

Spring Branch Independent School District

Shadow Oaks Elementary School

2017-2018 Campus Improvement Plan

Accountability Rating: Met Standard



Mission Statement

Shadow Oaks believes **every student** has the right to realize their **potential** by committing to their **academic** and **social emotional** success in order to be **impactful leaders in our world**. Each student **deserves** to be **confident, important and valued**.

Value Statement

Our Collective Commitments:

We will ensure a safe and risk free environment.

We will take collaborative responsibility for all teaching and learning.

We will make data driven decisions.

We will set, communicate and expect high expectations.

We will provide rigorous, relevant and personalized learning.

Comprehensive Needs Assessment

Demographics

Demographics Summary

Campus Size 722 Students (+1 student)

Grade Span PK - 05

Percent Economically Disadvantaged 90.3% (-.7%)

Percent English Language Learners 73.3% (-.8%)

Mobility Rate 17.6% (+2.1%)

Percent Served by Special Education 9.8%

Demographics Strengths

Shadow Oaks demographics are fairly unchanged from the previous year. The number of students has remained between 710-740 students.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Ninety-one percent of our learners comes from poverty, with seventy-one percent coming with limited language proficiency. **Root Cause:** The majority of our families live in apartments and with their dominant language other than English.

Student Achievement

Student Achievement Summary

Shadow Oaks Elementary met the standards on the state accountability system. On the 2016 -2017 Accountability, Shadow Oaks met standards:

Index 1: (Target) Student Achievement: 57 (0 point gain)

Index 2: (Target) Student Progress: 36 (1 point gain)

Index 3: (Target) Closing Performance Gaps: 31 (0 point gain)

Index 4: (Target) Post-secondary Readiness: 24 (4 point gain)

STAAR All Scores:

	2015	2016
Math	-	60
Reading	58	57
Science	49	58
Writing	68	47

Student Achievement Strengths

Index 2 All Subjects:

% Met or Exceeded Prgress: 57 (+3) Hispanic: 58 (+5) ELL: 62 (+10)

% Exceeded Progress: 21 (+4) Hispanic: 21 (+4) ELL: 23 (+6)

Index 2 Reading:

% Met or Exceeded Progress ELL: 55 (+4)

Index 2 Math:

% Met or Exceeded Prgress: 62 (+9) Hispanic: 64 (+10) ELL: 67 (+15)

% Exceeded Progress: 25 (+7) Hispanic: 26 (+8) ELL: 29 (+11)

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Although there were gains in our largest subgroups, especially ELLs, there was limited growth in our overall Index Ratings. **Root Cause:** Special Education and African American Subgroups showed drops in Student Progress.

School Culture and Climate

School Culture and Climate Summary

Shadow Oaks did not participate in the District Pilot for a Student Survey. This year will be new baseline data.

Shadow Oaks tracks daily attendance in the classroom and schoolwide. Our attendance daily attendance rate ranges between 96% - 98%.

School Culture and Climate Strengths

Shadow Oaks faculty and students embrace the Campus Character Strengths. Shadow Oaks students participate in Action Based Learning, Project Class, and Playworks.

Shadow Oaks has a full time counselor and social worker. All faculty participate in at least 4 home visits per school year.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Shadow Oaks students continue to develop skills to address confidence and growth mindset. **Root Cause:** Students have limited experiences to explore and gain self confidence.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

We have approximately 21 new staff members to our team. Sixteen of those members are experienced teachers and/or staff members. Shadow Oaks is a part of the Tx Opportunity Culture adding three Multiclassroom Teachers (3rd - 5th grade) and three Associate Digital Lab Monitors (3rd - 5th grade.) Primary and Specials have three staff members supporting the teaching and learning at their grade levels.

Shadow Oaks faculty is working toward fully implementing effective Professional Learning Communities.

Staff Quality, Recruitment, and Retention Strengths

Shadow Oaks faculty embraces the District's Core Values. The campus has identified their mission, collective commitments and three-year strategic goals. The campus is built around 5 key influencers that impact the three strategic goals. The faculty and staff lead the work through 5 work team to achieve the strategic goals.

Shadow Oaks participates in risk taking to meet the needs of our children through initiatives such as, Action Based Learning, Project Class, Playworks, Tx Opportunity Culture, Branching Minds, Schoolwide Coaching and Schoolwide Home Visits.

Shadow Oaks will continue to have several student teachers on campus each semester. They are a great support to provide two adults in the classroom to strengthen small group instruction. We have been very fortunate to be able to hire some of these teachers as they graduate.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: During the past two years, there has been a higher rate of teacher turn over. **Root Cause:** Due to the demographic needs of the campus, Shadow Oaks tends to attract new to the field teachers.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Shadow Oaks started strategic work with Professional Learning Communities, Data Wise and Lead4ward Planning and Instruction, Intervention and STAAR preparation. We will continue to fully implement PLCs, DataWise and Lead4ward practices through:

- Weekly PLC meetings
- Weekly Extended Planning to focus on math and science curriculum, assessments and planning
- Instructional Faculty Meetings to focus on campus academic initiatives, technology and professional learning committees
- Daily Individualized Digital Instruction in Reading and Math (3rd - 5th)
- Multi-classroom Leaders (3rd - 5th)
- One on One data conferences between the teacher and instructional specialist to plan based on data
- One on One data conferences with administrator to discuss progress measures to meet exceeds expectations or 1 1/2 years growth.
- Instructional Rounds
- Coaching model for all teachers.

Curriculum, Instruction, and Assessment Strengths

Shadow Oak has three Multi-Classroom Teachers (3rd - 5th), three Associate Digital Lab Monitors (3rd-5th), Primary Staff Development Specialist, Primary ELL Specialist, Action Based Labs Intervention Specialist, Counselor, CIS and Librarian to support Curriculum, Teaching, Learning and Assessment.

Shadow Oaks has developed a system for all teachers to be coached on a weekly or bi-weekly basis. The leadership team coaches between 5-8 teachers. We will add technology and teaching peers to support observing and providing individualized feedback.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Effective Planning to address all students and all content areas is a area of growth. **Root Cause:** Need to implement effective planning structures and build time in the school day to plan in teams.

Family and Community Involvement

Family and Community Involvement Summary

Parent and community involvement is critical to the success of our children. In regard to parent volunteers, our campus has a very select number of volunteers. These volunteers are very committed and spend a great deal of time on campus. However, in regard to parent support, we are stronger in this area. Most of our parents attend our nine week parent conferences. Teacher share students' successes, needs and upcoming curriculum. Our attendance rate of our students is high, so our parents value what is happening in the classrooms. For the most part, parent support of teachers is very high.

Our CIS social worker and nurse, build strong partnerships between agencies to support our student and family needs.

"When Are You Coming to My House?" home visit plan for all teachers to visit at least four students identified in the bottom quartile has become a embedded practice on our campus.

Shadow Oaks will continue year two of a "Room Parent Program" to recruit parent involvement.

Shadow Oaks hosts ESL classes four days per week for parents/community. Further, we have multiple programs through CIS for parents about various topics.

Family and Community Involvement Strengths

Shadow Oaks holds nine week conferences for our parents to pick up their child's report card. This allows a face to face conference between the teacher and parent. "When Are You Coming to My House? home visits and a new Parent Teacher Partnership are practices in place at Shadow Oaks.

We have several programs were are very proud of their success. Our librarian host bi-weekly Toddler's and Tales time for our non school age children in the community to come read, play and get a book for home. This gives them school experience, exposes them to reading and provides modeling for our parents on how to read with their child at home. This program has gained attention of our home owners.

We have monthly library nights which are very successful. At any and all evening events, we give books away to grow our children's home libraries.

We have an amazing business partner, MetroNatiional, who is very supportive with new initiatives, student and teacher support.

Problem Statements Identifying Family and Community Involvement Needs

Problem Statement 1: Shadow Oaks does not have a large volunteer and mentoring program. **Root Cause:** Most of our families are working and volunteering is difficult for them.

School Context and Organization

School Context and Organization Summary

Shadow Oaks has several structures for organizational leadership.

- Instructional Support Team: Administrators, four academic instructional coaches, one behavior/ABL/Playworks instructional coach, counselor and librarian
- Instructional Leadership Team: Included IST, plus team leaders
- Campus Committee leadership
- Project leaders to include Adult Mindset, Student Mindset, Language Acquisition, Balanced Literacy and Effective Instruction
- Campus Improvement Team: Includes voting members, plus ad hoc members ILT, IST

Shadow Oaks implements the Campus Improvement Plan through committees.

School Context and Organization Strengths

The shared leadership among the organizational leadership allows ownership and development of teacher leaders. Our teachers are a part of one of five working groups to address our Three-Year Strategic Goals. Systems are in place to monitor progress of the implementation of the CIP. Shadow Oaks is focusing on Professional Learning Communities.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: The needs of our students are significant. It is challenging to ensure we address all students, all the time to effectively provide personalized learning. **Root Cause:** Opportunities to increase the "time" with students.

Technology

Technology Summary

Shadow Oak has a significant amount of technology on campus; however the technology is becoming outdated. Classrooms have Activbaords, netbooks, itouches and a few ipads. Our campus received a PK - 2nd grade Refresh Technology Deployment: PK - 1st grade - 8 mini Ipads and 2nd grade - 12 Chrome Books. Intermediate teachers are completing coursework to gain their Technology Refresh Deployment. We have devices for home check out for students, such as lap tops and hot spots. Our library has additional technology.

We have added three intermediate Time-Technology Swap classrooms in grades 3 -5. Students will visit the lab daily for reading and math personalized instruction.

Technology is used on a daily basis in classrooms through the activboard and workstations.

Technology Strengths

The librarian models lessons that integrate technology and provides support to teachers with technology. All of our teachers now comfortable with technology and are utilizing technology daily.

We have added three intermediate Time-Technology Swap classrooms in grades 3 -5. Students will visit the lab daily for reading and math personalized instruction.

Shadow Oaks has several Tech U staff development opportunities to explore and learn about technology opportunities in the classrooms.

Teachers are gaining skills and implementing components of It's Learning.

Problem Statements Identifying Technology Needs

Problem Statement 1: Students need opportunities for one-to-one devices to provide anytime, anywhere instruction. **Root Cause:** Teachers need to be trained in personalized learning and devices need to be available.

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

- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Federal Report Card Data

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data

- Special education population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RTI) student achievement data

Student Data: Behavior and Other Indicators

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

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- PDAS and/or T-TESS

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Study of best practices
- Action research results

Goals

Goal 1: Student Growth: Students will make more than 1 year's growth in Reading and Math as measured by DRA/EDL and MAP Scores

Performance Objective 1: 90% of students will meet their Conditional Growth Index (CGI) on Reading and Math as measured by MAP

Evaluation Data Source(s) 1: At MOY, 50% will meet CGI
At EOY, 90% will meet CGI




Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<p>System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>1) Opportunity Culture: Participate in TX Opportunity Culture by implementing a Multi Classroom Leader and Time Technology Swap for grades 3 - 5.</p> <p>Conduct weekly side by side coaching and monthly instructional rounds with all teachers, instructional specialists and administrators (Leverage Leadership Model). 500 Classroom Visits</p> <p>Book Study: Leverage Leadership (ILT)</p>	1, 2, 3, 4, 8, 9, 10	Instructional Leadership Team, Multi Classroom Leaders, Classroom Teachers, Digital Lab Monitors	Agendas/Minutes PLC Meeting Agendas/Minutes ILT Meeting Agendas/Minutes Lesson Plans Classroom Walk Throughs Coaching Agendas/Minutes/Schedule Eduphoria Aware Data LEP Data MAP Data T-TESS Goals			
Funding Sources: 211 - Title I, Part A - \$16,899.00						

<p align="center">System Safeguard Strategy</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>2) Reading: Ensure each PK-5th grade classroom is fully implementing rigorous and relevant instruction using the balanced literacy format.</p> <p>Emphasis on Words Their Way, Guided Reading, Shared Reading/Read Aloud, Independent Reading, Writer's Workshop and Genre Study.</p> <p>Students will read independently 20 minutes per day during class, before school during RISE Time, throughout transition times during the day and homework.</p> <p>Use STAAR, TELPAS, MAP and PSA data to vertically align balanced literacy across all grade levels.</p>	<p>1, 2, 3, 4, 8, 9, 10</p>	<p>Instructional Leadership Team, Team Leaders, Classroom Teachers</p> <p>Language Arts Professional Learning Committee</p>	<p>Agendas/Minutes PLC Meeting Agendas/Minutes ILT Meeting Agendas/Minutes Lesson Plans Classroom Walk Throughs Coaching Agendas/Minutes/Schedule Eduphoria Aware Data LEP Data MAP Data T-TESS Goals Work Samples Reading Logs</p>			
<p align="center">System Safeguard Strategy</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>3) Reading Continued: Implement school wide genre study and independent reading program. Campus goal for independent reading is 70,000 books.</p> <p>Implement online resources: Istation, Razkids.</p> <p>Professional Development: Literacy Nonfiction (K-5), Expository (K-5), and Fiction (5th)</p> <p>Maintain and purchase materials to support reading instruction.</p> <p>Book Study: The Reading Strategies.</p>	<p>1, 2, 3, 4, 8, 9, 10</p>	<p>Instructional Leadership Team, Team Leaders, Classroom Teachers</p> <p>Language Arts Professional Learning Committee</p>	<p>Agendas/Minutes PLC Meeting Agendas/Minutes ILT Meeting Agendas/Minutes Lesson Plans Classroom Walk Throughs Coaching Agendas/Minutes/Schedule Eduphoria Aware Data LEP Data MAP Data T-TESS Goals Work Samples Istation Data RazKids Data Reading Logs</p>			<p>Funding Sources: 211 - Title I, Part A - \$12,668.00</p>

<p align="center">Critical Success Factors</p> <p align="center">CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>4) Math: Ensure each PK - 5th grade classroom is implementing rigorous and relevant math instruction through the use of small group instruction, problem solving and technology rich instruction.</p> <p>Utilize STAAR, TELPAS, MAP and PSA data to vertically align math instruction: number sense, model drawing, number bonds, math talks and homework.</p>	<p>1, 2, 3, 4, 6, 8, 9, 10</p>	<p>Instructional Leadership Team, Team Leaders, Classroom Teachers</p> <p>Math/Science Professional Learning Committee</p> <p>Action Based Instructional Specialist</p>	<p>Agendas/Minutes PLC Meeting Agendas/Minutes ILT Meeting Agendas/Minutes Lesson Plans Classroom Walk Throughs Coaching Agendas/Minutes/Schedule Eduphoria Aware Data LEP Data MAP Data T-TESS Goals Work Samples Dream Box Data Math Facts Data</p>			
<p>Implement online resources: Dream Box.</p> <p>Implement school wide math facts program. Integrate math facts through kinesthetic learning. Math facts will be the focus of homework.</p> <p>Provide Math Family Night.</p> <p>Professional Development: Addition and Subtraction, Whole Numbers, and Measurement and Geometry.</p> <p>Continue staff development opportunities through faculty meetings, grade level planning meetings, individual coaching and planning, vertical teams, and book clubs.</p> <p>Maintain and purchase materials to support math instruction.</p>	<p>Funding Sources: 211 - Title I, Part A - \$6,345.00</p>					

<p>System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 6 CSF 7</p> <p>5) Implement student goal setting opportunities in the academic and non-academic settings. Provide students opportunities to participate in rating scales (character strengths) and interest surveys (reading).</p> <p>Students will track progress through the implementation of Student Data Binders. Students will set SMART goals related to classroom instruction and assessments.</p> <p>Implement strategies to increase student efficacy, Growth Mindset and Grit.</p>	<p>1, 2, 3, 4, 8, 9, 10</p>	<p>Instructional Leadership Team, Team Leaders, Classroom Teachers</p> <p>Student Growth Mindset Influencer Group</p>	<p>Agendas/Minutes PLC Meeting Agendas/Minutes ILT Meeting Agendas/Minutes Lesson Plans Classroom Walk Throughs Coaching Agendas/Minutes/Schedule Eduphoria Aware Data LEP Data MAP Data T-TESS Goals Data Binder Panorama Data Growth Mindset/Grit Survey Data Interest Inventories</p>			
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 = Accomplished
 = No Progress
 = Discontinue




Goal 1: Student Growth: Students will make more than 1 year's growth in Reading and Math as measured by DRA/EDL and MAP Scores

Performance Objective 2: SOE will increase 5th grade Science performance by 13% as measured by STAAR.

Evaluation Data Source(s) 2: 2017 Baseline
Gr 5 Science = 47% (45 out of 96 students)

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<p>System Safeguard Strategy</p> <p>Critical Success Factors</p> <p>CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>1) Science: Ensure each PK - 5th grade classroom is implementing rigorous, relevant and engaging science instruction through the use of 5 E Model, hands-on activities, project based learning and lab activities. Focus on the integration of science among other content areas and direct vocabulary instruction.</p> <p>Use STAAR, TELPAS, MAP and PSA data to vertically align science instruction. Administer MAP for 4th and 5th Grade.</p> <p>Utilize common assessments and exit tickets.</p> <p>Continue Science Family Night and Science Fair.</p> <p>Continue staff development opportunities through faculty meetings, grade level planning meetings, individual coaching and planning, vertical teams, and book clubs.</p> <p>Maintain and purchase materials to support science instruction.</p>	1, 2, 3, 4, 6, 8, 9, 10	Instructional Leadership Team, Team Leaders, Classroom Teachers Math/Science Professional Learning Committee	Agendas/Minutes PLC Meeting Agendas/Minutes ILT Meeting Agendas/Minutes Lesson Plans Classroom Walk Throughs Coaching Agendas/Minutes/Schedule Eduphoria Aware Data LEP Data MAP Data Work Samples Master Calendar			

<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>2) Utilize Lead4ward/Staar4ward planning and Intervention: Lead4ward Anchor Chart for End of Unit/Concept. Focus on Engaging Activity, Stimulus, and Evidence of Learning.</p> <p>Professional Development Matter and Earth.</p> <p>Enhance Journaling: table of contents, labels, diagrams, and reasoning statements.</p> <p>Utilize Stemsscopes and Discovery Ed.</p> <p>Ensure use of Word Banks and Anchor Charts.</p> <p>Provide Science Saturdays for Students (starting in Fall).</p>	<p>1, 2, 3, 4, 8, 9, 10</p>	<p>Instructional Leadership Team, Team Leaders, Classroom Teachers</p> <p>Math/Science Professional Learning Committee</p>	<p>Agendas/Minutes PLC Meeting Agendas/Minutes ILT Meeting Agendas/Minutes Lesson Plans Classroom Walk Throughs Coaching Agendas/Minutes/Schedule Eduphoria Aware Data LEP Data MAP Data Work Samples Master Calendar</p>			
<p>Funding Sources: 211 - Title I, Part A - \$1,000.00</p>						
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						

Goal 1: Student Growth: Students will make more than 1 year's growth in Reading and Math as measured by DRA/EDL and MAP Scores

Performance Objective 3: SOE will increase 4th grade Writing performance by 15% as measured by STAAR

Evaluation Data Source(s) 3: 2017 Baseline
Gr 4 Writing = 45% (40 out of 88 students)

Summative Evaluation 3:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar



= Accomplished



= No Progress



= Discontinue

Goal 2: School Connectedness: Students in grades 3-5 will report strong connection to their school experience as measured by Panorama.

Performance Objective 1: 80% of students in grade 3-5 will report a connection to their school experience as measured by Panorama Survey

Evaluation Data Source(s) 1: SOES did not pilot Panorama

All data will be considered baseline data

Fall 2017 Baseline: School Belonging 73%; School Climate 75%; School Rigorous Expectations 79%; School Safety: 64%; School Teacher-Student Relationships: 86%




Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6</p> <p>1) Monitor weekly attendance (absences and tardies) and discipline to create action plans to support students and parents.</p> <p>Implement Classroom Tracking of 10 day attendance. Celebrate classrooms who meet 10 days of continuous attendance.</p> <p>Daily counts for absences prior to 9:00 am to contact parents and encourage students to arrive by 9:00 am for students who frequently have absences.</p>	1, 2, 9	<p>Instructional Leadership Team, Campus Improvement Team, Classroom Teachers, ADA</p> <p>Student Mindset Influencer Group</p>	<p>Weekly Attendance Records ILT Agendas/Minutes CIT Agendas/Minutes Panorama Survey</p>			

<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>2) Implement a School-wide Positive Behavior Support System. Utilize a tiered system to support classroom and individual student behaviors.</p> <p>Implement School Wide Procedures handbook. Implement teacher procedures to accompany student expectations.</p> <p>Implement CHAMPS strategies. Participate in CHAMPS professional development.</p> <p>Implement a school-wide system to teach and integrate campus character strengths.</p> <p>Continue school wide/grade level communication logs with parents.</p>	1, 2, 3, 4, 9	Instructional Leadership Team, Campus Improvement Team, Team Leaders, Classroom Teachers Student Mindset Influencer Group	Discipline Data PLC Agendas/Minutes ILT Meeting Agendas/Minutes Lesson Plans Classroom Walk Throughs Panorama Survey			
<p>Funding Sources: 211 - Title I, Part A - \$2,000.00</p>						
<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6 CSF 7</p> <p>3) Provide Project Class as a school-based social and relationship skills program for grades PK - 2nd.</p> <p>Train all PK-2nd grade, specials, intervention and support staff in order to effectively teach social skills.</p> <p>Project Class will provide weekly follow-up services to work directly with students, staff, and classrooms.</p>	1, 2, 3, 4, 9	Instructional Leadership Team, Campus Improvement Team, Team Leaders, Classroom Teachers Student Mindset Influencer Group	Discipline Data PLC Agendas/Minutes ILT Meeting Agendas/Minutes Lesson Plans Classroom Walk Throughs Project Class Referrals and Documentation			
<p>Funding Sources: 211 - Title I, Part A - \$5,000.00</p>						
<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6</p> <p>4) Provide Playworks recess program to build community, resiliency, and leadership for students in PK - 5th grade. Implement core components: recess, in-class game time, Junior Coaches and after school programming. Refine and implement teacher procedures for recess.</p> <p>Continue to implement plan to utilize ERS radios during recess for safety and communication.</p> <p>Maintain and purchase materials to support the recess program.</p>	1, 2, 3, 4, 9	Instructional Leadership Team, Campus Improvement Team, Team Leaders, Classroom Teachers Student Mindset Influencer Group Playworks Consultant	Discipline Data PLC Agendas/Minutes ILT Meeting Agendas/Minutes Lesson Plans Classroom Walk Throughs Recess Walk Throughs Playworks Feedback Reports Panorama Survey			
<p>Funding Sources: 211 - Title I, Part A - \$2,000.00</p>						

<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6</p> <p>5) Provide leadership development opportunities for fifth grade students.</p> <ul style="list-style-type: none"> * Character Strengths focus * School Jobs * Junior Coaches * Student Council * University Groups * Broadcast Crew 	1, 2	<p>Instructional Leadership Team, Campus Improvement Team, Team Leaders, Classroom Teachers, Specials Teachers</p> <p>College/Leadership Professional Learning Committee</p>	<p>Discipline Data PLC Agendas/Minutes ILT Meeting Agendas/Minutes Lesson Plans Campus Walk Throughs Interest Surveys List of Leadership Opportunities Panorama Survey</p>			
<p align="center">Critical Success Factors CSF 6</p> <p>6) Provide students the opportunity to participate in fine arts activities/performances on and off campus, such as, Rodeo Art, District Choir Performances, Spelling Bee, Junior Achievement, District Track Meet and Field Day.</p>	1, 2	<p>Instructional Leadership Team, Campus Improvement Team, Team Leaders, Classroom Teachers, Specials Teachers</p>	<p>PLC Agendas/Minutes ILT Meeting Agendas/Minutes Lesson Plans Campus Walk Throughs Interest Surveys Calendar of Events Percentage of Student Participation Panorama Survey</p>			
<p align="center">Critical Success Factors CSF 5 CSF 6</p> <p>7) Highlight talents and accomplishments through monthly grade level showcases and other events:</p> <ul style="list-style-type: none"> * Library * Music and Health Fitness Performances * Art Shows * Display of grade level social studies projects * Display of science projects * Honor Roll (2nd - 5th) * Kinder and 5th Grade Graduation * Talent Show 	1, 2, 6	<p>Instructional Leadership Team, Campus Improvement Team, Team Leaders, Classroom Teachers, Specials Teachers</p> <p>College/Leadership Professional Learning Committee</p>	<p>PLC Agendas/Minutes ILT Meeting Agendas/Minutes Lesson Plans Campus Walk Throughs Interest Surveys Calendar of Events Percentage of Student Participation Panorama Survey</p>			

<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6</p> <p>8) Create activities in alignment with the social studies and science TEKS that focus on careers; highlight careers within academic areas as noted in nine week plans, schedule community speakers throughout the year during and after school in alignment with the curriculum.</p>	1, 2	<p>Instructional Leadership Team, Campus Improvement Team, Classroom Teachers</p> <p>Language Arts/Social Studies and Math/Science Professional Learning Committee</p> <p>College/Leadership Professional Learning Committee</p> <p>CIS</p>	<p>PLC Agendas/Minutes ILT Meeting Agendas/Minutes Lesson Plans Campus Walk Throughs Interest Surveys Calendar of Events Percentage of Student Participation Panorama Survey</p>			
<p>Critical Success Factors CSF 5 CSF 6</p> <p>9) Continue college of the month focus. Promote college through activities such as, college T'shirt day, pennants, displays, broadcast announcements, Owl Pride Assemblies, and guest speakers. Deliver college message to parents through all events, conferences, newsletters and meetings.</p>	1, 2	<p>Instructional Leadership Team, Campus Improvement Team, Classroom Teachers</p> <p>College/Leadership Professional Learning Committee</p> <p>CIS</p>	<p>PLC Agendas/Minutes ILT Meeting Agendas/Minutes Lesson Plans Campus Walk Throughs Interest Surveys Calendar of Events Percentage of Student Participation Panorama Survey</p>			
<p>Critical Success Factors CSF 6</p> <p>10) Students and Staff will participate in a Book Study: Energy Bus and activities related to the Energy Bus.</p>	1, 2	<p>Instructional Leadership Team, Campus Improvement Team, Classroom Teachers</p>	<p>PLC Agendas/Minutes ILT Meeting Agendas/Minutes Lesson Plans Campus Walk Throughs Interest Surveys Growth Mindset/Grit Survey Panorama Survey</p>			
Funding Sources: 211 - Title I, Part A - \$4,300.00						

<p align="center">Critical Success Factors CSF 1 CSF 5 CSF 6 CSF 7</p> <p>11) Increase active involvement of parents in their children's education through campus wide home visits in the Fall and Spring.</p> <p>Develop plan for the recruitment, training, participation and celebration of classroom room parents.</p>	1, 2, 6	Instructional Leadership Team, Team Leaders, Classroom Teacher Adult Mindset Influencer Group CIS	Attendance Records Discipline Data ILT Agendas/Minutes CIT Agendas/Minutes Home Visit Survey Data Panorama Survey			
<p align="center">Critical Success Factors CSF 6 CSF 7</p> <p>12) Increase active involvement of parents in their children's education through classes offered to parents: * Reading Strategies * Math Strategies * English Classes * Technology * Nutrition/Healthy Lifestyle * Behavior Management * Growth Mindset</p> <p>Maintain and purchase items to support the classes for parents.</p>	1, 2, 6	Instructional Leadership Team, Team Leaders, Classroom Teachers CIS	CIT Agendas/Minutes Course Surveys Calendar of Events Percentage of Parent Participation Panorama Survey	Funding Sources: 211 - Title I, Part A - \$2,258.00		
<p align="center">Critical Success Factors CSF 6</p> <p>13) Participate in SBISD "Share a Smile" customer service plan.</p> <p>* Identify and complete campus customer service activities * Implement customer service survey</p>	1, 2, 6	Instructional Leadership Team, Campus Improvement Team, Classroom Teachers Office staff	Customer Surveys List of Activities			
<p align="center">Critical Success Factors CSF 6</p> <p>14) Provide opportunities for students in 3rd - 5th grade during extended planning to participate in choice projects based on their interest and talents. (art projects, music, theatre, sports, Stem).</p>	1, 2	Instructional Leadership Team, Campus Improvement Team, Team Leaders, Classroom Teachers, Specials Teachers	PLC Agendas/Minutes ILT Meeting Agendas/Minutes Lesson Plans Campus Walk Throughs Interest Surveys Calendar of Events Percentage of Student Participation Panorama Survey			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						

Goal 3: Post Secondary Readiness (Achievement): SOE will increase the number of students in grades 3 and 5 who meet Post Secondary Readiness measure in Reading and Math.


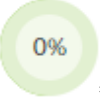

Performance Objective 1: SOE will increase by 5% the number of students in grades 3 and 5 who meet Post Secondary Readiness measure in Reading, Writing, Math, and Science.

Evaluation Data Source(s) 1: 2016 - 2017 Baseline

14 of 91 (15%) of 4th graders performed at the "meets" level on Reading and Math STAAR combined

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<p>System Safeguard Strategy</p> <p>Critical Success Factors</p> <p>CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>1) Utilize Lead4ward and Staar4ward to support the Data Wise Improvement Process. (Lead4ward Planning, Intervention, Rockin' Review and Mash Up)</p> <p>Attend Lead4ward Professional Development.</p> <p>Participate in Staar4ward Webinars (ILT.)</p> <p>Utilize Lead4ward and Staar4ward planning through PLC and Planning Opportunities.</p> <p>Utilize the Lead4ward Playlist for developing active learning.</p> <p>Develop Master Schedule to include weekly common planning time and weekly (2nd - 5th) and every other week (Kinder - 1st) extended planning time.</p> <p>Purchase materials related to the Lead4ward, Staar4ward and Data Wise Process.</p>	1, 2, 4, 8, 9, 10	Instructional Leadership Team, Team Leaders, Classroom Teachers	<p>Agendas/Minutes PLC Meeting</p> <p>Agendas/Minutes ILT Meeting</p> <p>Lesson Plans</p> <p>Master Schedule</p> <p>Lead4ward Planning Documents</p> <p>Lesson Plans</p> <p>Classroom Walk Throughs</p> <p>Coaching Agendas/Minutes/Schedule</p> <p>Eduphoria Aware Data</p> <p>LEP Data</p> <p>MAP Data</p> <p>PLC Team Rubric</p> <p>DataWise Rubric</p>			
<p>Funding Sources: 211 - Title I, Part A - \$6,500.00</p>						

<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 6 CSF 7</p> <p>2) Provide leadership training for all campus staff to build highly effective teams.</p> <p>Strengthen the practices of a Professional Learning Community.</p> <p>Attend PLC (Solution Tree PD)</p> <p>Book Study: Learning By Doing, Solution Tree and Data Wise. (ILT)</p> <p>Continue to expand leadership opportunities throughout the campus to increase shared leadership.</p> <p>Celebrate, showcase and connect as a SOE team by utilizing the Group Me App.</p> <p>Develop peer observation opportunities to observe "best" practices and build "next" practices.</p>	1, 2, 4, 8, 9, 10	Instructional Leadership Team, Campus Improvement Team, Classroom Teachers	Agendas/Minutes PLC Meeting Agendas/Minutes ILT Meeting Lesson Plans Master Schedule Campus Walk Throughs Coaching Agendas/Minutes/Schedule Peer Observation Records PLC Team Rubric DataWise Rubric			
Funding Sources: 211 - Title I, Part A - \$7,931.30						
<p>3) Kinesthetic Learning: Integrate kinesthetic learning during transitions, through delivery of instruction, assessment and workstations.</p> <p>Collaborate with Action Based Instructional Specialist during extended planning opportunities.</p> <p>Purchase and Incorporate flexible seating in each classroom.</p>		Instructional Leadership Team, Campus Improvement Team, Classroom Teachers Action Based Instructional Specialist	Agendas/Minutes PLC Meeting Agendas/Minutes ILT Meeting Lesson Plans Master Schedule Campus Walk Throughs Coaching Agendas/Minutes/Schedule Peer Observation Records PLC Team Rubric DataWise Rubric			
Funding Sources: 211 - Title I, Part A - \$5,745.60						
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						

Goal 4: Post Secondary Readiness (Equity): SOE will close achievement gaps by 5% in Reading and Math across the following student groups: African American students, students with disabilities, and students who are English-Language Learners.

Performance Objective 1: SOE will close achievement gaps by 5% among SE, ELL student groups in Reading and Math

Evaluation Data Source(s) 1: Baseline 2016-17:
 Reading 54% All Students 21% Special Ed. 49% ELL
 Math 66% All Students 28% Special Ed. 65% ELL




Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar

<p>System Safeguard Strategy</p> <p>Critical Success Factors</p> <p>CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>1) Data Analysis: Participate in the District MAP, Priority Standards Assessments and STAAR Release Assessments.</p> <p>Utilize SBISD Curriculum Proficiency Scales.</p> <p>Develop and implement schedule for campus based assessments to include Exit Tickets and Work Samples. Use DataWise Improvement Process.</p>	<p>1, 2, 4, 8, 9, 10</p>	<p>Instructional Leadership Team, Team Leaders, Classroom Teachers</p>	<p>Agendas/Minutes PLC Meeting Agendas/Minutes ILT Meeting Lesson Plans Master Schedule Lead4ward Planning Documents Lesson Plans Classroom Walk Throughs Coaching Agendas/Minutes/Schedule Eduphoria Aware Data LEP Data MAP Data PLC Team Rubric DataWise Rubric</p>			
<p>Pilot All In Learning</p> <p>Conduct one-on-one conferences with administrators, instructional specialists and individual teachers in PK-5 grade following assessments to review, interpret, and thoughtfully plan for instruction. Planning will include acceleration and remediation to close the gaps indicated on the assessment data.</p> <p>Provide an extended planning block for all grade levels. Extended planning will focus on planning and intervention using Lead4ward, Data Wise Process and collaborative lesson planning.</p> <p>Focus on daily schedules to ensure bell to bell instruction.</p> <p>Utilize Teach Like a Champion Strategies.</p> <p>Book Study: Teach Like a Champion (ILT). Priority Standards (PLCs)</p>	<p>Funding Sources: 211 - Title I, Part A - \$11,636.00</p>					

<p style="text-align: center;">Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6 CSF 7</p> <p>2) Second Language Development: Ensure each PK - 5th grade classroom implements rigorous and relevant instruction to increase the first and second language development.</p> <p>Utilize a Scope & Sequence to teach all Language TEKS across all grade levels.</p> <p>Participate in Dr. Mercuri's professional development and implement strategies from PD.</p> <p>Implement a campus wide vocabulary focus across content. Utilize strategies such as the Marzano and Frayer models.</p> <p>Classrooms will develop a vocabulary word banks based on the SBISD guaranteed vocabulary and Lead4ward vocabulary.</p> <p>Monitor all LEP students based on the Reading MAP and TELPAS data.</p> <p>Utilize writing samples and running records along side the ELAR/ARLA data to monitor progress for TELPAS.</p> <p>Ensure writing instruction across all content areas. Increase opportunities for English Writing.</p> <p>Continue staff development opportunities through faculty meetings, grade level planning meetings, individual coaching and planning, vertical teams, and book clubs.</p> <p>Book Study: Word Nerds</p> <p>Maintain and purchase materials to support ELL instruction.</p>	<p>1, 2, 4, 8, 9, 10</p>	<p>Instructional Leadership Team, Team Leaders, Classroom Teachers</p> <p>Language Acquisition Influencer Group</p>	<p>Agendas/Minutes PLC Meeting Agendas/Minutes ILT Meeting Lesson Plans Master Schedule Lead4ward Planning Documents Lesson Plans Classroom Walk Throughs Coaching Agendas/Minutes/Schedule Eduphoria Aware Data LEP Data MAP Data</p>			
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<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>3) Utilize Title I Funds and Staffing Units to support the funding of grade level intervention specialists to support the planning and implementation of classroom instruction and provide support through the RtI model.</p> <p>PK - 2nd Grade: Professional Staff Development Specialist and Language Acquisition Instructional Specialist.</p> <p>3rd - 5th Grade: Mutli Classroom Leader</p> <p>Kinesthetic/Math Instructional Specialist</p>	1, 2, 4, 8, 9, 10	Instructional Leadership Team, Campus Improvement Team	Agendas/Minutes ILT Meeting Agendas/Minutes CIT Meeting Lesson Plans Master Schedule Lead4ward Planning Documents Lesson Plans Classroom Walk Throughs Coaching Agendas/Minutes/Schedule Eduphoria Aware Data LEP Data MAP Data PLC Team Rubric DataWise Rubric			
Funding Sources: 211 - Title I, Part A - \$155,157.00						
<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6</p> <p>4) Enhance the "Action Based Sensory Motor Lab" to provide students (PK-1st, Lifeskills, PPCD, Apple and Resource) brain based learning instruction.</p> <p>Implement Math Action Based Lab for grades 2nd - 5th.</p> <p>Pre-assessment and post-assessment of motor skills through health fitness. Develop plan to target needed motor skills for individual students.</p> <p>Attend: Engaging and Teaching with Poverty in Mind by Dr. Eric Jensen</p>	1, 2, 9, 10	Instructional Leadership Team, Campus Improvement Team, Team Leaders, Classroom Teachers, Specials Teachers	Agendas/Minutes ILT Meeting Agendas/Minutes CIT Meeting Lesson Plans Master Schedule Lead4ward Planning Documents Lesson Plans Classroom Walk Throughs Coaching Agendas/Minutes/Schedule Eduphoria Aware Data LEP Data MAP Data Math Facts Data			
<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4</p> <p>5) Pilot Branching Minds to implement RtI model.</p>	1, 2, 8, 9	Instructional Leadership Team, Team Leaders, Classroom Teachers	Agendas/Minutes ILT Meeting RtI Documentation Eduphoria Aware Data LEP Data MAP Data			

<p align="center">Critical Success Factors CSF 5 CSF 6</p> <p>6) Continue Toddlers and Tales (early literacy) through bi-weekly library time for Shadow Oaks families with children ages 1-3.</p> <p>Continue library nights for our SOE families.</p> <p>Continue summer reading program for our SOE community.</p> <p>Continue distribution of books at all evening events to promote family libraries in the home.</p> <p>Maintain and purchase materials to support library outreach.</p>	2, 6	Instructional Leadership Team, Team Leaders, Classroom Teachers Language Arts Professional Learning Committee	ILT Agenda/Minutes CIT Agenda/Minutes Committee Agenda/Minutes Family Survey			
<p align="center">Critical Success Factors CSF 1 CSF 6</p> <p>7) Participate in campus and grade level Social Studies projects that will include the purposeful teaching of workforce skills, such as, collaboration, cultural awareness, empathy, global perspective, written and oral communication.</p> <p>Coordinate National and State celebration days, character strengths, and broadcast features.</p>	1, 2, 9	Instructional Leadership Team, Team Leaders, Classroom Teachers Language Arts/Social Studies Professional Learning Committee	Agendas/Minutes PLC Meeting Agendas/Minutes ILT Meeting Lesson Plans Calendar of Events/Speakers Lead4ward Planning Documents Lesson Plans Classroom Walk Throughs Eduphoria Aware Data LEP Data MAP Data			
<p align="center">Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>8) Seek after school programming to support the four common academic areas: language arts, math, science, and social studies, as well as the social and emotional growth of our at-risk students.</p>	1, 2, 9	Instructional Leadership Team, Campus Improvement Team, Team Leaders, Classroom Teachers,	Agendas/Minutes PLC Meeting Agendas/Minutes ILT Meeting Lesson Plans Master Calendar Lead4ward Planning Documents Lesson Plans Classroom Walk Throughs Eduphoria Aware Data LEP Data MAP Data			
<p align="center">Funding Sources: 211 - Title I, Part A - \$11,500.00</p>						
<p align="center">  = Accomplished  = No Progress  = Discontinue </p>						

Goal 5: To remain in compliance with Federal and State law.

Performance Objective 1: To remain in compliance with Federal and State law, the campus will implement the following strategies.

Evaluation Data Source(s) 1: All strategies will be implemented.

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) Conduct annual program evaluation (CATE, SCE G/T, LEP,) utilizing student performance data derived from special populations for the purpose of program review and revision.	8	Instructional Leadership Team, Team Leaders, Classroom Teachers	Eduphoria Aware Data LEP Data MAP Data PLC Team Rubric DataWise Rubric Teacher and Family Surveys At-Risk Data Attendance Data Retention Data			
2) Develop/strengthen/monitor capacity of teachers, grade levels and departments to support measurable growth in reading proficiency as measured by an increase in the percentage of students in "Developing As Expected" and "Advanced Development" categories in the Reading Standards.	1, 2, 3, 4, 8, 9, 10	Instructional Leadership Team, Team Leaders, Classroom Teachers	Eduphoria Aware Data LEP Data MAP Data PLC Team Rubric DataWise Rubric Teacher and Family Surveys At-Risk Data Attendance Data Retention Data			
3) Monitor progress of students failing to meet SSI promotion requirements in the previous academic year and provide remediation via supplemental materials and services. Progress will be recorded on the accelerated instruction plan; interim reports and opportunities to conference will be provided to parents of students identified.	1, 2, 6, 8, 9, 10	Instructional Leadership Team, Team Leaders, Classroom Teachers	Eduphoria Aware Data LEP Data MAP Data PLC Team Rubric DataWise Rubric Teacher and Family Surveys At-Risk Data Attendance Data Retention Data			

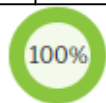
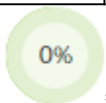

<p>4) TECHNOLOGY - Provide opportunities, inclusive of professional development, to build capacity of teachers, principals, and other staff to integrate technology effectively into (a) challenging curricula and (b) related instructional strategies that are aligned to the Texas Essential Knowledge and Skills (TEKS) and the State of Texas Assessment of Academic Readiness (STAAR). Participate in mentor-mentee grant. Continue to provide support for new teachers through the induction program. Involve staff in recruiting and interviewing highly-qualified applicants.</p>	<p>2, 4, 8, 9, 10</p>	<p>Instructional Leadership Team, Team Leaders, Classroom Teachers Technology Professional Learning Committee</p>	<p>Eduphoria Aware Data LEP Data MAP Data Agendas/Minutes PLC Mentor/Mentee Logs Applitrack</p>			
<p>5) Promote parent and community involvement in drug and violence prevention programs/ activities.</p>	<p>2, 6</p>	<p>Instructional Leadership Team, Team Leaders, Classroom Teachers, CIS</p>	<p>CIT Agendas/Minutes Course Surveys Calendar of Events Percentage of Parent Participation Panorama Survey</p>			
<p>6) Provide professional development based on level of expertise and need in the following areas: * Bullying Prevention * Conflict resolution * Resiliency/Developmental Assets * Prevention Curriculum training * No Place for Hate * CSHAC * SEL * Behavior Management</p>	<p>2, 4, 10</p>	<p>Instructional Leadership Team, Team Leaders, Classroom Teachers, CIS</p>	<p>Discipline Data PLC Agendas/Minutes ILT Meeting Agendas/Minutes Lesson Plans Classroom Walk Throughs Professional Development Calendar Safe Schools Panorama Survey</p>			

<p>7) SPECIAL EDUCATION - Monitor LRE ratio. Develop campus capacity to support inclusive programming for students with disabilities. Evaluate campus LRE ratio.</p> <p>Strengthen systems to clearly communicate the expectations/roles for all teachers (focusing on specials team) servicing the student.</p> <p>Focus on Accommodations/Modifications in the classroom</p>	2, 4, 8, 9, 10	Instructional Leadership Team, Team Leaders, Classroom Teachers, Special Education Team	PLC Agendas/Minutes ILT Meeting Agendas/Minutes Lesson Plans Classroom Walk Throughs Eduphoria Aware Data LEP Data MAP Data			
<p>8) SPECIAL EDUCATION - Examine state assessment reports to evaluate progress of students with disabilities relative to ARD committee recommendations and predictions.</p>	2, 4, 8, 9, 10	Instructional Leadership Team, Team Leaders, Classroom Teachers, Special Education Team	PLC Agendas/Minutes ILT Meeting Agendas/Minutes Lesson Plans Classroom Walk Throughs Eduphoria Aware Data LEP Data MAP Data			
<p>9) SPECIAL EDUCATION - Ensure that Special Education staff, building administrators, and counselors are trained on and adhere to Special Education timelines and compliance requirements.</p> <p>Provide staff development</p>	2, 4, 8, 10	Instructional Leadership Team, Team Leaders, Classroom Teachers, Special Education Team	Professional Development Log Safe Schools			
<p>10) STATE COMP ED - Provide supplemental At-Risk services/support in the content areas: * Language Arts * Math * Science * Social Studies * LEP Intervention Specialist</p>	1, 2, 8, 9, 10	Instructional Leadership Team, Team Leaders, Classroom Teachers	Eduphoria Aware Data LEP Data MAP Data PLC Team Rubric DataWise Rubric At-Risk Data			
Funding Sources: 199 PIC 30 - At Risk School Wide SCE - \$8,593.00						
<p>11) Identify At-Risk students; provide them with supplemental services; and monitor progress (including continual English language development for LEP students)</p>	1, 2, 4, 8, 9, 10	Instructional Leadership Team, Team Leaders, Classroom Teachers	Eduphoria Aware Data LEP Data MAP Data At-Risk Data Attendance Data Retention Data			

<p>12) Develop, monitor, and evaluate campus volunteer/partnership programs that include:</p> <ul style="list-style-type: none"> * recruitment * training/support * recognition of volunteers/partnerships 	4, 6	<p>Instructional Leadership Team, Campus Improvement Team, CIS</p> <p>Adult Mindset Influencer Group</p>	<p>Teacher and Family Survey</p> <p>Visitor and Volunteer Reports</p>			
<p>13) TITLE II A - Provide professional development to CIT, teachers, and administrators that increases knowledge and skills related to:</p> <ul style="list-style-type: none"> * vertical alignment * instructional strategies to meet the needs of diverse student populations * integration of technology into curricula and instruction for improving teaching, learning, and technology literacy * STAAR testing and the state curriculum standards (TEKS) in the content areas of English/Language Arts, social studies, and/or science, and/or math. * DDI * Bilingual Program * Co-Teach Training * Small Group Instruction * This includes opportunities for teachers to be coached, attend sustained training/inservices/ workshops and/or conferences together with structured follow-up. 	4	<p>Instructional Leadership Team, Special Education Team</p> <p>Technology Professional Learning Committee</p> <p>Math/Science Professional Learning Committee</p> <p>Language Arts Professional Learning Committee,</p>	<p>Agendas/Minutes PLC</p> <p>Agenda/Minutes ILT</p> <p>Eduphoria Aware Data</p> <p>LEP Data</p> <p>MAP Data</p> <p>Teacher and Family Surveys</p> <p>At-Risk Data</p> <p>Attendance Data</p> <p>Retention Data</p> <p>Professional Development Calendar</p>			
<p>14) Teachers/Administrators/Staff will develop understanding of the (a) Professional Development Framework and continue participation in professional development in the areas of Teaching and Learning and Leadership for Results; including (b) The Process for Designing and Delivering Effective Instruction through differentiation and technology integration.</p>	2, 4	<p>Instructional Leadership Team, Team Leaders, Classroom Teachers</p>	<p>Agendas/Minutes PLC</p> <p>Agenda/Minutes ILT</p> <p>Eduphoria Aware Data</p> <p>LEP Data</p> <p>MAP Data</p> <p>Teacher and Family Surveys</p> <p>At-Risk Data</p> <p>Attendance Data</p> <p>Retention Data</p> <p>Professional Development Calendar</p>			
<p>15) Provide support for new teachers with ongoing mentoring and planning with certified staff.</p>	2	<p>Instructional Leadership Team, Lead Mentor</p>	<p>Master Calendar</p> <p>Mentor/Mentee Logs</p> <p>Teacher Retention Data</p>			

<p>16) Recruit and retain highly-qualified staff, defined through state, No Child Left Behind (NCLB) and local criteria, by highlighting the school and its students on the website and by participating in job fairs. Provide recruitment information on website</p> <p>Participate in recruiting opportunities with Human Resources.</p>	5	<p>Instructional Leadership Team Front Office Staff</p> <p>Technology Professional Learning Community</p>	<p>Master Calendar Website</p>			
<p>17) The CIT, teachers, administrators, other staff members, and parents will collaborate and coordinate planning efforts and implementation of staff development that will build ties between parents and school.</p>	4, 6	<p>Instructional Leadership Team, Campus Improvement Team</p> <p>Adult Mindset Influencer Group</p>	<p>Agenda/Minutes CIT Agenda/Minutes ILT Teacher and Family Survey</p>			
<p>18) PreK and K teachers develop transition strategies. Elementary campuses provide kindergarten orientation at different times and in a variety of settings.</p> <p>Kindergarten Round Up</p>	6, 7	<p>Instructional Leadership Team, Pre-Kindergarten and Kindergarten Teachers</p>	<p>Master Calendar Agenda/Minutes ILT Agenda/Minutes PLC</p>			
<p>19) GIFTED AND TALENTED - Provide opportunities for G/T professional development, based on level of expertise and need, in one of the following areas:</p> <p>a) Nature and needs of G/T students b) Assessing and identifying G/T student needs c) Differentiating Curriculum for G/T students d) Assessing social and emotional needs of G/T students e) Creativity and instructional strategies for G/T students.</p>	4	<p>Instructional Leadership Team, Campus Improvement Team, Classroom Teachers, Counselor, Librarian</p>	<p>Professional Development Calendar</p>			
<p>20) GIFTED AND TALENTED - Implement and evaluate development of differentiated curriculum for meeting needs of gifted students using instructional techniques from gifted and talented education.</p> <p>Spiral, PGP and Differentiated Small Group Instruction.</p>	1, 2	<p>Instructional Leadership Team, Campus Improvement Team, Counselor, Librarian</p>	<p>Staff Development Calendar Agenda/Minutes PLC Agenda/Minutes ILT</p>			

<p>21) GIFTED AND TALENTED - Conduct annual G/T evaluation by following the districtwide procedures for referral, testing and identification of students. Emphasis on finding and identifying minority G/T students, low SES G/T students, and those students showing great potential but who are difficult to identify as intellectually-gifted.</p> <p>Conduct Parent Meeting.</p>	1, 2, 6	Instructional Leadership Team, Campus Improvement Team, Counselor	GT Evaluation, Agenda/Minutes Parent Meeting			
<p>22) COORDINATED SCHOOL HEALTH (CSH) and CIP -</p> <p>Steps to incorporate CSH -</p> <ol style="list-style-type: none"> 1. Review the School Health Index completed by the C-SHAC 2. Identify focus area(s) for campus 3. Choose focus area(s) to place in this area of Required Elements <p>See C-SHAC Plan</p>	1, 2, 8	Instructional Leadership Team, Campus Improvement Team Health and Safety Professional Learning Committee	Agenda/ Minutes PLC School Health Index			
<p>23) Review and revisit both the Home/School Compact and Parental Involvement Policy.</p> <ul style="list-style-type: none"> *offer several opportunities for parent input. *develop, with parent input, current school year compact and policy in appropriate language(s) - English/Spanish. *share compact with parents and document. <p>Open House and First Nine Week Parent Conferences. Reviewed at each Parent Conference</p>	1, 2, 6	Instructional Leadership Team, Campus Improvement Team, Classroom Teachers	Master Calendar Agenda/Minutes Open House Agenda/Minutes Parent Conference			
<p>24) Increase parent attendance at Title I Annual Meeting to share:</p> <ul style="list-style-type: none"> *standards and goals *parents' rights' *curriculum *School Report Card *Title I participation *Offer a flexible number of meetings. <p>Open House and Parent Meetings</p>	1, 2, 6	Instructional Leadership Team, Campus Improvement Team	Master Calendar Agenda/Minutes Open House Agenda/Minutes Parent Conference			

 = Accomplished
  = No Progress
  = Discontinue

System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	Opportunity Culture: Participate in TX Opportunity Culture by implementing a Multi Classroom Leader and Time Technology Swap for grades 3 - 5. Conduct weekly side by side coaching and monthly instructional rounds with all teachers, instructional specialists and administrators (Leverage Leadership Model). 500 Classroom Visits Book Study: Leverage Leadership (ILT)
1	1	2	Reading: Ensure each PK-5th grade classroom is fully implementing rigorous and relevant instruction using the balanced literacy format. Emphasis on Words Their Way, Guided Reading, Shared Reading/Read Aloud, Independent Reading, Writer's Workshop and Genre Study. Students will read independently 20 minutes per day during class, before school during RISE Time, throughout transition times during the day and homework. Use STAAR, TELPAS, MAP and PSA data to vertically align balanced literacy across all grade levels.
1	1	3	Reading Continued: Implement school wide genre study and independent reading program. Campus goal for independent reading is 70,000 books. Implement online resources: Istation, Razkids. Professional Development: Literacy Nonfiction (K-5), Expository (K-5), and Fiction (5th) Maintain and purchase materials to support reading instruction. Book Study: The Reading Strategies.
1	1	5	Implement student goal setting opportunities in the academic and non-academic settings. Provide students opportunities to participate in rating scales (character strengths) and interest surveys (reading). Students will track progress through the implementation of Student Data Binders. Students will set SMART goals related to classroom instruction and assessments. Implement strategies to increase student efficacy, Growth Mindset and Grit.
1	2	1	Science: Ensure each PK - 5th grade classroom is implementing rigorous, relevant and engaging science instruction though the use of 5 E Model, hands-on activities, project based learning and lab activities. Focus on the integration of science among other content areas and direct vocabulary instruction. Use STAAR, TELPAS, MAP and PSA data to vertically align science instruction. Administer MAP for 4th and 5th Grade. Utilize common assessments and exit tickets. Continue Science Family Night and Science Fair. Continue staff development opportunities through faculty meetings, grade level planning meetings, individual coaching and planning, vertical teams, and book clubs. Maintain and purchase materials to support science instruction.

Goal	Objective	Strategy	Description
1	3	1	<p>Writing: Ensure each PK-5th grade classroom is fully implementing rigorous and relevant instruction using the balanced literacy format. Emphasis on Words Their Way, Writer's Workshop and Genre Study. In Writer's Workshop students will develop student writing goals based on their writing samples and conferencing. Use the Stages of Writing Development Continuum. Each Fourth grade teacher will ensure a designated daily 15-20 minute time to teach/develop the revising and editing TEKS. Fourth grade will develop common exit tickets to assess students on revising and editing TEKS. Use STAAR, TELPAS, MAP and PSA data to vertically align writing instruction. Administer MAP for 3rd - 5th Grade. Display all student writing throughout campus. Ensure a list of non-negotiable words for each grade level are implemented through all writing assignments and utilization of word wall. Students will be assessed on their use of non-negotiable words. Utilize common Writing Heading across campus. Continue staff development opportunities through faculty meetings, grade level planning meetings, individual coaching and planning, vertical teams, and book clubs. Share student writing samples at 1st extended planning each month. Consistently use the proficiency scales for writing in TELPAS. Maintain and purchase materials to support writing instruction. Book Study: The Writing Strategies.</p>
3	1	1	<p>Utilize Lead4ward and Staar4ward to support the Data Wise Improvement Process. (Lead4ward Planning, Intervention, Rockin' Review and Mash Up) Attend Lead4ward Professional Development. Participate in Staar4ward Webinars (ILT.) Utilize Lead4ward and Staar4ward planning through PLC and Planning Opportunities. Utilize the Lead4ward Playlist for developing active learning. Develop Master Schedule to include weekly common planning time and weekly (2nd - 5th) and every other week (Kinder - 1st) extended planning time. Purchase materials related to the Lead4ward, Staar4ward and Data Wise Process.</p>
4	1	1	<p>Data Analysis: Participate in the District MAP, Priority Standards Assessments and STAAR Release Assessments. Utilize SBISD Curriculum Proficiency Scales. Develop and implement schedule for campus based assessments to include Exit Tickets and Work Samples. Use DataWise Improvement Process. Pilot All In Learning Conduct one-on-one conferences with administrators, instructional specialists and individual teachers in PK-5 grade following assessments to review, interpret, and thoughtfully plan for instruction. Planning will include acceleration and remediation to close the gaps indicated on the assessment data. Provide an extended planning block for all grade levels. Extended planning will focus on planning and intervention using Lead4ward, Data Wise Process and collaborative lesson planning. Focus on daily schedules to ensure bell to bell instruction. Utilize Teach Like a Champion Strategies. Book Study: Teach Like a Champion (ILT). Priority Standards (PLCs)</p>

2017-2018 Campus Site-Based Committee

Committee Role	Name	Position
Administrator	Julie Baggerly	Principal
Paraprofessional	Yesenia Rico	Administrative Assistant
Administrator	Ilene Arispe	Assistant Principal
Multi Classroom Leader	Craig Mendizabal	MCL 5th Grade
Multi Classroom Leader	Amber McClimens	MCL 4th Grade
Multi Classroom Leader	Carlos Ortiz	MCL 3rd Grade
Intervention Specialist	Julie Weishar	Intervention Specialist ELL
Campus Professional Development Specialist	Jaime Vendetti	Professional Development Specialist
District-level Professional	Darlene Evans	Director of Student Wellness
Classroom Teacher	Lorena Narvaez	Teacher 3rd Grade Bilingual
Classroom Teacher	July Medellin	Teacher Kindergarten Bilingual
Counselor	Katherine Lehv	Counselor
Classroom Teacher	Monica Calderon	Teacher PK Bilingual

Campus Funding Summary

199 PIC 11 - Instructional Services						
Goal	Objective	Strategy	Resources Needed	Account Code	Amount	
					\$0.00	
Sub-Total					\$0.00	
Budgeted Fund Source Amount					\$27,643.00	
+/- Difference					\$27,643.00	
199 PIC 23 - Special Education						
Goal	Objective	Strategy	Resources Needed	Account Code	Amount	
					\$0.00	
Sub-Total					\$0.00	
Budgeted Fund Source Amount					\$365.00	
+/- Difference					\$365.00	
199 PIC 25 - ESL/Bilingual						
Goal	Objective	Strategy	Resources Needed	Account Code	Amount	
					\$0.00	
Sub-Total					\$0.00	
Budgeted Fund Source Amount					\$2,650.00	
+/- Difference					\$2,650.00	
199 PIC 30 - At Risk School Wide SCE						
Goal	Objective	Strategy	Resources Needed	Account Code	Amount	
5	1	10	At-Risk	6399	\$8,593.00	
Sub-Total					\$8,593.00	
Budgeted Fund Source Amount					\$8,801.00	
+/- Difference					\$208.00	
199 PIC 99 - Undistributed						
Goal	Objective	Strategy	Resources Needed	Account Code	Amount	

					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$16,945.00
+/- Difference					\$16,945.00

211 - Title I, Part A

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1		13.6329 Other Reading Material	\$4,000.00
1	1	1		11.6399 Supplies and Materials	\$12,899.00
1	1	3	Reading Materials	11.6397	\$7,500.00
1	1	3		11.6399	\$2,726.00
1	1	3		11.6329	\$2,442.00
1	1	4	Math Materials	11.6399	\$6,345.00
1	2	2		11.6116 Extra Duty Professional	\$1,000.00
2	1	2		13.6239 Region IV	\$2,000.00
2	1	3	Misc. Contract Services	13.6299	\$5,000.00
2	1	4	Misc. Contract Services	13.6299	\$2,000.00
2	1	10		11.6329	\$4,300.00
2	1	12	Supplies and snack items for parent involvement activities	Parent Involvement (61.6499)	\$2,258.00
3	1	1		13.6411 Employee Travel	\$5,000.00
3	1	1		23.6329 Other Reading Materials	\$1,000.00
3	1	1		23.6411	\$500.00
3	1	2	Professional Reading Material	11.2929	\$15.00
3	1	2	Professional Reading Material	13.6329	\$128.00
3	1	2	Professional Reading Material	23.6329	\$1,000.00
3	1	2	Professional Development	12.6411	\$6,788.30
3	1	3	Flexible Seating	11.6399	\$5,745.60
4	1	1	Substitutes for Data Conferences	13.6112	\$6,636.00
4	1	1	Technology	11.6398	\$5,000.00

4	1	3	Title I Intervention Personnel	Title I Intervention	\$155,157.00
4	1	8		11.6116 Extra Duty Professional	\$9,000.00
4	1	8		11.6412 Student Travel	\$1,000.00
4	1	8		11.6494 Transportation	\$1,500.00
Sub-Total					\$250,939.90
Budgeted Fund Source Amount					\$225,750.00
+/- Difference					\$-25,189.90
Grand Total					\$259,532.90