

Spring Branch Independent School District
Edgewood Elementary School
2018-2019 Campus Improvement Plan



Mission Statement

Mission Statement

Edgewood Elementary is a professional learning community with the mission of ensuring high levels of student achievement for every child.

La escuela primaria de Edgewood es una comunidad de aprendizaje, profesional, con la misión de asegurar altos niveles de logro estudiantil para cada uno de los estudiantes.

Vision

Vision Statement

We aspire to develop globally-conscious citizens of strong character who are critical thinkers and can contribute to the world.

Aspiramos desarrollar ciudadanos conscientes globalmente, de carácter fuerte quienes son pensadores críticos y que puedan contribuir al mundo.

Value Statement

Every Child

We put students at the heart of everything we do.

- Every child. Every day. Every minute. Every way.
- What's Best for the Child Drives the Decision
- Infinite Possibilities Through Education

Collective Greatness

We, as a community, leverage our individual strengths to reach challenging goals.

- Surpass Expectations
- Everyone's Work Matters
- Diversity Makes Us Stronger

Collaborative Spirit

We believe in each other and find joy in our work.

- Each of Us is Committed to All of Us
- Together We're Better
- Assume the Best

Limitless Curiosity

We never stop learning and growing.

- Empowered to Innovate
- Tenaciously Embrace Challenges
- Unleashed Potential

Moral Compass

We are guided by strong character, ethics and integrity.

- Personal Responsibility
- Kindness and Mutual Respect
- Trustworthiness

Comprehensive Needs Assessment

Needs Assessment Overview

Based on 2018 STAAR results, 62% of our third graders, 63% of 4th graders, and 71% of 5th graders passed the reading test at the approaches level. In math 59% of 3rd graders, 69% of 4th graders and 86% of 5th graders passed at the approaches level. In Writing 52% of 4th graders passed and in Science 56% of 5th graders passed at the approaches level. We had an 8 point gain in 5th grade Math compared from the 2017 STAAR administration. We had a 5 point gain in 4th grade reading and a 4 point gain in 4th grade math. Some of the areas we are in need of refinement are in 3rd grade reading and math, as well as 4th grade Writing and 5th grade Science.

Based on the first year of MAP (Measures of Academic Progress) results, our end of year showed us at 47% in math and 38% in reading. The national norm is to be at the 50%. We are close in math, and have lots of room to grow in reading. We are focusing on establishing a stronger math program and increasing the use of DRA, MAP and checkpoint data assessments to create instructional plans for students. Our teachers are becoming more proficient in the use of MAP and MAP Skills to help students reinforce areas of need.

Demographics

Demographics Summary

Edgewood Elementary serves PK-5th. The student campus population as shown in 2017-2018 TAPR is about 3% African American, Hispanic 85%, White 7%, Asian and other 5%, Economically Disadvantaged 84%, English Language Learners 60%, At Risk 81% and 66% of the students at the school are enrolled in the One Way Dual Language Bilingual Program or ESL . GT 3% and Special Ed. 7.4% Mobility rate 13%.

Our Economically Disadvantaged students increased from 57% to 83% from 2015 to 2016. At Risk students also increased from 79% to 81%. Enrollment for the 2014-2015 school year was 749, 2015-2016 school year was 678, 2016-2017 school year was 660, the 2017-2018 school year was 634 in October but increased and kept steady at 650 the rest of the school year. Our projection enrollment is 603 for the 2018-2019 school year. There has been a steady decrease in student enrollment. Most of our students come from multi-family housing. Due to the revitalization of our attendance area and the increase in housing costs for our families, many students have been displaced or are living with families and friends.

Student Academic Achievement

Student Academic Achievement Summary

Edgewood is a Met Standard Campus based on the Texas Education Agency 2017-2018 Accountability Summary. We met all System Safeguards.

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Index 1: Student Achievement	66	72	59	70	64
Index 2: Progress	44	44	36	44	
Index 3: Closing Performance Gap	36	35	35	42	
Index 4: Post-Secondary Readiness	25	23	26	31	

- Math achievement and growth by quadrant:

LOW ACHIEVEMENT		LOW ACHIEVEMENT		HIGH ACHIEVEMENT		HIGH ACHIEVEMENT		LOW GROWTH		HIGH GROWTH	
Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
229	42	113	21	57	10	144	27	286	53	257	47

Reading achievement and growth by quadrant:

LOW ACHIEVEMENT		LOW ACHIEVEMENT		HIGH ACHIEVEMENT		HIGH ACHIEVEMENT		LOW GROWTH		HIGH GROWTH	
LOW GROWTH	HIGH GROWTH	LOW GROWTH	HIGH GROWTH	LOW GROWTH	HIGH GROWTH	LOW GROWTH	HIGH GROWTH	LOW GROWTH	HIGH GROWTH	LOW GROWTH	HIGH GROWTH
Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
300	55	117	22 (WIN)	39	7	88	16	339	62	205	38

For the math and reading charts above, low achievement is a test percentile below 50%; high achievement is 50% or greater. Low growth is a growth percentile below 50% and high growth is a percentile of 50 or greater. When comparing to RIT scores, a growth percentile of 50% or higher means the student met or exceeded their RIT target; a growth percentile below 50 means the student fell short of their RIT growth target.

- Students in the pink were low in achievement and did not meet their RIT targets;
- Students in the tan were low in achievement but met or exceeded their RIT targets;
- Students in yellow were high achievers that did not meet their RIT targets;
- Students in green were high achievers that met or exceeded their RIT targets.

The red represents students in both the pink and yellow – they did not meet RIT targets. The blue are those from the tan and green that met or exceeded their RIT targets.

What kind of growth did you have with struggling learners? The charts below represent only those students with achievement less than the 50th percentile (achieving below their grade level peers, but who had greater than typical growth as described below).

Conditional Growth Index (CGI)	Conditional Growth Percentile (CGP)	Comparison to RIT Target	Interpretation
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0

50%

Student exactly met RIT projection

The student's growth, compared to their growth projection, was greater than **50%** of all students in the NWEA norm group (in the same amount of time – fall to spring).

0.5

69%

Student exceeded RIT projection

The student's growth, compared to their growth projection, was greater than **69%** of all students in the NWEA norm group (in the same amount of time – fall to spring).

Student exceeded RIT projection 1.0 84% The student's growth, compared to their growth projection, was greater than 84% of all students in the NWEA norm group (in the same amount of time – fall to spring).
 Student exceeded RIT projection 1.5 93% The student's growth, compared to their growth projection, was greater than 93% of all students in the NWEA norm group (in the same amount of time – fall to spring).

MATHEMATICS							READING						
LOW ACHIEVEMENT		LOW ACHIEVEMENT		LOW ACHIEVEMENT			LOW ACHIEVEMENT		LOW ACHIEVEMENT		LOW ACHIEVEMENT		
CGI ≥ 1.5		CGI ≥ 1.0 & < 1.4		CGI ≥ 0 & < 1.0			CGI ≥ 1.5		CGI > 1.0 & < 1.4		CGI > 0 & < 1.0		
Total Tested (Low Achievement)	Number	Percent	Number	Percent	Number	Percent	Total Tested (Low Achievement)	Number	Percent	Number	Percent	Number	Percent
342	14	4%	19	6%	79	23%	EWE 417	16	4%	24	6%	74	18%

School Processes & Programs

School Processes & Programs Summary

School Processes & Programs Summary Teacher attrition is low at Edgewood. Often we loose staff because enrollment is down, promotions or teachers choose to work closer to home, but not due to low teacher morale.

This school year we have 5 new teachers to EWE. All come with teaching experience. We have a campus induction coaches. They meets with mentors and shares information on how to best support new teachers. A blended professional development model is provided to all teachers at EWE. Blended in terms of campus provided through coaching, feedback as well as sessions led by teachers to teachers. Additionally, consultants are hired to support literacy, math and ELLs. Greatest organizational strenght is collaboration amongst grade levels. Teachers at EWE are incredibly supportive of each other and care about the success of our students throughout their educational time at EWE.

Perceptions

Perceptions Summary

The campus culture is supportive and caring. The teachers go above and beyond the call of duty and will do anything for the students. Teachers are keenly aware of the students academic and socio-emotional needs and collaborate as a grade level and as a campus to collectively ensure student learning. Staff offer after school activities such as soccer and tutorials for students to benefit both physically and academically. The 2017-2018 school year, the district used Panorama Survey. Our overall score was a 66. This score is higher than the district average. An area of strength is that our students believe that teachers hold them to high standards through setting rigorous expectations. We are working on the area of need which is safety. Students did not feel as safe toward the end of the year as they expressed at the beginning of the year. We have created a few committees to help with school culture and climate. Our school will continue to utilize Social-Emotional resources and help students with community circles and soft skills. We have created a mentor program within our school. All non-homeroom teachers will be partnered up with a student. This is to help establish a good relationship with the student and their parents. We will continue to use Panorama Survey information to make sure we address any other areas of need. Our parents results in the survey we of positive performance.

Comprehensive Needs Assessment Data Documentation

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

Goals


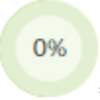

Goal 1: In order to achieve T-2-4, students will consistently meet appropriately ambitious academic growth targets.

Performance Objective 1: By June 2019, at least 50% of third, fourth and fifth grade students will meet or exceed growth expectations in math compared to 47% in the 2018 EOY MAP results and at least 42% growth in reading compared to the 38% in the 2018 EOY MAP results.

Evaluation Data Source(s) 1: MAP EOY Data - Math 47% and Reading 38%.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
<p>Comprehensive Support Strategy PBMAS</p> <p>1) Teachers will meet every week for PLC meetings with the support of the instructional specialists (interventionists) to discuss current data results using MAP, MAP Skills, and the Master Data Tracker, upcoming standards, instructional strategies and create a plan to help students show progress on their assessments.</p>	Interventionist Teachers Administrators	Increase score on MAP results from BOY to EOY. Master Data Tracker results.			
Funding Sources: 199 PIC 11 - Instructional Services - 1000.00					
<p>Comprehensive Support Strategy PBMAS</p> <p>2) Teachers will meet with students to create goals for each administration of MAP. Students will determine their class performance goal and choose an incentive if they meet it. Students will use agendas/planner to write down their daily objective and have parents sign their journal.</p>	Teachers Administrative Assistant	Increase scores on each MAP administration.			
Funding Sources: 211 - Title I, Part A - 1500.00, 199 PIC 30 - At Risk School Wide SCE - 2500.00					

<p align="center">Comprehensive Support Strategy PBMAS</p> <p>3) Substitutes will be provided for teachers to attend professional development sessions, travel to conferences, meet with instructional specialists, and vertical alignment meetings to implement the best social-emotional and instructional strategies for students. Teachers will use instructional resources to plan out interactive lessons for students using online instructional resources and other instructional workbook and activities. Administrators, teachers and staff will attend training sessions and travel to conferences.</p>	<p>Teachers Administrative Assistant Administrators Instructional Specialists</p>	<p>Teachers will continue to learn best instructional strategies and use those to enhance their personalized plans for students.</p>			
<p>Funding Sources: 211 - Title I, Part A - 8000.00, 199 PIC 30 - At Risk School Wide SCE - 2000.00</p>					
<p>Comprehensive Support Strategy</p> <p>4) Interventionists will work with teachers to plan, model, coach, and pull small group instruction for students. Paraprofessional will support groups of students in the classroom. Teachers will receive extra duty pay for training colleagues on instructional resources available to them.</p>	<p>Administrators Interventionists</p>	<p>To build teacher capacity with coaching and modeling.</p>			
<p>Funding Sources: 211 - Title I, Part A - 150000.00</p>					
<p>Comprehensive Support Strategy</p> <p>5) Dr. Sandra Mercuri will work with teachers to continue to support implementation of OWDL and content/language objectives. She will also observe and provide feedback to teachers and administrators.</p>	<p>Administrators</p>	<p>Increase teacher capacity and administrative capacity.</p>			
<p>Funding Sources: 211 - Title I, Part A - 2000.00, 199 PIC 25 - ESL/Bilingual - 1845.00</p>					
<p>Comprehensive Support Strategy</p> <p>6) We will purchase instructional books for teachers to continue to learn how to implement backwards design and differentiation.</p>	<p>Administrators</p>	<p>Increase teacher capacity.</p>			
<p>Funding Sources: 211 - Title I, Part A - 2000.00</p>					
<p>Comprehensive Support Strategy PBMAS</p> <p>7) Teachers and interventionists will provide tutorials after school, Saturday and enrichment opportunities to support student achievement. Teachers will track student performance and provide incentives as they meet their growth goals. Paraprofessional and front office staff will support after school and Saturday tutorials.</p>	<p>Teachers Interventionists Administrators</p>	<p>Increase student performance as reflected on MAP and Master Data Tracker.</p>			
<p>Funding Sources: 211 - Title I, Part A - 38000.00, 199 PIC 99 - Undistributed - 4000.00</p>					
<p>8) Purchase additional chrome books, data clickers, All in Learning, and online instructional rescoures so that students may access MAP skills, ItsLearning and other online applications to increase their levels of performance and have timely feedback.</p>	<p>Administrators</p>	<p>Increase number of students able to access a variety of online programs.</p>			
<p>Funding Sources: 211 - Title I, Part A - 6000.00, 199 PIC 11 - Instructional Services - 3000.00</p>					
<p align="center">  = Accomplished  = No Progress  = Discontinue </p>					




Goal 2: In order to achieve T-2-4, students will feel connected to their school community as both an individual and a learner.

Performance Objective 1: By June 2019, at least 68% of 3-5 graders will respond favorably on the Panorama Survey.

Evaluation Data Source(s) 1: 2017-2018 Panorama survey results showing 62% of students indicating positive results in the area of Rigorous Expectations and a 66% overall result in Panorama survey.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
<p>PBMAS</p> <p>1) Teachers will utilize CHAMPS systems and procedures for transitions and activities. Systems of Care will support teachers through the 2nd year implementation process. We will purchase CHAMPS books and other SEL resources to help teachers and students create a positive classroom culture. Teachers will also attend Region 4 trainings and other conferences for SEL.</p>	<p>Counselor SOC Administrators Teachers Interventionists</p>	To increase on-task behavior. To maximize instruction.			
Funding Sources: 211 - Title I, Part A - 4500.00, 199 PIC 30 - At Risk School Wide SCE - 1000.00					
<p>Comprehensive Support Strategy</p> <p>PBMAS</p> <p>2) Counselor will lead teachers through Panorama activities, 7 Mindsets strategies, and the Mindset coach and playbook. CIS counselor and school counselor will meet with small groups of students for social-emotional learning opportunities. Character education lessons will be provided. Teachers will start the day with community circles. Systems of care will collaborate with our counselors and campus staff for students in need of Tier 2 and Tier 3 interventions.</p>	<p>SOC CIS Counselor Administrators Teachers</p>	Decrease the number of disruptive behaviors in the classroom. Increase instructional time.			
Funding Sources: 211 - Title I, Part A - 1000.00, 199 PIC 99 - Undistributed - 2000.00					
<p>PBMAS</p> <p>3) Counselor and CIS staff will lead parent sessions to share our CHAMPS expectations and information on Social Media and Internet Safety and other parent sessions.</p>	<p>Counselor CIS Administrative Assistant Administrators</p>	<p>Increase parental engagement. Increase home/school communication.</p>			
Funding Sources: 211 - Title I, Part A - 1000.00, 199 PIC 99 - Undistributed - 1500.00					

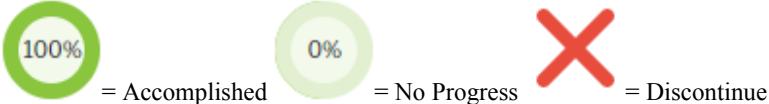
<p>4) We will use home communication folders, an electronic newsletter for parents to increase consistent weekly communication with parents. This is in addition to other forms of communication from specific classrooms such as Class Dojo, etc. We will purchase software to help in our communication. Our school nurse will contact parents as necessary for the health of their child.</p>	<p>Teachers Nurse Counselor CIS</p>	<p>Increase home/school communication.</p>			
<p>Funding Sources: 211 - Title I, Part A - 3500.00, 199 PIC 99 - Undistributed - 1505.00</p>					
<p style="text-align: center;">  = Accomplished  = No Progress  = Discontinue </p>					

Goal 3: In order to achieve, T-2-4, students will demonstrate college-ready academic performance.

Performance Objective 1: By June 2019, at least 12% of 3rd graders and 14% of 5th graders will perform at postsecondary-ready levels on MAP in Math. In Reading, 8% of 3rd graders and 6 % of 5th graders will perform at the post-secondary ready levels on MAP (66-77th percentile reading, 70-84th percentile math) and/or STAAR (meets grade level in 3rd & 5th grades)

Evaluation Data Source(s) 1: Based on the EOY 2018 MAP results showing that in Math 9.6% of 3rd graders performed at the Masters level and 12.6% of 5th graders. In Reading 6.8% of 3rd graders earned Masters performance and 4.1% of 5th graders.

Summative Evaluation 1:

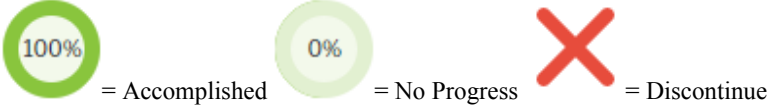
Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
<p>Comprehensive Support Strategy</p> <p>1) Teachers will use instructional resources such as white boards, dry erase boards, voting machines (clickers) for assessments, assessment workbooks, online instructional resources, data clickers, hands-on manipulatives, and other resources to help personalize learning for all students.</p>	Teachers Interventionists Administrators Counselor	Increase student performance as documented on the Master Data Tracker.			
Funding Sources: 211 - Title I, Part A - 1500.00, 199 PIC 11 - Instructional Services - 6000.00					
<p>Comprehensive Support Strategy</p> <p>2) Teachers will goal set with students several times a year. Teachers will discuss student data during PLC meetings, extended planning sessions, and professional development days. Teachers will be able to use a variety of instructional resources such as: ItsLearning, small group instruction, peer support, tutorial and differentiated projects to meet the varied learning styles in their classrooms.</p>	Interventionists Teachers Administrators	Increase student performance by differentiating instruction and charting their data toward progress of their goals.			
Funding Sources: 211 - Title I, Part A - 400.00, 199 PIC 11 - Instructional Services - 3000.00					
<p>Comprehensive Support Strategy</p> <p>PBMAS</p> <p>3) Students will have opportunities to attend study trips, in-school presenters, project based learning activities and other resources to provide enrichment opportunities for all students to excel. We will provide after school enrichment opportunities such as music, soccer and art.</p>	Specials Teachers Interventionists	Increase the percent of students already mastering the standards.			
Funding Sources: 199 PIC 11 - Instructional Services - 6000.00, 211 - Title I, Part A - 4000.00					
					

Goal 4: In order to achieve T-2-4, students will receive equitable opportunities resulting in the closing of existing achievement gaps.

Performance Objective 1: By June 2019, Edgewood Elementary will close existing achievement gaps by at least 5% in special education while all performance improves.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
<p>Comprehensive Support Strategy PBMAS</p> <p>1) Teachers will use additional resources such as text to speech, applications that allow students to listen to the passages orally, ItsLearning, and chromebooks to increase their performance. Special education teachers will collaborate with general education teachers to create plans that help students raise their academic performance by implementing the best instructional practices including social-emotional plans.</p>	<p>Special Education Teachers Teachers Interventionists Diagnosticians Administrators Counselor CIS</p>	<p>Increase the percent of special education students performance levels.</p>			
<p>Funding Sources: 199 PIC 23 - Special Education - 915.00, 199 PIC 11 - Instructional Services - 1073.00</p>					
<p>Comprehensive Support Strategy PBMAS</p> <p>2) Teachers, administrators and staff will attend professional development sessions on campus, at the district level, Region 4 or other sessions that will help enhance the work we are doing to close the achievement gap with special education students. Teachers, staff and administrators will travel to conferences.</p>	<p>Special Education Teachers Administrators CIS Counselor Teachers</p>	<p>Increase in the number of students progressing with special education services.</p>			
<p>Funding Sources: 211 - Title I, Part A - 1000.00, 199 PIC 30 - At Risk School Wide SCE - 1789.00, 199 PIC 11 - Instructional Services - 2000.00</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 following strategies will be implemented.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) 1) Conduct annual program evaluation (SCE, Special Education, G/T, LEP) utilizing student performance data derived from special populations for the purpose of program review and revision.					
2) 2) Develop, strengthen, and monitor capacity of teachers, grade levels and departments to support measurable growth in reading proficiency as measured by the MAP assessment, DRA/EDL and district/state assessments.					
3) 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.					
4) 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). Continue to provide support for new teachers through the induction program. Involve staff in recruiting and interviewing highly-qualified applicants.					
5) 5) Promote parent and community involvement in drug and violence prevention programs and activities such as: Character without question, Red Ribbon Week, No Place for Hate, and CIS parent trainings.					

<p>6) 6) Provide professional development based on level of expertise and need in the following areas:</p> <ul style="list-style-type: none"> * Bullying Prevention * Violence/conflict resolution * Recent drug use trends * Resiliency/Developmental Assets * Prevention Curriculum training * No Place for Hate * CSHAC * CARES * SEL * CHAMPS * Special Education services <p>We will implement a campus survey to assess knowledge level of individual staff members and then determine areas of focus.</p>					
<p>7) 7) SPECIAL EDUCATION - Monitor and evaluate campus LRE ratio. Develop campus capacity to support inclusive programming for students with disabilities. Distribute IEPs to teachers and invite them to check-in with the special education teacher on a monthly bases.</p>					
<p>8) 8) SPECIAL EDUCATION - Examine state assessment reports to evaluate progress of students with disabilities relative to ARD committee recommendations and predictions. How accurately did ARD committee recommendations predict and guide student achievement on state assessments? Utilize all accommodations for students and determine which is best for students to use throughout the school year. Evaluate if the accommodations were successful through assessment data.</p>					
<p>9) 9) SPECIAL EDUCATION - Ensure that Special education staff, building administrators, and counselors are trained on and adhere to Special Education timelines and compliance requirements. Special education chairperson distributes all IEPs to teachers that are in need of information in order to implement all accommodations.</p>					

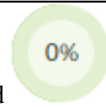
<p>10) 0) STATE COMP ED - Provide supplemental At-Risk services/support in the content areas:</p> <ul style="list-style-type: none"> * Language Arts * Math * Science * Social Studies * ELL Intervention Specialist 					
<p>11) 11) Materials include: manipulatives, literacy materials, STAAR support, bilingual resources, after-school, extended day, Saturday school and summer school. Computer assisted instruction includes: Think Through Math and Istation. Identify At-Risk students; provide them with supplemental services; and monitor progress (including continual English language development for ELL students).</p>					
<p>12) 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 *collaboration with CIS staff member 					
<p>13) 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. * Dual Language Programs * Problem-Based Learning * Small Group Instruction * This includes opportunities for teachers to be coached, attend sustained training, in-services, workshops and/or conferences together with structured follow-up. 					

<p>14) 14) Teachers, administrators and staff will develop understanding of the (a) Professional Development Framework and continue participation in professional development in the areas of Teaching and Learning. Utilize support from the Talent and Support team to continue to build capacity on campus. Provide training for PK-2 bilingual and ESL teacher on language development, language transfer and other aspects relating to English Language Learners</p>					
<p>15) 15) Provide support for new teachers with ongoing mentoring and planning with certified staff. Meet with campus induction coach in order to provide new teachers with information needed and pair them up with mentors that can help them build their teacher capacity.</p>					
<p>16) 16) Recruit and retain highly-qualified staff, defined through state, federal and local criteria, by highlighting the school and its students on the website and by participating in job fairs.</p>					
<p>17) 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. The CIS staff member in collaboration with the school counselor will offer parent meetings and begin identifying other workshop opportunities for parents and community members. To develop an active PTA in order to increase parent engagement presence at the campus.</p>					
<p>18) 18) Prekindergarten and Kindergarten teachers develop transition strategies. Elementary campuses provide kindergarten orientation at different times and in a variety of settings.</p>	Funding Sources: 199 PIC 32 - Pre-Kindergarten - 115.00				
<p>19) 19) GIFTED AND TALENTED - Provide opportunities for G/T professional development, based on level of expertise and need, in one of the following areas: 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>					

<p>20) 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>21) 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. To increase the number of students that qualify for GT and to accelerate those that did not qualify but can achieve at L2,L3 or higher. Work with Pam Johnson to provide increase opportunities for our students.</p>					
<p>22) 22) COORDINATED SCHOOL HEALTH (CSH) and CIP - Steps to incorporate CSH - 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 4.Recommended indicators for assessing CSH may be chosen from this list of approved indicators that are completed each year: a.District Five Year Goal Campus Survey b.School Health Index c.SEL/40 Developmental Asset Survey</p>					
<p>23) 23) Review and revisit both the Home/School Compact and Parental Involvement Policy. *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>					
<p>24) 24) Increase parent attendance at Title I Annual Meeting to share: *standards and goals *parents' rights' *curriculum *School Report Card *Title I participation *Offer a flexible number of meetings.</p>					



= Accomplished



= No Progress



= Discontinue

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Teachers will meet every week for PLC meetings with the support of the instructional specialists (interventionists) to discuss current data results using MAP, MAP Skills, and the Master Data Tracker, upcoming standards, instructional strategies and create a plan to help students show progress on their assessments.
1	1	2	Teachers will meet with students to create goals for each administration of MAP. Students will determine their class performance goal and choose an incentive if they meet it. Students will use agendas/planner to write down their daily objective and have parents sign their journal.
1	1	3	Substitutes will be provided for teachers to attend professional development sessions, travel to conferences, meet with instructional specialists, and vertical alignment meetings to implement the best social-emotional and instructional strategies for students. Teachers will use instructional resources to plan out interactive lessons for students using online instructional resources and other instructional workbook and activities. Administrators, teachers and staff will attend training sessions and travel to conferences.
1	1	4	Interventionists will work with teachers to plan, model, coach, and pull small group instruction for students. Paraprofessional will support groups of students in the classroom. Teachers will receive extra duty pay for training colleagues on instructional resources available to them.
1	1	5	Dr. Sandra Mercuri will work with teachers to continue to support implementation of OWDL and content/language objectives. She will also observe and provide feedback to teachers and administrators.
1	1	6	We will purchase instructional books for teachers to continue to learn how to implement backwards design and differentiation.
1	1	7	Teachers and interventionists will provide tutorials after school, Saturday and enrichment opportunities to support student achievement. Teachers will track student performance and provide incentives as they meet their growth goals. Paraprofessional and front office staff will support after school and Saturday tutorials.
2	1	2	Counselor will lead teachers through Panorama activities, 7 Mindsets strategies, and the Mindset coach and playbook. CIS counselor and school counselor will meet with small groups of students for social-emotional learning opportunities. Character education lessons will be provided. Teachers will start the day with community circles. Systems of care will collaborate with our counselors and campus staff for students in need of Tier 2 and Tier 3 interventions.
3	1	1	Teachers will use instructional resources such as white boards, dry erase boards, voting machines (clickers) for assessments, assessment workbooks, online instructional resources, data clickers, hands-on manipulatives, and other resources to help personalize learning for all students.
3	1	2	Teachers will goal set with students several times a year. Teachers will discuss student data during PLC meetings, extended planning sessions, and professional development days. Teachers will be able to use a variety of instructional resources such as: ItsLearning, small group instruction, peer support, tutorial and differentiated projects to meet the varied learning styles in their classrooms.

Goal	Objective	Strategy	Description
3	1	3	Students will have opportunities to attend study trips, in-school presenters, project based learning activities and other resources to provide enrichment opportunities for all students to excel. We will provide after school enrichment opportunities such as music, soccer and art.
4	1	1	Teachers will use additional resources such as text to speech, applications that allow students to listen to the passages orally, ItsLearning, and chromebooks to increase their performance. Special education teachers will collaborate with general education teachers to create plans that help students raise their academic performance by implementing the best instructional practices including social-emotional plans.
4	1	2	Teachers, administrators and staff will attend professional development sessions on campus, at the district level, Region 4 or other sessions that will help enhance the work we are doing to close the achievement gap with special education students. Teachers, staff and administrators will travel to conferences.

Campus Funding Summary

199 PIC 11 - Instructional Services					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Supplies		\$1,000.00
1	1	8	Chromebooks/Technology		\$3,000.00
3	1	1	Supplies/Materials		\$6,000.00
3	1	2	Substitutes		\$3,000.00
3	1	3	Extra duty pay		\$4,500.00
3	1	3	Supplies/Materias		\$1,500.00
4	1	1			\$1,073.00
4	1	2	Resources/supplies		\$2,000.00
Sub-Total					\$22,073.00
Budgeted Fund Source Amount					\$22,073.00
+/- Difference					\$0
199 PIC 23 - Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	1	Supplies/resources		\$915.00
Sub-Total					\$915.00
Budgeted Fund Source Amount					\$915.00
+/- Difference					\$0
199 PIC 25 - ESL/Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	Resources		\$1,000.00
1	1	5	Fees		\$845.00
Sub-Total					\$1,845.00
Budgeted Fund Source Amount					\$1,845.00
+/- Difference					\$0

199 PIC 30 - At Risk School Wide SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Supplies		\$1,500.00
1	1	2	Supplies/Incentives		\$1,000.00
1	1	3	Substitutes		\$2,000.00
2	1	1	Supplies		\$1,000.00
4	1	2	Extra duty pay		\$1,789.00
Sub-Total					\$7,289.00
Budgeted Fund Source Amount					\$7,289.00
+/- Difference					\$0
199 PIC 32 - Pre-Kindergarten					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	18			\$115.00
Sub-Total					\$115.00
Budgeted Fund Source Amount					\$115.00
+/- Difference					\$0
199 PIC 99 - Undistributed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	7	Extra duty pay		\$4,000.00
2	1	2	Supplies		\$2,000.00
2	1	3	Supplies/Fees		\$1,500.00
2	1	4	Nurse supplies		\$1,505.00
Sub-Total					\$9,005.00
Budgeted Fund Source Amount					\$9,005.00
+/- Difference					\$0
211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Incentives for goal-setting		\$500.00

1	1	2	Supplies/Materials		\$1,000.00
1	1	3	Substitutes		\$2,000.00
1	1	3	Professional Development Fees/Trainings		\$1,000.00
1	1	3	Subscriptions for online instructional resources		\$3,000.00
1	1	3	Travel to conferences		\$2,000.00
1	1	4	Interventionists and Paraprofessional		\$148,000.00
1	1	4	Extra duty pay		\$2,000.00
1	1	5	Substitutes and supplies		\$2,000.00
1	1	6	Books		\$2,000.00
1	1	7	Tutorials		\$28,000.00
1	1	7	Tutorials		\$10,000.00
1	1	8	Chromebooks		\$3,000.00
1	1	8	Online instructional resources		\$3,000.00
2	1	1	Books		\$1,000.00
2	1	1	Trainings/Fees		\$3,500.00
2	1	2	Supplies		\$1,000.00
2	1	3	Supplies/Materials		\$1,000.00
2	1	4	Home/School Communication folders/ Newsletter/Software		\$3,500.00
3	1	1	Supplies		\$1,500.00
3	1	2	Supplies		\$400.00
3	1	3	Study Trips/Transportation/Speaker visit fees		\$2,000.00
3	1	3	Enrichment Supplies (music, art and soccer)		\$2,000.00
4	1	2	Training fees		\$1,000.00
Sub-Total					\$224,400.00
Budgeted Fund Source Amount					\$224,400.00
+/- Difference					\$0
Grand Total					\$265,642.00

Addendums



Student Growth Summary Report

Aggregate by School

Term: Spring 2017-2018
 District: Spring Branch ISD

Norms Reference Data: 2015 Norms
 Growth Comparison Period: Fall 2017 - Spring 2018
 Weeks of Instruction: Start - 4 (Fall 2017)
 End - 32 (Spring 2018)

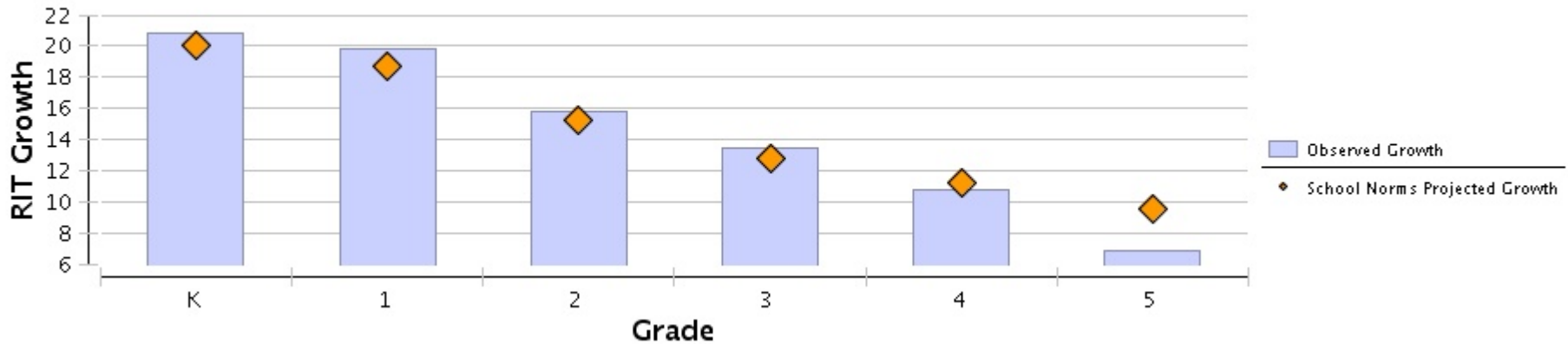
Grouping: None
 Small Group Display: No

EDGEWOOD EL

Mathematics

Grade (Spring 2018)	Growth Count‡	Comparison Periods						Growth Evaluated Against								
		Fall 2017			Spring 2018			Growth		School Norms			Student Norms			
		Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile
K	90	134.5	11.3	22	155.4	13.7	28	20.8	0.9	20.1	0.27	61	90	50	56	61
1	85	151.4	12.8	3	171.2	14.1	6	19.8	1.0	18.7	0.37	64	85	41	48	46
2	77	169.2	10.8	9	185.0	10.7	13	15.8	0.9	15.3	0.18	57	77	38	49	45
3	96	185.8	10.9	22	199.3	14.3	26	13.5	0.8	12.8	0.30	62	96	56	58	56
4	105	198.6	12.0	29	209.4	13.7	28	10.8	0.6	11.2	-0.20	42	105	49	47	45
5	90	207.8	13.9	30	214.8	17.8	21	6.9	0.9	9.5	-0.98	16	90	33	37	33

Mathematics



Explanatory Notes

** Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.

‡Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.

Aggregate by School

Term: Spring 2017-2018
District: Spring Branch ISD

Norms Reference Data: 2015 Norms
Growth Comparison Period: Fall 2017 - Spring 2018
Weeks of Instruction: Start - 4 (Fall 2017)
 End - 32 (Spring 2018)

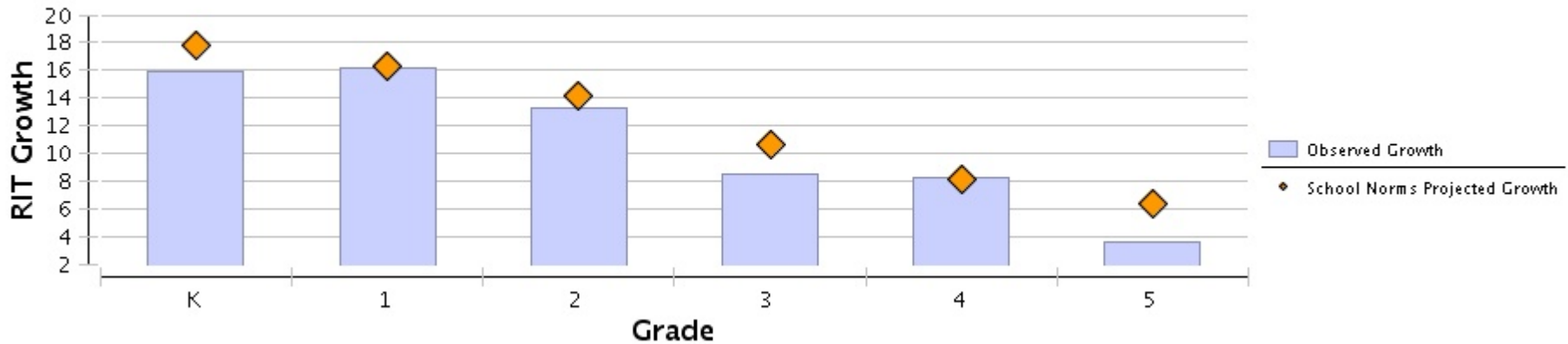
Grouping: None
Small Group Display: No

EDGEWOOD EL

Reading

Grade (Spring 2018)	Growth Count‡	Comparison Periods						Growth Evaluated Against								
		Fall 2017			Spring 2018			Growth		School Norms			Student Norms			
		Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile
K	90	136.6	9.8	23	152.5	11.6	17	15.9	1.0	17.8	-0.65	26	90	33	37	35
1	86	148.3	12.6	2	164.4	13.6	2	16.2	1.1	16.3	-0.08	47	86	33	38	37
2	77	162.7	14.1	3	176.1	12.8	3	13.3	1.1	14.2	-0.33	37	77	31	40	34
3	93	181.2	15.4	15	189.7	14.7	9	8.5	0.9	10.7	-1.11	13	93	33	35	31
4	105	187.8	17.5	6	196.1	16.2	6	8.3	1.0	8.1	0.11	54	105	46	44	39
5	93	197.0	14.2	8	200.5	14.9	4	3.6	0.8	6.4	-1.64	5	93	35	38	36

Reading



Explanatory Notes

** Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.
 ‡Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.

Aggregate by School

Term: Spring 2017-2018
 District: Spring Branch ISD

Norms Reference Data: 2015 Norms
 Growth Comparison Period: Fall 2017 - Spring 2018
 Weeks of Instruction: Start - 4 (Fall 2017)
 End - 32 (Spring 2018)

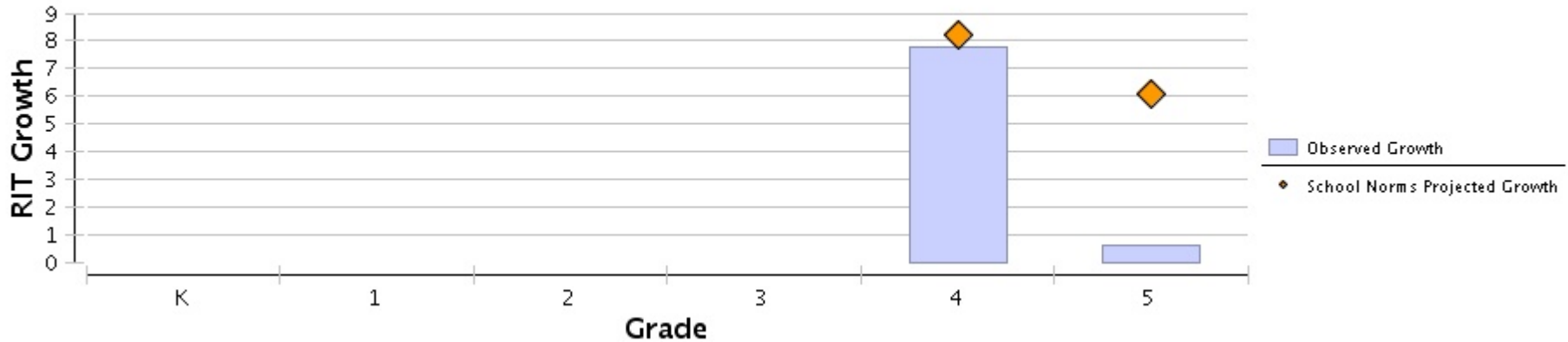
Grouping: None
 Small Group Display: No

EDGEWOOD EL

Language Usage

Grade (Spring 2018)	Growth Count‡	Comparison Periods						Growth Evaluated Against								
		Fall 2017			Spring 2018			Growth		School Norms			Student Norms			
		Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile
K	0	**			**			**					**			
1	0	**			**			**					**			
2	0	**			**			**					**			
3	0	**			**			**					**			
4	106	193.1	15.2	17	200.9	15.1	16	7.8	0.7	8.2	-0.24	40	106	47	44	41
5	88	199.5	12.9	14	200.1	13.5	2	0.6	0.7	6.1	-3.22	1	88	14	16	22

Language Usage



Explanatory Notes

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‡Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.



Student Growth Summary Report

Aggregate by School

Term: Spring 2017-2018
 District: Spring Branch ISD

Norms Reference Data: 2015 Norms
 Growth Comparison Period: Fall 2017 - Spring 2018
 Weeks of Instruction: Start - 4 (Fall 2017)
 End - 32 (Spring 2018)

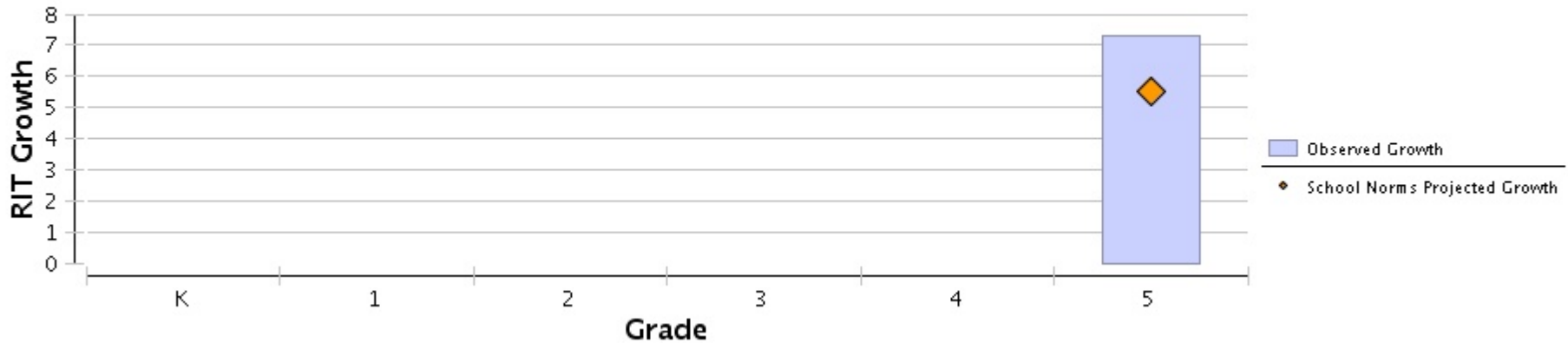
Grouping: None
 Small Group Display: No

EDGEWOOD EL

Science - General
 Science

Grade (Spring 2018)	Growth Count‡	Comparison Periods						Growth Evaluated Against								
		Fall 2017			Spring 2018			Growth		School Norms			Student Norms			
		Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile
K	0	**			**			**					**			
1	0	**			**			**					**			
2	0	**			**			**					**			
3	0	**			**			**					**			
4	0	**			**			**					**			
5	90	197.8	10.0	32	205.1	11.9	45	7.3	0.8	5.5	0.94	83	90	53	59	64

Science - General Science



Explanatory Notes

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 ‡Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.

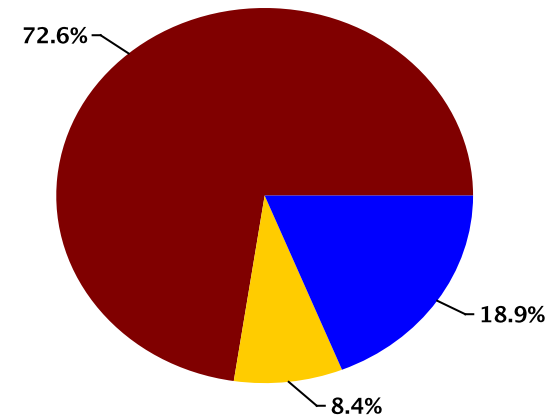
Mathematics

EDGEWOOD EL

Projected to: **ACT College Readiness** taken in **spring**.

View Linking Study: <https://www.nwea.org/resources/map-college-readiness-benchmarks/>

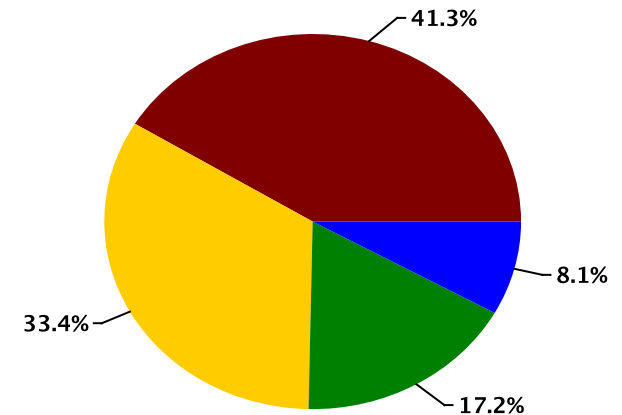
Grade	Student Count	Not On Track		On Track 22		On Track 24	
		Count	Percent	Count	Percent	Count	Percent
5	95	69	72.6%	8	8.4%	18	18.9%
Total	95	69	72.6%	8	8.4%	18	18.9%



Projected to: **State of Texas Assessments of Academic Readiness** taken in **spring**.

View Linking Study: <https://www.nwea.org/state-solutions/texas/>

Grade	Student Count	Did Not Meet		Approaches		Meets		Masters	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
2	83	40	48.2%	31	37.3%	9	10.8%	3	3.6%
3	104	45	43.3%	27	26.0%	22	21.2%	10	9.6%
4	113	49	43.4%	37	32.7%	20	17.7%	7	6.2%
5	95	29	30.5%	37	38.9%	17	17.9%	12	12.6%
Total	395	163	41.3%	132	33.4%	68	17.2%	32	8.1%



Explanatory Notes

This report shows students' projected performance on the state assessment(s) based on NWEA alignment/linking studies. Performance categories are defined by the state and are specific to each state. For any state or location that does not have an associated state summative test the NWEA Generic Linking Study is provided.

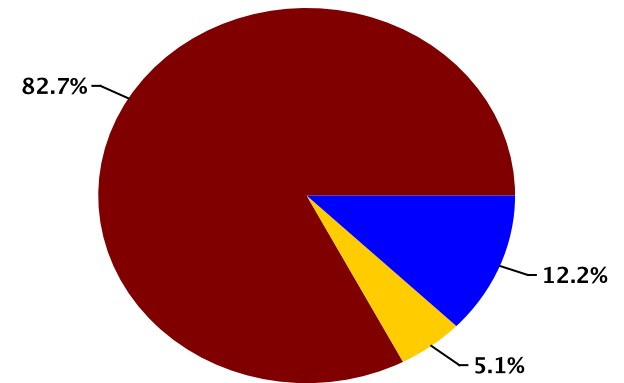
Reading

EDGEWOOD EL

Projected to: **ACT College Readiness** taken in **spring**.

View Linking Study: <https://www.nwea.org/resources/map-college-readiness-benchmarks/>

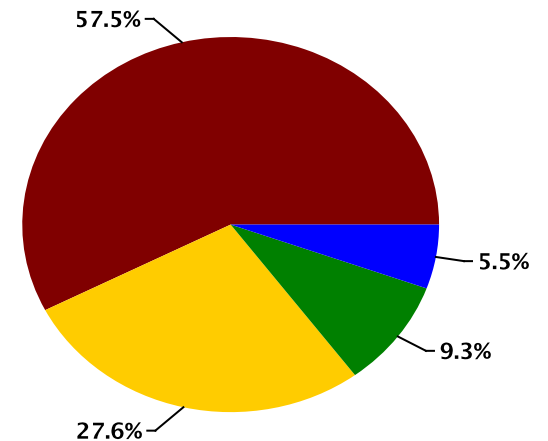
Grade	Student Count	Not On Track		On Track 22		On Track 24	
		Count	Percent	Count	Percent	Count	Percent
5	98	81	82.7%	5	5.1%	12	12.2%
Total	98	81	82.7%	5	5.1%	12	12.2%



Projected to: **State of Texas Assessments of Academic Readiness** taken in **spring**.

View Linking Study: <https://www.nwea.org/state-solutions/texas/>

Grade	Student Count	Did Not Meet		Approaches		Meets		Masters	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
2	82	55	67.1%	17	20.7%	5	6.1%	5	6.1%
3	103	60	58.3%	26	25.2%	10	9.7%	7	6.8%
4	115	61	53.0%	37	32.2%	11	9.6%	6	5.2%
5	98	53	54.1%	30	30.6%	11	11.2%	4	4.1%
Total	398	229	57.5%	110	27.6%	37	9.3%	22	5.5%



Explanatory Notes

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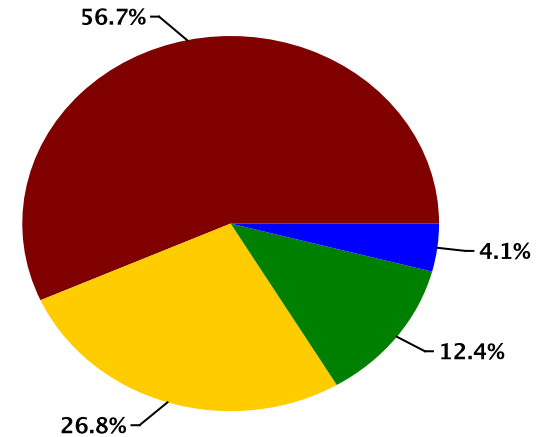
Science - General Science

EDGEWOOD EL

Projected to: **State of Texas Assessments of Academic Readiness** taken in **spring**.

View Linking Study: <https://www.nwea.org/state-solutions/texas/>

Grade	Student Count	Did Not Meet		Approaches		Meets		Masters	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
5	97	55	56.7%	26	26.8%	12	12.4%	4	4.1%
Total	97	55	56.7%	26	26.8%	12	12.4%	4	4.1%



Explanatory Notes

This report shows students' projected performance on the state assessment(s) based on NWEA alignment/linking studies. Performance categories are defined by the state and are specific to each state. For any state or location that does not have an associated state summative test the NWEA Generic Linking Study is provided.