Spring Branch Independent School District

Sherwood Elementary School

2017-2018 Campus Improvement Plan

Accountability Rating: Met Standard

Comprehensive Needs Assessment

Demographics

Demographics Summary

At this time, we have 460 children enrolled at SWE. Our diversity continues to grow as we have more children from our neighborhood and more diversity in cultures. It is projected to grow to 700 students (increase of 250) within 10 years so we are working towards developing a community day and partnership with realtors and others to bring in new families. In this climate, it is important that we consider the needs of all of our subgroups of children and ensure that different children and subgroups are working nicely together and all feel connected to our school community.

Demographics Strengths

One of the valued attributes of SWE is the diversity in economics, race and culture. Families choose SWE so their children are not raised in a bubble, but have exposure to children from different backgrounds.

Problem Statements Identifying Demographics Needs

Problem Statement 1: 2017 is a difficult year for students with diverse backgrounds. Some feel threatened by proposed governmental policies and actions and increasing social issues.This may cause families to feel insecure about bringing concerns to our attention or participating in school functions. **Root Cause**: Societal

Student Achievement

Student Achievement Summary

Currently there are 4 indices in which schools are measured:

Index 1: Student Achievement (+3 percentage points)

Index 2: Progress (+7 percentage points)

Index 3: Gaps in Student Performance (+2 percentage points)

Index 4: Post-Secondary Readiness (+11 percentage points)

This last year, we made gains in all areas and the gains are noted in parenthesis above.

In all areas, we feel that we are underperforming as compared to other campuses within SBISD and our TEA like campuses cohort.

Our Score breakdown is as follows:

Subject	Scores	Approaches	Meets	Masters
Reading	67	-6	4	7
Math	52	12	10	4
Science	49	-8	-1	9
Writing	78	1	7	2

So, in many ways we are making gains, but we are still striving to do the following so we are competitive with other campuses and individual students at SWE are well prepared to access all four doors of T24:

1. Close gaps between demographic gaps at SWE by 5% for each subgroup. Currently, our largest gaps are between children who are Economically Disadvantaged and those who are not and Anglo and Hispanic Children.

2. 50% of our students will meet their MAP target goals.

3. We will increase the number of 5th graders who reach Post-Secondary Ready levels by 8%

4. 75% of students will demonstrate school connectedness at SWE.

Student Achievement Strengths

We are making gains in all indices, but more needs to be done. We saw growth in most of our higher-end performance levels of STAAR in all tests this year. We also developed stronger PLC planning expectations and used more responsive teaching practices and tools- which we think primes us to have a great year next year.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Often, students who are underperforming against their peers or what teachers believe that each child can do feel a degree of not feeling connected to school OR are unable to manage the business of doing school. Both of these problems exist at SWE and we have not been able to address them productively. **Root Cause**: Combination of lack of support at home, lack of structures, engagement or understanding how to advocate on the part of the child, lack of a toolkit to engage those learners by SWE Staff.

Problem Statement 2: SWE Students who are repeat disciplinary referral offenders are not engaged, possibly disrupting the classroom and/or are hurting relationships with children and adults within classroom. **Root Cause**: Lack of tools at our school to better support children.

Problem Statement 3: SWE teachers feel they need more explicit training in strategies for instruction in reading and writing. **Root Cause**: It is hard to find just training and many of the IHEs are not specifically teaching this.

Problem Statement 4: A smaller percentage of our parent community is engaged in the weekly activities of the school or demonstrate an ability to help support their young learner. **Root Cause**: Time, tools and just right purpose are not always provided to parents. We need a program or series of program to match ability to opportunity.

Problem Statement 5: We have lots of opportunities to differentiate for students as we make the seismic shift to personalization, but the digital divide is creating issues for our students in poverty. **Root Cause**: Classrooms do not have enough devices to help teach children valuable tech skills and give differentiation appropriate to each child.

School Culture and Climate

School Culture and Climate Summary

The SWE Culture is progressing nicely. We are seeing progression in the openness and sharing efforts of our team leaders and teachers which only fosters collaboration, openness and growth of all. We had some turnover this year, but expect few openings at the conclusion of this year. We will be adding new staff to help us make the seismic shift to personalized instruction and make the goal targets we are setting through our participation in Opportunity Culture: 3 MCLs, one primary para to provide intervention, and one office staff member. This will help all do their best work and feel supported. Through Title funds, we are creating a position called Positive Student Support Specialist to help build an action based classroom and support disengaged, active or not connected students.

In terms of parent community, we are starting one major new program: WatchDOGs and continuing to develop another: Hands on Science which will get more families in the school building during the school day and increase school connectedness of all. We are working with Pines Presbyterian and our PTA to bridge gaps in resources and adult mentors for students through both of these programs. Our Sister School, RCE, is supporting us heavily in this wor

School Culture and Climate Strengths

Progressing openness and collaboration. Low turnover, more and more parent and community engagement is inspiring to the school. More and more teachers have a can-do spirit.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Teachers need help working with active, disengaged, disorganized or not connected kids in class to help them meet their targets.
Root Cause: Increased expecations and class size, hard situations, more demands on teacher make doing all of it hard.

Problem Statement 2: Parents or community members demonstrate interest in volunteering or serving the school but we haven't had programs that supported their interest. **Root Cause**: lack of programs and tools to give parents.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

This year, we hired the following:

1. New TWDL Kinder Spanish teacher (teacher was promoted to MCL)

2. New 5th Grade TWDL English teacher (teacher moved to 4th after the 4th grade teacher moved out of the city).

3. 3 MCLs (new opportunity for SWE)

4. One new HF Coach (the other left for a new position in a church)

5. One new HF Aide (he got promoted)

6. One new para in primary (new position)

7. One new office staff member (new position)

8. TWDL SPanish 2nd grade teacher (teacher got promoted)

SO, most of our staff stayed except two. The others are new hires or opportunities for advancement.

This was a lot for us and a mixed bag of those who wanted a change and those who were not happy. We need to always look at workloads, job satisfaction and opportunity to grow for staff.

Staff Quality, Recruitment, and Retention Strengths

We noted that of the folks we hired in our really big hiring day, all of them turned out to be excellent and committeed. We resumed that practice and found highly qualified and positive contributors yet again.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: We did not have much opportunity for advancement. **Root Cause**: Positions were limited by traditional structure.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

3rd-5th tried aspects of responsive teaching with 3rd and 4th using Mastery Connect to quick assess students and practice self tracking. We are excited to usethis in grades 1-5 next year.

We are growing in our efforts to learn ItsLearning. Teams came this summer to advance their planning and prepare for the year. With MCLs and bimonthly PLC meetings, we hope to strengthen our unit planning and planning of assessments collaboratively as teams.

Teams expressed an interest in learning more about reading and writing strategies so we researched both a consultant and a webinar paired with books to purchase and we are going the webinar/book study route to support teachers.

We are implementing schoolwide WIN time from 730-800 in grades 1st-5th to help support children.

Curriculum, Instruction, and Assessment Strengths

All staff are committed to PLC and growing in planning. GREAT community of learners. More and more are interested in implementing responsive teaching practices. MCLs are really going to help develop teams and teachers.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: SWE feels overly stretched in terms of implementing desired practices. **Root Cause**: Lack of staff.

Problem Statement 2: Intervention materials and time for planning is sorely needed. **Root Cause**: Increased demands, diverse needs of students.

Family and Community Involvement

Family and Community Involvement Summary

Our PTA Board is fully completed and lots of volunteers are serving our school: Technip, RCE Sister School, Christ Community Church and Pines Presbyterian. Home room mothers project started and is gaining traction. Events have been more about experiences instead of PD and we have had a great turn out.

Family and Community Involvement Strengths

Collaborative community. More participation from TWDL, but we are starting to see MS folks, as well. Our OWDL and Spanish side of TWDL love to contribute yummy food to our school and to events.

Problem Statements Identifying Family and Community Involvement Needs

Problem Statement 1: Need more involvement from dads and other members of our community. **Root Cause**: Lack of authentic programs and experiences for families and dads.

School Context and Organization

School Context and Organization Summary

We are working to further develop our PLC practices. Our Extended Planning and Master Schedule are working nicely. Communication protocols (Eagle Update, Eagle Express, Team Leader/ILT) seem to be working nicely, too.

School Context and Organization Strengths

Openness and organization.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: MCLs will need training as will other teachers on staff in leadership, school reform strategies and literacy. **Root Cause**: Increased expectations, program evolvement, and new positions.

Technology

Technology Summary

PTA is bought chromebooks for each teacher in grades 2nd-5th. Otherwise, our computers are aging out. We would like to turn the lab into a makerspace since most of the computers are not in working order. Teachers are starting to use technology for data collection and differentiated student work and projects, but not in all grade levels. The PTA is going to continue to add chromebooks to classrooms and teachers are completed their BlendedBaseCamp work to get new equipment as they can. We are still very deficient in technology.

Technology Strengths

We have a building interest in the use of technology in many of our grade levels.

Problem Statements Identifying Technology Needs

Problem Statement 1: We cannot provide adequate differentiation and exposure to technology with our current inventory. **Root Cause**: Lack of computer devices.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- 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 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
- Accountability Distinction Designations
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Student failure and/or retention rates

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data

- Mobility rate, including longitudinal 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
- PDAS and/or T-TESS

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
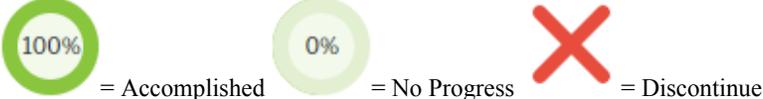- Action research results

Goals

Goal 1: (Post-Secondary Readiness, Achievement) SWE will increase the percentage of 5th grade students post-secondary ready by 8% by June 2018.

Performance Objective 1: 100% of the teachers, MCLs and administrators will be immersed in hands-on-training of the effective planning of instructional units and corresponding assessments on a biweekly basis.

    Evaluation Data Source(s) 1: PLC Agendas, Grade Level Data Warehouses, Lesson Plans

    Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
Critical Success Factors CSF 1 CSF 2 CSF 6 1) PLCs will meet every ten days to review data and plan units of instruction including common assessments to the grade level.	1, 2, 4, 7, 8	Administrators MCLs Team Leaders Teachers	Feedback by staff Appraisals by Administrators Non-Evaluative Feedback by MCLs Student pre and post assessment data			
Critical Success Factors CSF 1 CSF 2 2) Multi-Classroom Leaders and Administrators will take part in a number of article, book chapters and book studies on leveraging planning and effective planning practices to better assist teams.	1, 2, 3, 4, 9	MCLs Administrators	Increased knowledge on effective planning practices. Increased ability on the part of our MCLs to support their teams in planning. Stronger outcomes for students.			
	Funding Sources: 211 - Title I, Part A - $400.00					
Critical Success Factors CSF 1 CSF 2 CSF 7 3) Teams of teachers will collect their common assessments, common exit tickets and ongoing data warehouses in our google or sweden drive to all the entire team to use these over the course of the year and as reflection documents for future years.	1, 2, 7	Administrators MCLs Team Leaders	Guaranteed and viable curriculum Collection of resources to focus staff and respond to student needs.			

100% = Accomplished   0% = No Progress   ✗ = Discontinue

Goal 1: (Post-Secondary Readiness, Achievement) SWE will increase the percentage of 5th grade students post-secondary ready by 8% by June 2018.

Performance Objective 2: Preplanned and timely responses to student intervention will be implemented on a daily basis through a variety of methods.

Evaluation Data Source(s) 2: STAAR scores, ongoing assessments (pre- and post assessments).

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	**Jan**	**Mar**
Critical Success Factors CSF 1 CSF 2 CSF 7 1) Responsive Teaching: Teachers will work through the Mastery Connect or another such resource to develop responsive teaching practices: first planning responses, conducting teaching, assess learning and respond to student gaps and misunderstandings.	1, 2, 8	Administrators MCLs Team Leaders	Closing of misconceptions on part of students Improvement between pre and post assessments			
Critical Success Factors CSF 1 CSF 2 CSF 4 2) WIN Time: Students in 1st-5th grades will take part in a 30 minute WIN (What I Need) small group that will serve as remediation, intervention or acceleration based on identified student needs in the area of math.	1, 2, 3	Administrators Teachers Team Leaders MCLs	Increase in student assessments Closure of academic and skill gaps for students Opportunities for students to be challenged.			
	Funding Sources: 211 - Title I, Part A - $5,001.00					
	100% = Accomplished 0% = No Progress ✕ = Discontinue					

Goal 2: (Post-Secondary Readiness, Equity) SWE will decrease the achievement gap by 5% across all demographic groups by June 2018.

Performance Objective 1: Our OWDL and TWDL teams will meet once a month to review data, make plans for further work, and identify support in terms of academic planning or resource designation needed for teachers and students, both ELL and SLL students.

    Evaluation Data Source(s) 1: We will see increased knowledge of effective practices and stronger outcomes for students in these classrooms.

    Summative Evaluation 1:

Goal 2: (Post-Secondary Readiness, Equity) SWE will decrease the achievement gap by 5% across all demographic groups by June 2018.

Performance Objective 2: Through Opportunity Culture, we will extend the reach of effective teachers by ensuring entire grade levels have access to highly successful teachers for whole group and small group teaching.

    Evaluation Data Source(s) 2: Teacher feedback and student data will indicate positive results.

    Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
Critical Success Factors CSF 1 CSF 2 CSF 4 1) Primary grade levels (Kinder and 1st) will have extra support in the form of a paraprofessional whose sole responsibility is to work with students requiring extra assistance in reading and math.	1, 2, 3, 7, 9	Administrators MCLs	Timely assistance to students Timely support to children.			

100% = Accomplished   0% = No Progress   ✗ = Discontinue

Goal 2: (Post-Secondary Readiness, Equity) SWE will decrease the achievement gap by 5% across all demographic groups by June 2018.

Performance Objective 3: 100% of teachers in kindergarten through fifth grade will take part in an online ItsLearning course involving a webinar, book study and series of planned activities and discussions over using data to drive instruction and the wise selection of reading and writing strategies in planning small group instruction for students.

      Evaluation Data Source(s) 3: End of Year Assessments, MAP testing and STAAR scores of students
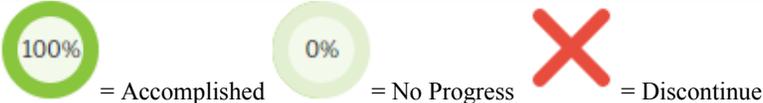
      Summative Evaluation 3:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
Critical Success Factors CSF 1 CSF 2 CSF 7 1) An ItsLearning SWE PLC Staff course will be developed to engage staff in the tool for eventual use in the classroom in line with the 20/20/20 goal as a district and to support the implementation of our Literacy Toolkit work.	1, 2, 4, 8	Administrators MCLs	Increased knowledge on part of teachers on instructional strategies for reading and writing Increase understanding and knowledge of ItsLearning by staff engaging in the work.			
Critical Success Factors CSF 1 CSF 2 CSF 7 2) All teachers in kinder through fifth grade will take part in the year long Literacy Toolkit study. The study will involve participation in a webinar by Jennifer Seravallo on Reading strategies and reading selections of text from the following books: Playbook, Reading and Writing Strategies by Jennifer Seravallo.	1, 2, 4, 9	Administrators MCLs Team Leaders	Stronger pedagogy Improvement in assessments and reading levels by students.			
			Funding Sources: 211 - Title I, Part A - $9,960.00			
	100% = Accomplished		0% = No Progress	✗ = Discontinue		

Goal 2: (Post-Secondary Readiness, Equity) SWE will decrease the achievement gap by 5% across all demographic groups by June 2018.

Performance Objective 4: SWE will partake in the School Redesign process this year through the SBISD Research and Design Department. Effort will be made to involve all stakeholders in the redesign parts of our school or programs to better meet the T-2-4 needs of our students.

Evaluation Data Source(s) 4:

Summative Evaluation 4:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
Critical Success Factors CSF 1 CSF 3 CSF 5 CSF 6 1) Core Team Members will participate in ongoing staff development on strong instructional and school change practices throughout the year in an effort to design our seismic shift to personalization.	1, 2, 4	Administrators School Redesign Staff SWE Core Team	Close performance gaps in students Increase school connectedness			
	Funding Sources: 211 - Title I, Part A - $1,000.00					
2) Innovative practices such as the Makerspaces in the library and kindergarten week that are developing will be funded and supported so that students can explore, build and problem solve in those spaces.	1, 2	Librarian Administrators	Enhance educational experiences and school connectedness on the part of our students.			
	Funding Sources: 211 - Title I, Part A - $1,500.00					
	100% = Accomplished	0% = No Progress	✗ = Discontinue			

Goal 3: (Achievement) 50% of SWE students will meet their MAP targets by the end of the school year.

Performance Objective 1: 100% of the teachers, MCLs and administrators will be immersed in hands-on-training of the effective planning of instructional units and corresponding assessments on a biweekly basis.

Evaluation Data Source(s) 1: PLC Agendas, Grade Level Data Warehouses, Lesson Plans

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
Critical Success Factors CSF 1 CSF 2 CSF 6 1) PLCs will meet every ten days to review data and plan units of instruction including common assessments to the grade level.	1, 2, 4, 7, 8	Administrators MCLs Team Leaders Teachers	Feedback by staff Appraisals by Administrators Non-Evaluative Feedback by MCLs Student pre and post assessment data			
Critical Success Factors CSF 1 CSF 2 2) Multi-Classroom Leaders and Administrators will take part in a number of article, book chapters and book studies on leveraging planning and effective planning practices to better assist teams.	1, 2, 3, 4, 9	MCLs Administrators	Increased knowledge on effective planning practices. Increased ability on the part of our MCLs to support their teams in planning. Stronger outcomes for students.			
Critical Success Factors CSF 1 CSF 2 CSF 7 3) Teams of teachers will collect their common assessments, common exit tickets and ongoing data warehouses in our google or sweden drive to all the entire team to use these over the course of the year and as reflection documents for future years.	1, 2, 7	Administrators MCLs Team Leaders	Guaranteed and viable curriculum Collection of resources to focus staff and respond to student needs.			
	Funding Sources: 211 - Title I, Part A - $474.00					

100% = Accomplished   0% = No Progress   ✗ = Discontinue

Goal 3: (Achievement) 50% of SWE students will meet their MAP targets by the end of the school year.

Performance Objective 2: Preplanned and timely responses to student intervention will be implemented on a daily basis through a variety of methods.

Evaluation Data Source(s) 2: STAAR scores, ongoing assessments (pre- and post assessments).

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	**Jan**	**Mar**
Critical Success Factors CSF 1 CSF 2 CSF 7 1) Responsive Teaching: Teachers will work through the Mastery Connect or another such resource to develop responsive teaching practices: first planning responses, conducting teaching, assess learning and respond to student gaps and misunderstandings.	1, 2, 8	Administrators MCLs Team Leaders	Closing of misconceptions on part of students Improvement between pre and post assessments			
Critical Success Factors CSF 1 CSF 2 CSF 4 2) WIN Time: Students in 1st-5th grades will take part in a 30 minute WIN (What I Need) small group that will serve as remediation, intervention or acceleration based on identified student needs in the area of math.	1, 2, 3	Administrators Teachers Team Leaders MCLs	Increase in student assessments Closure of academic and skill gaps for students Opportunities for students to be challenged.			
	Funding Sources: 211 - Title I, Part A - $2,305.00					

100% = Accomplished   0% = No Progress   ✕ = Discontinue

Goal 3: (Achievement) 50% of SWE students will meet their MAP targets by the end of the school year.

Performance Objective 3: Students will have the opportunity utilize technology to advance skills, receive additional instruction or prove mastery of content through the provision of time and technology within the classroom.

    Evaluation Data Source(s) 3: MAP scores, STAAR scores, Student Products.

    Summative Evaluation 3:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) Purchase additional technology to support classroom implementation of Dreambox, Istation, RAZKids and ItsLearning.						
Funding Sources: 211 - Title I, Part A - $35,000.00						
100% = Accomplished 0% = No Progress ✗ = Discontinue						

Goal 4: (School Connectedness) Using the Panorama Survey Data for 3rd-5th grade students, at least 75% of our students will report: 1) They believe they can succeed in achieving academic outcomes. 2) They feel they are valued members of the school community.

Performance Objective 1: Through the use of Positive Behavior Intervention Systems, our students will be recognized for positive behavior and will be encouraged to work towards SOAR bucks and nine week reward opportunities.

Evaluation Data Source(s) 1: Each nine weeks, students will be able to turn in SOAR bucks to participate in the rewards opportunities.

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) The SOAR and PBIS, including the use of SOAR bucks, will be shared with all staff and students and reinforced throughout the building.	1, 2, 6	Administrators Discipline Committee	Student referrals decrease Student, Parent and Staff Surveys			
Funding Sources: 211 - Title I, Part A - $1,761.18						
100% = Accomplished 0% = No Progress ✗ = Discontinue						
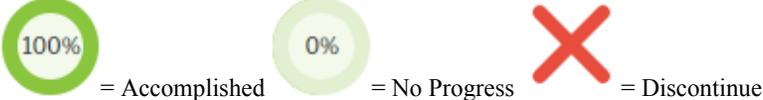
Goal 4: (School Connectedness) Using the Panorama Survey Data for 3rd-5th grade students, at least 75% of our students will report: 1) They believe they can succeed in achieving academic outcomes. 2) They feel they are valued members of the school community.

Performance Objective 2: Through regular editions of the Eagle Express electronic newsletter through Constant Contact, Eagle families will understand important issues, know key events and special celebrations, and feel a part of our Eagle community.

Evaluation Data Source(s) 2: Constant Contact charts data for use rate of each newsletter to let us know if the service is valuable to our families.

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) Use the service Constant Contact to send out periodic newsletters to families detailing events, news and celebrations.	6	Principal	Use rate of newsletter parent and staff feedback.			
Funding Sources: 211 - Title I, Part A - $180.00						
100% = Accomplished　　0% = No Progress　　✗ = Discontinue						
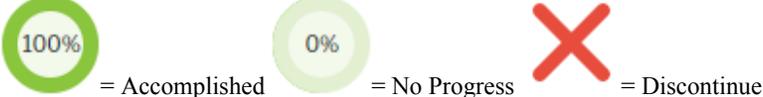
Goal 4: (School Connectedness) Using the Panorama Survey Data for 3rd-5th grade students, at least 75% of our students will report: 1) They believe they can succeed in achieving academic outcomes. 2) They feel they are valued members of the school community.

Performance Objective 3: 4th and 5th grade students will receive agendas and will be taught to use them to record important academic deadlines and responsibilities. Teachers will use them to communicate with their families.

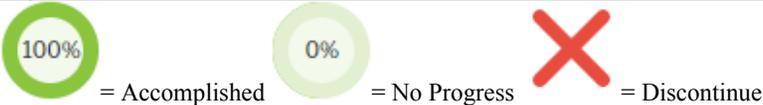   **Evaluation Data Source(s) 3:** Feedback from staff, students and families

    Summative Evaluation 3:

Goal 4: (School Connectedness) Using the Panorama Survey Data for 3rd-5th grade students, at least 75% of our students will report: 1) They believe they can succeed in achieving academic outcomes. 2) They feel they are valued members of the school community.

Performance Objective 4: Through the use of a Positive Support Specialist and through the development of an Action Based Learning Lab, every classroom teacher will receive extra support meeting the needs of students who could benefit from ancillary behavioral and social skills.

    Evaluation Data Source(s) 4: Discipline referrals and staff, student and family feedback.

    Summative Evaluation 4:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
Critical Success Factors CSF 4 CSF 6 1) SWE will develop an Action Based Learning lab over the course of the year that allows specific children and eventually the entire school to benefit from its use.	1, 2, 4, 5	Administrators Team Leaders Counselor	Increased school connectedness Reduction of disciplinary referrals Development of skillset related to positive behavior support on part of staff.			
	Funding Sources: 211 - Title I, Part A - $48,385.00					
2) 2) Hold a Parent Night and present social skills and lessons for families to use at home with students. Provide copies of posters made for the school and lists of books to use at home in that presentation and follow-up newsletters.	1, 6	Administrators Counselor Student Support Specialist	Increased school connectedness Increased transparency of actions students can take (Panorama survey as an outcome) when encountering a problem and things the school is doing to help children.			
	Funding Sources: 211 - Title I, Part A - $426.60					
	100% = Accomplished	0% = No Progress	✗ = Discontinue			

Goal 4: (School Connectedness) Using the Panorama Survey Data for 3rd-5th grade students, at least 75% of our students will report: 1) They believe they can succeed in achieving academic outcomes. 2) They feel they are valued members of the school community.

Performance Objective 5: Hold multiple parent events during the school year during the day and/or after school centered on academic support and discovery by students and families and increasing school connectness of the part of the parent and student at SWE. Programs to be implemented: WatchDOGs, Cane's Arcade Take 2 Night, Spanish Loteria, Reading Strategies Night, etc.

Evaluation Data Source(s) 5:

Summative Evaluation 5:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) Purchase academic materials for make and take events: cardstock and baggies for word sorts, manipulatives and flash cards for math night, science supplies for science night.	2, 4, 6	Administrators Teachers PTA	Increased parent involvement Support student learning at home			
Funding Sources: 211 - Title I, Part A - $3,757.22						
Critical Success Factors CSF 5 2) Jointly support the implementation of the WatchDOG program at SWE with our PTA. Fathers will be encouraged to sign up and attend one school day with their child or a child assigned to them.	1, 6	PTA Administrators WatchDOG Coordinators Team Leaders WatchDOG Grade Level Reps	Increased parent involvement Increased school connectedness			
Funding Sources: 211 - Title I, Part A - $450.00						
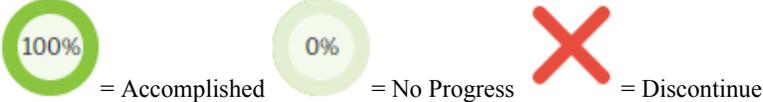
100% = Accomplished   0% = No Progress   ✗ = Discontinue

Goal 5: SWE will remain in compliance to Federal, State and Local Guidelines and Legislation/Requirements.

Performance Objective 1: GT: SWE will conduct annual GT evaluations by following district procedures for the referral, testing, and identification of students. Emphasis will be placed on ensuring under-represented groups will be identified.

    Evaluation Data Source(s) 1: All students will be provided access to testing for GT and our results will indicate a stronger representation of economic and racial diversity.

    Summative Evaluation 1:

Goal 5: SWE will remain in compliance to Federal, State and Local Guidelines and Legislation/Requirements.

Performance Objective 2: SWE will implement and evaluate the development of differentiated curriculum for meeting the needs of gifted students.

    Evaluation Data Source(s) 2: Feedback by stakeholders and outcomes for students will reflect an improvement in meeting their needs.

    Summative Evaluation 2:

Goal 5: SWE will remain in compliance to Federal, State and Local Guidelines and Legislation/Requirements.

Performance Objective 3: SWE will provide opportunities for GT professional development and ensure that all teachers have the required GT hours for instruction of gifted students.

    Evaluation Data Source(s) 3: PD records will indicate we meet this requirement.

    Summative Evaluation 3:

Goal 5: SWE will remain in compliance to Federal, State and Local Guidelines and Legislation/Requirements.

Performance Objective 4: Our SWE CSHAC Committee will review our data, identify focus areas, plan required elements, plan events and activities supporting a healthy school environment for students and teachers, and conduct our survey.

    Evaluation Data Source(s) 4: All components will be met.

    Summative Evaluation 4:

Goal 5: SWE will remain in compliance to Federal, State and Local Guidelines and Legislation/Requirements.

Performance Objective 5: Our Parent Involvement Policy will be presented and discussed with parents and feedback will be requested and discussed by the CIT.

    Evaluation Data Source(s) 5: Minutes will reflect this.

    Summative Evaluation 5:

Goal 5: SWE will remain in compliance to Federal, State and Local Guidelines and Legislation/Requirements.

Performance Objective 6: SWE will conduct a Title I Annual meeting to share standards, goals, parent rights, our school report card, and opportunities to volunteer.

    Evaluation Data Source(s) 6: Minutes and calendar dates will reflect this.

    Summative Evaluation 6:

Goal 5: SWE will remain in compliance to Federal, State and Local Guidelines and Legislation/Requirements.

Performance Objective 7: Parents of incoming PK students and students transitioning from kinder to 1st grade will be provided opportunities to visit the school and hear recommendations on smooth transitions and support for students.

    Evaluation Data Source(s) 7: Minutes and calendar dates will reflect this.

    Summative Evaluation 7:

Goal 5: SWE will remain in compliance to Federal, State and Local Guidelines and Legislation/Requirements.

Performance Objective 8: SWE will recruit and retain highly-qualified staff, defined by local, state, and federal requirements. 1st year teachers will be supported and paired with an experienced mentor.

    Evaluation Data Source(s) 8: Calendar dates and agendas will reflect this.

    Summative Evaluation 8:

Goal 5: SWE will remain in compliance to Federal, State and Local Guidelines and Legislation/Requirements.

Performance Objective 9: At risk students will be identified and supported through intervention and conferences with parents.

Evaluation Data Source(s) 9: Lesson plans and conference summaries will indicate this.

Summative Evaluation 9:

Goal 5: SWE will remain in compliance to Federal, State and Local Guidelines and Legislation/Requirements.

Performance Objective 10: SWE will be diligent in ensuring we comply with all financial and ethical practices of a member of SBISD.

Evaluation Data Source(s) 10: Records will indicate compliance.

Summative Evaluation 10:

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	$17,284.00
				+/- Difference	$17,284.00

199 PIC 23 - Special Education

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$1,360.00
				+/- Difference	$1,360.00

199 PIC 25 - ESL/Bilingual

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$1,220.00
				+/- Difference	$1,220.00

199 PIC 30 - At Risk School Wide SCE

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$4,121.00
				+/- Difference	$4,121.00

199 PIC 99 - Undistributed

Goal	Objective	Strategy	Resources Needed	Account Code	Amount

					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$12,290.00
				+/- Difference	$12,290.00

211 - Title I, Part A

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2		211.11.6399.000	$400.00
1	2	2	Motivation Math or Mentoring Minds Program Tchr and Student Books	211.11.6329.000.	$5,001.00
2	3	2	Webinar Participation	211.13.6499	$2,000.00
2	3	2	Literacy Toolkit Books	211.13.6329	$3,500.00
2	3	2	Guided Reading Books	211.11.6329	$4,460.00
2	4	1	Substitutes for Training for School Redesign	211.13.6116	$1,000.00
2	4	2	Supplies for activities	211.11.6399.000.119.30.0.000	$1,500.00
3	1	3	Planning Coverage	211.11.6116	$474.00
3	2	2	Mentoring Minds or Motivation Math- 2nd Gr-4th Gr	211.11.6329.000.	$2,305.00
3	3	1	Classroom Devices	211.11.6398	$35,000.00
4	1	1	Teaching Resources Supplies	211.61.6399	$1,761.18
4	2	1	Constant Contact Newsletter Subscription	211.61.6399	$180.00
4	4	1	Positive Student Support Specialist	211.11.6119	$44,366.00
4	4	1	Action Based Learning Lab Materials	211.11.6399	$2,000.00
4	4	1	Sub Coverage for SD, KM & JH	211.13.6116	$500.00
4	4	1	Staff Development or Training Registrations Costs for KM, SD, JH, and MT	211.13.6239	$500.00
4	4	1	action based learning materials	211.11.6399	$1,019.00
4	4	2	PI Money	211.61.6399.000.119.30.0.000	$426.60
4	5	1	Supplies for Parent Nights or WatchDOG Events	211.61.6399	$223.40
4	5	1	Supplies for Parent Nights and Small Groups		$708.82

4	5	1	Parent Night/Take Home Books	211.61.6329	$2,825.00
4	5	2	Provision of snacks for Parent Nights	211.61.6499	$250.00
4	5	2	Workstation Materials and Supplies for WatchDOG Dads	211.61.6399	$200.00
				Sub-Total	$110,600.00
				Budgeted Fund Source Amount	$110,600.00
				+/- Difference	$0
				Grand Total	$110,600.00