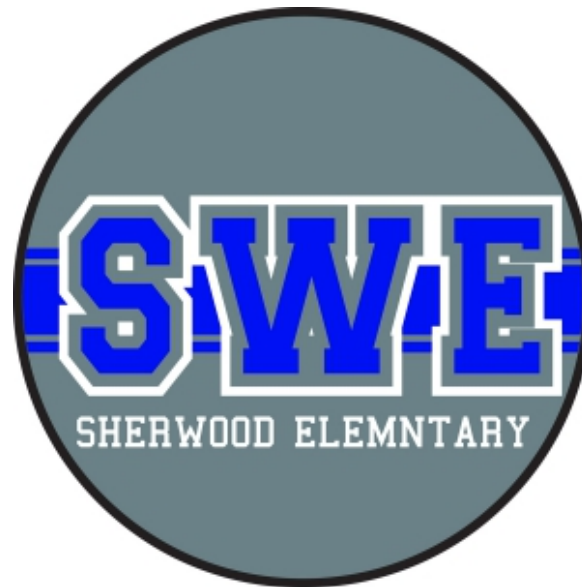


Spring Branch Independent School District

Sherwood Elementary School

2018-2019 Campus Improvement Plan

Accountability Rating: Met Standard



Mission Statement

By empowering members of our school community, SWE will strive to ensure all learners' needs are met and challenged through innovative and collaborative teaching and learning. In conjunction, we will strive to develop young men and women who celebrate differences in others.

Vision

As a school community, we hope to develop students who are:

Lifelong Learners

Adaptive and Productive

Global Citizens

Academically Prepared

Core Beliefs

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

Revised/Approved: May 29, 2018

Demographics

Demographics Summary

SWE has approximately 465 students in three programs: TWDL, MS and OWDL. Approximately 65% of our students receive free and reduced lunch services, but this number may decline over the next few years. We have parents from all over SBISD enrolled at SWE. We have a new PTA Board who will continue to need training on the culture of SWE and our intentional work on equity for all and the value of our diversity.

Demographics Strengths

We are a diverse group, many of whom who have chosen intentionally to become part of our school, demonstrating an openness to the concept of the melting pot.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The area is gentrifying. Because of our diverse needs, we also need to consider our culture and whether or not we have high expectations for all learners. **Root Cause:** STAAR sometimes focuses us on lifting from the bottom instead of all student groups.

Student Academic Achievement

Student Academic Achievement Summary

Based on this, we made some good gains in this work, but we would like to see at least 70% of students reach the approaching levels on STAAR for each subject (80% on science) and 40% of students reaching the meet level on STAAR. We did grow at each performance tier of each subject, which is great news that our planning is working, but needs some refinement.

In terms of MAP,

In math, 51% met their target, 49% did not

In reading, 45% met their target, 55% did not

Student Academic Achievement Strengths

1. Growth made in every performance band on STAAR.
2. Close to 50% of students met their RIT score, which was our initial goal.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: We have not earned any distinctions. **Root Cause:** We need to further differentiate and ensure every child reaches his or her potential.

School Processes & Programs

School Processes & Programs Summary

We have a SWE Instructional Framework that we use to guide our planning and intervention of students. We use the PLC process (multiple forms: planning, data disaggregation, problem of practice/student work) to guide our work together. We have three programs on campus: TWDL, OWDL and MS. Organizationally, we have three multi-classroom leaders who guide the following teams: K/1, 2/3, and 4/5.

School Processes & Programs Strengths

Our SWE Instructional Framework is strong and our PLC practices evolved to really mean something to teaching staff on campus.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: As we go through redesign, we must balance the continued construction of units and our signature experiences. **Root Cause:** Lots of great stuff is going on, we need to be super focused and planful in our work.

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

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions

Employee Data

- Staff surveys and/or other feedback

Parent/Community Data

- Parent surveys and/or other feedback

Goals

Revised/Approved: May 29, 2018




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 61% of SWE students will meet or exceed growth expectations in math and 55% of SWE students will meet or exceed growth expectations in reading on MAP.

Evaluation Data Source(s) 1: MAP

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<p>Critical Success Factors CSF 1 CSF 2 CSF 6</p> <p>1) PLCS and INSTRUCTIONAL UNIT DESIGNS: PLCs will meet every 10 days to review data and plan units of instruction that cover specific content to address, misconceptions to clear up, instructional practices to use, formative assessments to administer and the planned progression of skills and content to teach over the course of the unit.</p>	2.4, 2.5, 2.6	SWE Administrators SWE MCLs SWE Eagle Leadership Team SWE Teachers	<p>1. Improvement in student performance data both formatively and summatively (STAAR,MAP, and PSA data) across all subgroups.</p> <p>2. Instructional Units Folders comprised of unit plans, assessments, ,and pertinent documents saved for each unit for each grade level in the Sweden Drive for SWE Staff.</p> <p>3. Feedback from staff and students in relationship to rigor and differentiation.</p>			
Funding Sources: 211 - Title I, Part A - 5000.00, 199 PIC 11 - Instructional Services - 6380.00, 199 PIC 99 - Undistributed - 7153.00						
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>2) FLEX WITHIN TEAMS: Grade Level teams in grades 1st through 5th will plan to pull small group across their grade levels according to data from a variety of sources in reading and math: MAP, STAAR, DRA/EDL, OS, small group anecdotal data and formative assessments.</p>	2.4, 2.5, 2.6	SWE Administrators SWE MCLs SWE Eagle Leadership Team SWE Teachers	<p>1. Improvement in student performance data both formatively and summatively (STAAR, MAP and PSA data) across all subgroups.</p> <p>2. Feedback from staff and students in relationship to rigor and differentiation.</p> <p>3. Small group records reflecting variable, differentiated groups in reading and math.</p>			

<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>3) RESPONSIVE TEACHING PRACTICES: Using formative assessment practices and an online data platform like Mastery Connect, teachers will plan instruction, design formative assessments and responses to possible outcomes of these assessments in advance of teaching so that they can respond quickly to student misunderstandings.</p>	2.4, 2.5, 2.6	SWE Administrators SWE MCLs SWE Eagle Leadership Team SWE Teachers	1. Improvement in student performance data both formative and summatively (STAAR, MAP and PSA data) across all subgroups. 2. Increased student agency 3. Evidence of stronger differentiation for all students.			
Funding Sources: 199 PIC 23 - Special Education - 80.00, 211 - Title I, Part A - 22000.00						
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>4) INTERDISCIPLINARY UNITS (REDESIGN): During the school year, each grade level will plan and implement one interdisciplinary unit for their grade level using the design template provided by the district. These units will be inquiry based and allow children opportunities to personalize their learning in some degree or offer children opportunities to build agency and connect to their learning and skillsets.</p>	2.4, 2.5, 2.6	SWE Administrators SWE Eagle Leadership Team SWE Teachers SWE MCLs SWE CIT	1. Student and teacher products and outcomes. 2. End products saved for future use. 2. Feedback from staff, student and parent surveys			
Funding Sources: 211 - Title I, Part A - 9400.00, 199 PIC 11 - Instructional Services - 4120.00						
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>5) SMALL GROUP PLANNING: SWE will focus on small group planning to allow for proper differentiation for all students. MCLs and grade level teams will plan small group collaboratively using anecdotal records, formative and summative assessment data, student work, campus resources and best practices to delineate small group teaching points and plans and differentiated workstations.</p>	2.4, 2.5, 2.6	SWE Administrators SWE Eagle Team SWE MCLs SWE Teachers	Quality Small Group Plans and Anecdotal Records Minutes of Meetings			
Funding Sources: 211 - Title I, Part A - 5100.00, 199 PIC 11 - Instructional Services - 4800.00						
<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 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 83% of SWE 3rd through 5th graders will respond favorably on the Student Teacher Relationships section of the Panorama survey.

Evaluation Data Source(s) 1: Panorama Survey

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<p>Critical Success Factors CSF 4 CSF 6 CSF 7</p> <p>1) COMMUNITY CIRCLES: Using provided protocols, lessons and topics, classroom teachers will hold community meetings three times a week on a variety of topics, some selected by the classroom teacher and/or the children. Topics could include: character traits designated by SBISD, classroom celebrations, conversations surrounding classroom practices and relationships and lessons enhancing positive conflict resolution, restorative justice, student agency and other tools for student development.</p>	2.5, 2.6	SWE Administrators SWE Counselor and Student Support Specialist SWE Eagle Leadership Team SWE Redesign Prototyping Team SWE MCLs	1. Increase in school-connectedness and positive student-teacher relationships as measured on Panorama. 2. Staff and student feedback 3. Disciplinary referral reduction			
Funding Sources: 211 - Title I, Part A - 1000.00						
<p>Critical Success Factors CSF 6 CSF 7</p> <p>2) SWE will continue to develop the Action Based Learning lab so that specific students can receive targeted social skill and academic instruction in grades Pk-5th Grade.</p>	2.4, 2.5, 2.6	SWE Administrators SWE Student Support Specialist SWE Counselor SWE Teachers	1. Reduction in referrals 2. Feedback from students and staff 3. Increased school-connectedness and strong teacher-student relationships as measured by Panorama.			
Funding Sources: 211 - Title I, Part A - 40343.00						
<p>Critical Success Factors CSF 1 CSF 2 CSF 6</p> <p>3) STUDENT AGENCY: During this school year, we will study and implement tenets behind student agency in multiple classrooms throughout the school year. Tenets may include: student portfolio completion, data conferences with students, student choice on product or goals to focus on.</p>	2.6	SWE Administrators SWE Eagle Teachers SWE Redesign Teachers SWE MCLs	Finished products Student and Staff Survey Panorama Survey			
Funding Sources: 199 PIC 99 - Undistributed - 496.00						
<p>4) PARENT EDUCATION: SWE will provide opportunities for parents to take part in a Love and Logic Book Study, SWE Passport to Technology, Content Events and Social Media Training.</p>	2.6, 3.1, 3.2	SWE Administrators SWE Counselor SWE Student Support Specialist	Parent Feedback Increased Engagement of Parents			
Funding Sources: 211 - Title I, Part A - 3000.00						

Critical Success Factors CSF 5 CSF 6	2.5, 3.2	SWE Administrators SWE MCLs SWE Resdesign Team SWE CIT	Minutes and Agendas of those meetings Parent Surveys			
5) PARENT WORKSHOP ON REDESIGN WORK: During the school year, we wish to teach parents and community members about our redesign initiatives, the progress of their initiatives and what those initiatives look like in the classroom in terms of products and the roles of the students and teachers multiple times this year.	Funding Sources: 199 PIC 99 - Undistributed - 1080.00					
6) NAME THAT BOOK: SWE will continue to take part in the Name That Book Challenge to create a love of reading and introduce books to children that of high interest and quality.	2.5	SWE Librarian SWE Classroom Teachers	Increase participation of students participating in Name That Book Increase number of books we house on campus for families and students to use			
Funding Sources: 211 - Title I, Part A - 5000.00						
7) SWE Specials Teams (Health Fitness, Music and Art) will offer rich courses that are engaging to students and focus on building the skills and confidence of each emerging athlete, artist and performer.	2.5	SWE Administrators SWE Specials Teachers	Staff and student feedback Panorama Survey			
Funding Sources: 211 - Title I, Part A - 7000.00						
8) Care for Students as needed	2.6	Nurse Principal Teachers	Improved Teacher/student relationships Increase in number of adults forming good relationships with students.			
Funding Sources: 199 PIC 99 - Undistributed - 750.00						
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>100% = Accomplished</p> </div> <div style="text-align: center;">  <p>0% = No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						




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

Performance Objective 1: By June 2019, at least 30% of Sherwood students will perform at postsecondary-ready levels on MAP (66-77th percentile reading, 70-84th percentile math in 3rd 4th, and 5th grades) and 40% of children will reach the Meets Level on each of the STAAR exam in Math, Reading, Writing and Science.

Evaluation Data Source(s) 1: MAP and STAAR Data

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>1) INTERDISCIPLINARY UNITS (REDESIGN): During the school year, each grade level will plan and implement one interdisciplinary unit for their grade level using the design template provided by the district. These units will be inquiry based and allow children opportunities to personalize their learning in some degree or offer children opportunities to build agency and connect to their learning and skillsets.</p>	2.4, 2.5, 2.6	SWE Administrators SWE Eagle Leadership Team SWE Teachers SWE MCLs SWE CIT	1. Student and teacher outcomes and products. 2. End products saved for future use. 3. Feedback from staff, student and parent surveys			
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>2) FLEXING ACROSS GRADE LEVELS: Grade Level teams in grades 1st through 5th will to begin to plan to pull small group across grade levels in small moments at least twice throughout this year according to data from a variety of sources in reading and math: MAP, STAAR, DRA/EDL, OS, small group anecdotal data and formative assessments.</p>	2.4, 2.5, 2.6	SWE Administrators SWE MCLs SWE Redesign Teachers SWE Eagle Team SWE Teachers	1. Improvement in student performance data both formatively and summatively (STAAR, MAP and PSA data) across all subgroups. 2. Feedback from staff and students in relationship to rigor and differentiation. 3. Small group records reflecting variable, differentiated groups in reading and math.			
Funding Sources: 211 - Title I, Part A - 11457.00						
<p>Critical Success Factors CSF 1 CSF 7</p> <p>3) TWDL REFRESH: Teachers of our TWDL Program will learn about and give feedback towards our new scope and sequence for our TWDL program, piloting much of it that we can revise it and finalize it for use in years to come.</p>	2.5	SWE MCLs SWE Administrators SWE TWDL Teachers	Alignment across the TWDL program Feedback from staff			

<p align="center">Critical Success Factors CSF 5 CSF 6</p> <p>4) PARENT EDUCATION ON MAP, SIGHT WORD DEVELOPMENT, WORDS THEIR WAY, LITERACY AND MATH: We hope to provide some ongoing training for parents that coincide with our units to guide parents on the content children are learning and resources available to them to support their young learner.</p>	<p>3.1, 3.2</p>	<p>SWE Administrators SWE MCLS SWE Eagle Team SWE Teachers</p>	<p>Parent and Staff Survey Panoramam</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 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, Sherwood Elementary will close existing achievement gaps by at least 5% in each of the following subgroups: Hispanic students, students who are Economically Disadvantaged, students receiving Special Education services and African American Students while all performance improves.

Evaluation Data Source(s) 1: STAAR data

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) K/1 INTERVENTION: These two teams will be provided and Associate Teacher to allow them to meet the needs of students who are not meeting academic standards in math and reading.	2.4, 2.5, 2.6	SWE Administrators SWE MCLs SWE Kinder and 1st Grade Teachers	Student Data Teacher and MCL Feedback			
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>2) FLEX WITHIN GRADE LEVELS: : Grade Level teams in grades 1st through 5th will plan to pull small group across their grade levels according to data from a variety of sources in reading and math: MAP, STAAR, DRA/EDL, OS, small group anecdotal data and formative assessments</p>	2.4, 2.5, 2.6	SWE Administrators SWE MCLs SWE Eagle Leadership Team SWE Teachers	1. Improvement in student performance data both formatively and summatively (STAAR, MAP and PSA data) across all subgroups. 2. Feedback from staff and students in relationship to rigor and differentiation. 3. Small group records reflecting variable, differentiated groups in reading and math.			
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>3) RESPONSIVE TEACHING PRACTICES: Using formative assessment practices and an online data platform like Mastery Connect, teachers will plan instruction, design formative assessments and responses to possible outcomes of these assessments in advance of teaching so that they can respond quickly to student misunderstandings.</p>	2.4, 2.5, 2.6	SWE Administrators SWE MCLs SWE Eagle Leadership Team SWE Teachers	1. Improvement in student performance data both formative and summatively (STAAR, MAP and PSA data) across all subgroups. 2. Increased student agency 3. Evidence of stronger differentiation for all students.			
Funding Sources: 199 PIC 25 - ESL/Bilingual - 1120.00, 199 PIC 30 - At Risk School Wide SCE - 3913.00						

<p align="center">Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>4) PARENT EDUCATION ON MAP, SIGHT WORD DEVELOPMENT, WORDS THEIR WAY, LITERACY AND MATH: We hope to provide some ongoing training for parents that coincide with our units to guide parents on the content children are learning and resources available to them to support their young learner.</p>	2.4, 2.5, 3.1, 3.2	SWE Administrators SWE MCLs SWE Eagle Team SWE Teachers	Parent and Staff Survey Panorama Survey			
5) ORTON-GILLINGHAM TRAINING: Select primary teachers and MCLs will be piloting the use of training received in the Orton-Gillingham training to support readers and writers.	2.6	SWE Administrators SWE MCLs SWE Pilot Teachers	Increase reading levels for students in those classrooms Teacher and MCL feedback			
Funding Sources: 211 - Title I, Part A - 2000.00						
<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 5: To remain in compliance with Federal and State law.

Campus Funding Summary

199 PIC 11 - Instructional Services					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Instructional Supplies	199.11.6399	\$4,317.00
1	1	1	Planning Subs	199.11.6112	\$2,063.00
1	1	4	Instructional Supplies	199.11.6399.000.119.25	\$1,120.00
1	1	4	Transportation for Student Study Trips Aligned to Interdisciplinary Units	199.11.6494	\$3,000.00
1	1	5	Other Reading Materials	199.12.6399	\$4,800.00
Sub-Total					\$15,300.00
Budgeted Fund Source Amount					\$15,300.00
+/- Difference					\$0
199 PIC 23 - Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Supplies for Special Education Students	199.11.6399	\$80.00
Sub-Total					\$80.00
Budgeted Fund Source Amount					\$80.00
+/- Difference					\$0
199 PIC 25 - ESL/Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	3	Instructional Supplies for Bilingual Education	199.11.6399	\$1,120.00
Sub-Total					\$1,120.00
Budgeted Fund Source Amount					\$1,120.00
+/- Difference					\$0
199 PIC 30 - At Risk School Wide SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	3	Planning Subs	199.11.6112	\$3,913.00

					Sub-Total	\$3,913.00
					Budgeted Fund Source Amount	\$3,913.00
					+/- Difference	\$0
199 PIC 99 - Undistributed						
Goal	Objective	Strategy	Resources Needed	Account Code		Amount
1	1	1	Office Supplies	199.23.6399		\$1,702.00
1	1	1	Library Books	199.12.6329		\$4,800.00
1	1	1	Library Supplies	199.12.6399		\$651.00
2	1	3	Counselor Lesson Materials	199.31.6399		\$496.00
2	1	5	Subs Support Staff	199.23.6122		\$1,080.00
2	1	8	Nurse supplies	199.33.6399		\$550.00
2	1	8	Nurse Travel	199.33.6399		\$200.00
					Sub-Total	\$9,479.00
					Budgeted Fund Source Amount	\$9,479.00
					+/- Difference	\$0
211 - Title I, Part A						
Goal	Objective	Strategy	Resources Needed	Account Code		Amount
1	1	1	STAAR Materials Tchr and Student Books	211.13.6329		\$5,000.00
1	1	3	Small Group Reading Books	211.11.6329		\$22,000.00
1	1	4	Supplies for Interdisciplinary Units	211.11.6399.000.119.30		\$6,400.00
1	1	4	Transportation for Student Study Trips Aligned to Interdisciplinary Units	211.6494.000.119.30		\$3,000.00
1	1	5	Student Technology	211.11.6398		\$5,100.00
2	1	1	Books on Morning Meetings and Community Circles for Teachers	211.13.6239		\$1,000.00
2	1	2	Student Support Specialist Role	211.11.6119		\$40,343.00
2	1	4	Consultant for Parent Training	211.61.6299		\$1,500.00
2	1	4	Materials for Parent Training	211.61.6399		\$1,500.00
2	1	6	Books for Name That Book	211.11.6329		\$5,000.00

2	1	7	Technology for Art and Music	211.11.6398	\$7,000.00
3	1	2	Technology for Classrooms	211.11.6398	\$10,457.00
3	1	2	Professional Books for Teachers	211.13.6329	\$1,000.00
4	1	5	Training	211.11.6299	\$2,000.00
Sub-Total					\$111,300.00
Budgeted Fund Source Amount					\$111,300.00
+/- Difference					\$0
Grand Total					\$141,192.00