

Spring Branch Independent School District

Thornwood Elementary School

2019-2020



Mission Statement

To inspire every student to LEARN and BE more than they EVER thought or dreamed possible.

Vision

Thornwood is a kind and safe learning community where everyone is connected and empowered through challenging opportunities.

Core Values

Every Child

We put students at the heart of everything we do.

Collective Greatness

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

Collaborative Spirit

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

Limitless Curiosity

We never stop learning and growing.

Moral Compass

We are guided by strong character, ethics and integrity.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

TWE Student Demographics Enrollment by Sex: Male: 48% (207 students) Female: 51% (223 students)

Enrollment by Ethnicity: Asian: 5% (23 students) African American: 36% (154 students) Latino: 44% (188 students) White: 12% (53 students) Two or More: 3% (12 students)

Economically Disadvantaged: 88% (377 students)

At Risk: 60% (258 students)

Additional Demographics: Bilingual: 15% (64 students) ESL: 18% (76 students) LEP: 32% (139 students) Immigrant: 6% (26 students) Homeless: 2% (9 students) Gifted & Talented: 3% (13 students)

Demographics Strengths

School Processes & Programs

School Processes & Programs Summary

Programs for 2019-20:

ST Math (K-5) - addresses deep conceptual understanding of math concepts with rigor

Lucy Calkins and Workshop approach - addresses reading and writing workshop

Project CLASS - school-wide social skills program to address student survey data

School Processes & Programs Strengths

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- Campus Performance Objectives Summative Review from previous year
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

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
- Student Success Initiative (SSI) data for Grades 5 and 8
- Running Records results
- Observation Survey results
- Prekindergarten Self-Assessment Tool

Student Data: Behavior and Other Indicators

- Class size averages by grade and subject
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus department and/or faculty meeting discussions and data

Parent/Community Data

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

Support Systems and Other Data

- Budgets/entitlements and expenditures data

Goals

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

Performance Objective 1: By June 2020, at least 50% of Thornwood students will meet or exceed growth expectations on MAP.







2018-19: Reading - 42% met CGI; Math - 43% met CGI

2017-18: Reading - 34% met CGI; Math - 39% met CGI

Evaluation Data Source(s) 1: MAP EOY Data

Summative Evaluation 1: Some progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) Emphasize workshop approach in reading and writing, through implementation of Lucy Calkins resources. - Writing across content areas in PK-5.	2.4, 2.5, 2.6	Classroom Teachers Intervention staff Administrators	At least 50% of students meeting growth expectations			
				Funding Sources: 211 - Title I, Part A - 39058.00		
2) Utilize ST Math program PK-5, and Model Drawing, to emphasize conceptual understanding and rigorous problem solving.	2.4, 2.5, 2.6	Classroom Teachers Intervention staff Administrators District support staff	At least 50% of students meeting growth expectations			
				Funding Sources: 211 - Title I, Part A - 2915.00, 199 PIC 11 - Instructional Services - 7760.00		

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
3) Consistent use of student goal-setting, and student engagement strategies, to increase rigor and student accountability. - EL strategies such as Talk, Read, Talk, Write.	2.4, 2.5, 2.6	Classroom Teachers Intervention staff Administrators	High impact student engagement strategies At least 50% of students meeting growth expectations			
	Funding Sources: 211 - Title I, Part A - 39066.00, 199 PIC 25 - ESL/Bilingual - 3160.00					
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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 2020, at least 50% of 3-5 graders will respond favorably on the school safety metrics within the Panorama survey.

2018-19: School Safety- 41%

2017-18: School Safety- 52%

Evaluation Data Source(s) 1: Panorama EOY Data

Summative Evaluation 1: Some progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) Consistently implement Project CLASS social skills system school-wide.	2.4, 2.5, 2.6	Classroom Teachers SEL Intervention Project CLASS staff Counselor CIS Administrators	At least 50% of 3-5 graders respond favorably on school safety metrics. Decrease discipline referrals.			
				Funding Sources: 211 - Title I, Part A - 4502.00, 199 PIC 11 - Instructional Services - 7500.00		
2) Refresh our school PBIS system and incentives, and consistently monitor discipline referral data.	2.4, 2.5, 2.6	SEL Intervention PBIS Cadre Administrators	Compass discipline data - reduction in referrals At least 50% of 3-5 graders respond favorably on school safety metrics.			
				Funding Sources: 211 - Title I, Part A - 70624.00, 199 PIC 99 - Undistributed - 5000.00		
3) Provide daily Morning Meeting opportunities, addressing school-wide topics, while reinforcing social skills and skills for success (respect, teamwork, communication, perseverance).	2.4, 2.5, 2.6	Classroom Teachers Counselor CIS SEL Intervention PBIS Cadre Administrators	Compass discipline data - reduction in referrals At least 50% of 3-5 graders respond favorably on school safety metrics.			
				Funding Sources: 199 PIC 11 - Instructional Services - 8000.00		
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Goal 3: In order to achieve, T-2-4, students will demonstrate college-ready academic performance.

Performance Objective 1: By June 2020, at least 46% of Thornwood students will perform at postsecondary-ready levels on MAP (66-77th percentile reading, 70-84th percentile math in 3rd & 5th grades) and/or STAAR (meets grade level in 3rd & 5th grades).

2018-19: 31% performed at post-secondary readiness levels as defined by SBISD Measures of Success

2017-18: 24% performed at post-secondary readiness levels as defined by SBISD Measures of Success

Evaluation Data Source(s) 1: As defined by SBISD Measures of Success (COMPASS)

Summative Evaluation 1: Some progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) Intervention staff to provide targeted in class support to teachers, as well as weekly support during grade level meetings to assist with planning, creating CFAs, analyzing student work, and adjusting instructional strategies and groups.	2.4, 2.5, 2.6	Intervention staff Administrators	At least 40% of students performing at postsecondary-ready levels.			
	Funding Sources: 211 - Title I, Part A - 14832.00, 199 PIC 23 - Special Education - 400.00					
2) Utilize CFA, PSA and MAP data and reports to goal set with students and adjust instructional strategies.	2.4, 2.5, 2.6	Classroom Teachers Intervention staff Administrators	At least 40% of students performing at postsecondary-ready levels.			
	Funding Sources: 211 - Title I, Part A - 3000.00					
= Accomplished = No Progress = Discontinue						

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 2020, Thornwood students will close existing gaps in post secondary readiness by at least 5% between Hispanic/ non-Hispanic and African American/non-African American students, while all performance improves.

2018-19: Hispanic - 27%; non-Hispanic - 35%; African American - 28%; non-African American - 34%

2017-18: Hispanic - 20%; non-Hispanic - 28%; African American - 20%; non-African American - 26%

Evaluation Data Source(s) 1: As defined SBISD Measures of Success (COMPASS)

Summative Evaluation 1: Some progress made toward meeting Performance Objective



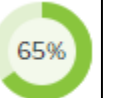


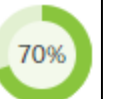


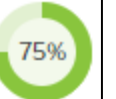


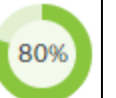


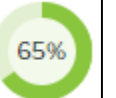
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) Respond to student learning through intervention and acceleration before, during and after school.	2.4, 2.5, 2.6	Classroom Teachers Intervention staff Administrators	Increase in academic performance in all areas At least 5% decrease in gaps between African American and Latino students			
				Funding Sources: 211 - Title I, Part A - 7818.00, 199 PIC 99 - Undistributed - 5100.00		
2) Consistent use of student goal-setting, and student engagement strategies, to increase rigor and student accountability.	2.4, 2.5, 2.6	Classroom Teachers Intervention staff Administrators	High impact student engagement strategies At least 5% decrease in gaps between African American and Latino students			
				Funding Sources: 199 PIC 30 - At Risk School Wide SCE - 7580.00		
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Goal 5: To remain in compliance with Federal and State law.



















Performance Objective 1: Meet all compliance timelines and reporting requirements.







Evaluation Data Source(s) 1: Various compliance reports.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) Conduct annual program evaluation (CATE, SCE G/T, LEP,) utilizing student performance data derived from special populations for the purpose of program review and revision.	2.4	Special Education Team Librarian Counselor Administrators	Benchmark Data STAAR Data Progress Reports Report Cards TELPAS Data			
2) 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 so identified.	2.4, 2.6	Administrators Intervention Specialist 5th Grade Teachers	Common Formative Assessment Data STAAR Data Report Cards WAL Tutoring Scores			
3) 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).	2.4, 2.5, 2.6	Administrators Grade Level Teams	Instructional Technology Reports Common Formative Assessment Data STAAR Data MAP Data			
4) Continue to provide support for new teachers through the induction program.	2.4	Administrators	New Teacher Survey Data MAP Data			
5) Promote parent and community involvement in drug and violence prevention programs/ activities.	3.1, 3.2	Administrators Counselor CIS	Panorama Data			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
6) Provide professional development based on level of expertise and need in the following areas: * Violence/Conflict Resolution * Resiliency/Developmental Assets * Prevention Curriculum training * No Place for Hate * CSHAC * SEL * Love and Logic *PBIS	2.4, 2.5, 2.6	Administrators Counselor PBIS and Love and Logic Cadre	Panorama Data Staff Survey Results			
7) SPECIAL EDUCATION - Monitor LRE ratio. Develop campus capacity to support inclusive programming for students with disabilities. Evaluate campus LRE ratio.	2.4, 2.6	Administrators Special Education Team	Special Education Reports			
8) SPECIAL EDUCATION - Examine state assessment reports to evaluate progress of students with disabilities relative to ARD committee recommendations and predictions.	2.4, 2.6	Administrators Special Education Team SSC Team	SEIMS Reports SSC Team Data			
9) SPECIAL EDUCATION - Ensure that Special Education staff, building administrators, and counselors are trained on and adhere to Special Education timelines and compliance requirements.	2.4, 2.6	Diagnostician Special Education Team Administrators	Checkpoints Special Education Timeline Results			
10) STATE COMP ED - Provide supplemental At-Risk services/support in the content areas: * Language Arts * Math * Science * Social Studies * LEP Intervention Specialist	2.4, 2.6	Administrators Intervention Specialist Reading Specialist ESL Interventionist Classroom Teachers	STAAR Data MAP Data Common Formative Assessment Data TELPAS NRT Data Benchmark and Checkpoint Data			
11) Develop, monitor, and evaluate campus volunteer/partnership programs that include: * recruitment * training/support * recognition of volunteers/partnerships	2.4, 2.6	Administrators CIS Counselor	Volunteer Database Partnership Records CIS Reports			
12) Recruit and retain highly-qualified staff, defined through state, No Child Left Behind (NCLB) and local criteria, by highlighting the school and its students on the website and by participating in job fairs. Provide recruitment information on website	2.4	Administrators	Staff Retention Panorama Staff Survey Data			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
13) 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.	2.4, 3.2	Administrators CIT Instructional Leadership Team	CIT Feedback Panorama Data			
14) PreK and K teachers develop transition strategies. Elementary campuses provide kindergarten orientation at different times and in a variety of settings.	2.4	Administrators PreK and Kindergarten Team	Staff Feedback Tiger Team Meeting Minutes			
15) GIFTED AND TALENTED - Implement and evaluate development of differentiated curriculum for meeting needs of gifted students using instructional techniques from gifted and talented education.	2.4	Administrators Librarian Counselor Classroom Teachers	GT Documentation MAP Data STAAR Data Panorama Data			
16) 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.	2.4	Administrators Counselor	GT Reports MAP Data STAAR Data			
17) COORDINATED SCHOOL HEALTH (CSH) and CIP 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	2.4	Administrators CSHAC	CSHAC Goal Report/Data Staff Feedback Calendar of Events			
18) 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.	2.6, 3.1, 3.2	Administrators CIT	Revised Home/School Compact Panorama Data			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
19) To continue our parent engagement activities and 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.	2.4, 3.1, 3.2	Administrators Counselor CIT	Panorama Data Parent Feedback			
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Campus Funding Summary

199 PIC 11 - Instructional Services					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$7,760.00
2	1	1			\$7,500.00
2	1	3			\$8,000.00
Sub-Total					\$23,260.00
Budgeted Fund Source Amount					\$23,260.00
+/- Difference					\$0
199 PIC 23 - Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1			\$400.00
Sub-Total					\$400.00
Budgeted Fund Source Amount					\$400.00
+/- Difference					\$0
199 PIC 25 - ESL/Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3			\$3,160.00
Sub-Total					\$3,160.00
Budgeted Fund Source Amount					\$3,160.00
+/- Difference					\$0
199 PIC 30 - At Risk School Wide SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	2			\$7,580.00

199 PIC 30 - At Risk School Wide SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Sub-Total					\$7,580.00
Budgeted Fund Source Amount					\$7,580.00
+/- Difference					\$0
199 PIC 99 - Undistributed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	2			\$5,000.00
4	1	1			\$5,100.00
Sub-Total					\$10,100.00
Budgeted Fund Source Amount					\$10,100.00
+/- Difference					\$0
211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$39,058.00
1	1	2			\$2,915.00
1	1	3			\$39,066.00
2	1	1			\$4,502.00
2	1	2			\$70,624.00
3	1	1			\$14,832.00
3	1	2			\$3,000.00
4	1	1			\$6,000.00
4	1	1			\$1,818.00
Sub-Total					\$181,815.00
Budgeted Fund Source Amount					\$195,500.00
+/- Difference					\$13,685.00
Grand Total					\$226,315.00