvarez	Teacher
Classroom Teacher	Amber Gauna	Teacher
Classroom Teacher	Penny McCormack	Inclusion Teacher
Classroom Teacher	Ana Perez	Bilingual Teacher
Classroom Teacher	Melissa Prine	Teacher
Classroom Teacher	Kendra Pursche	Teacher
Classroom Teacher	Mary Reilly	Teacher
Classroom Teacher	Whitney Sears	Teacher
Classroom Teacher	Margaret Staats	Teacher
District-level Professional	Karen Jackson	Instructional Technologist
Non-classroom Professional	Kristi Burke	ACE Site Coordinator
Non-classroom Professional	Tamara Earl	Counselor
Non-classroom Professional	Crystal Moody	Instructional Coach
Non-classroom Professional	Linda Tyson	Librarian
Parent	Valerie Fore	Parent