Spring Branch Independent School District

Cedar Brook Elementary School

2020-2021 Campus Improvement Plan

Mission Statement

To instill in all students the desire to be lifelong learners and reach their individual potential.

Vision

CBE will empower students to be life long learners so that every student achieves academic success and personal independence.

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

Cedar Brook Elementary serves PK- 5th grade students. Cedar Brook's enrollment hovers around 702 students.

The student population is approximately: 3.70% African American, 86.04% Hispanic, 6.13% Anglo, and 1.71% Asian, 2.42% at Two-or-more ethnicities; 73.65% At risk; 79.34% Economically Disadvantaged, 61.54% LEP, 4.99% GT, and 9.54% SPED.

Demographics Strengths

CBE is a diverse school that welcomes students from all over SBISD. CBE we offers three different programs; TWDL, OWDL and MS.

Student Learning

Student Learning Summary

Due to COVID 19 we do not have EOY data for the 2019-2020 school year.

Student Academic Achievement Summary

2019 STAAR results:
3rd-5th Grade Reading: 73%
3rd-5th Grade Math: 71%
4th Grade Writing: 53%
5th Grade Science: 57%

MAP results:
Math: 60%
Reading: 45%

Note: Not all grade levels hit 50%. The following grade levels were below 50%:

MAP Reading:
K: 32%
1st: 37%
2nd: 39%
5th: 47%

MAP Math:
1st: 48%
2nd: 39%
4th: 48%

Student Learning Strengths

Due to COVID 19 we do not have data to update from the 2019-2020 school year. We will retain our accountability rating from 2018-2019.

2018-2019 - CBE met standard overall.

Overall Accountabiity Rating - 83 / B

Student Achievement -71 / C

School Progress -85 / B

Closing the Gaps -78 / C

Distinction Designations: Comparative Academic Growth

Area of Strength: School Progress -85 / B

In addition, Closing the Gaps was 78/C in 2018-2019 as compared to 2017-2018 Closing the Gaps,which was a 56 rated Improvement Required

School Processes & Programs

School Processes & Programs Summary

CBE strives to hire the most qualified staff available. CBE will support and develop all staff members to provide the best possible instruction to all of our students.

New OWDL and TWDL teachers will receive extensive training from Dr. Mercuri to support the dual language instruction in their classrooms.

In addition, we will continue to implement Opportunity Culture on our campus. Two experienced teachers from within CBE were hired to support our primary and intermediate students and teachers. One MCL will work with the primary grades and the other will work with the intermediate grades. End of year data will be used to determine where each MCL will focus at the beginning of the school year.

As a part of Opportunity Culture, a Digital Lab Monitor position has been created for the new school year. Our Digital Lab Monitor will supervise all digital learning in our new computer lab and ensure a productive learning environment. Students will be able to personalize their own learning as they navigate through different platforms.

We have two interventionists that support students during our school-wide intervention time.

Another way to ensure staff quality, recruitment, and retention for CBE is, by functioning as a Professional Learning Community. Teachers will participate in collaborative planning meetings in all grade levels. CBE is committed to establish a culture of collaboration; thus achieving our collective purpose of learning for all. Administrators will coach teachers by providing formal and informal instructional feedback in order to build teacher capacity and overall grow instructional practices.

Also, all new teachers will receive additional support through a mentor/Buddy program who will ensure new members of our team feel supported, equipped and encouraged. At CBE every new teacher is paired up with a mentor teacher or a buddy teacher. If the new teacher is brand new to the profession they have a mentor teacher to help guide them through their first year and if they are just new to CBE or district they have a buddy teacher. Lead mentors help the mentor and buddy teachers be the best mentors they can be to these new teachers so that they feel prepared and successful for the school year. Monthly meetings with the mentors are held to address any questions or concerns the new teachers may have and make sure that all mentors are up to date with any school events coming up, due dates or any other information they need to relay to the new teachers.

CBE staff members have completed GT initial hours and required update.

All OWDL and TWDL teachers have and will continue to participate in ongoing staff development sessions with Dr. Mercuri in order to strengthen our Dual language program. These sessions have been differentiated to meet the needs of individual teachers. Staff strengths

include flexibility, collaboration, responsiveness, and devotion to our students. Implementation and receptiveness to collaborative planning.

Perceptions

Perceptions Summary

2019-2020 Panorama School Connectedness Student Survey was not administered due to COVID 19. A Parent survey on the effectiveness of distance learning for the last 9 weeks of the school year was conducted.

2018-2019 Panorama School Connectedness Student Survey Results:

School Belonging: 69%
School Climate: 70%
School Rigorous Expectations: 83%
School Safety: 64%
School Teacher- Student Relationships: 74%

Perceptions Strengths

School Rigorous Expectations: 83%

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Current and/or prior year(s) campus and/or district improvement plans
- State and federal planning requirements
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps
- Targeted support Identification data
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

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

Student Data: Student Groups

- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-Risk population, including performance, discipline, attendance, and mobility

Student Data: Behavior and Other Indicators

- Student surveys and/or other feedback
- School safety data

Goals

Goal 1: STUDENT ACHIEVEMENT. Every Cedar Brook Elementary School student will master rigorous academic standards to ensure college and career readiness.

Performance Objective 1: ACHIEVEMENT: By June 2021, Cedar Brook Elementary School will increase student performance on STAAR Grades 3-5 exams in reading and math by at least two points at each performance level (approaches, meets, masters).

2019-20: Not Rated due to COVID
2018-19: Reading: 74% (approaches), 44% (meets), 24% (masters); Math: 73% (approaches), 42% (meets), 23% (masters)
2017-18: Reading: 67% (approaches), 36% (meets), 15% (masters); Math: 71% (approaches), 32% (meets), 12% (masters)

Evaluation Data Sources: STAAR 3-8 Reports

Summative Evaluation: None

Strategy	Reviews			
	Formative			**Summative**
Strategy 1: Flexible student groups within teams (Intervention groups): Grade Level teams in all grade levels (except Pre-K) will plan to pull small groups 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. Purchase of technology and computer software to support intervention. Achieve 3000 will be purchased for all students. Primary grades- Smarty Ants Intermediate grades- KidBiz. Reading A- Z/ Razz Kids will be purchased. Technology equipment will be purchased for students to use.	**Nov**	**Jan**	**Mar**	**June**
	30%	❌	❌	
Strategy's Expected Result/Impact: Improvement in student performance data both formative and summative (STAAR,MAP, and PSA data) across all subgroups. Feedback from staff and students in relationship to rigor and differentiation. Small group records reflecting variable, differentiated groups in reading and math. **Staff Responsible for Monitoring:** Administrators Team leaders Teachers Lead Interventionist MCL's **Funding Sources:** Technology equipment - 211 - Title I, Part A - $12,000				

Strategy 2: CBE will implement Units of Study-Teachers College in all grade levels (except Pre-K).	**Reviews**			
Strategy's Expected Result/Impact: Improvement in student performance data both formative and summative (MAP, running records, reading levels across all subgroups). Small group records reflecting variable, differentiated groups in reading. **Staff Responsible for Monitoring:** Administrators Team leaders Teachers Lead Interventionist MCL's	**Formative**			**Summative**
	Nov	Jan	Mar	June
	50%			

Strategy 3: TWDL Refresh: CBE will continue to strengthen and support our Dual language programs through professional development. Dual language teachers will meet throughout the year as a team to make decisions and share ideas for continuous improvement of our Pre-K through 5th grade programs and to specifically plan how to implement the Units of Study. Implementation of the CBE Dual Language Non Negotiables.	**Reviews**			
Strategy's Expected Result/Impact: Alignment across the TWDL program and understanding of how to incorporate the Units of Study Feedback from staff **Staff Responsible for Monitoring:** Administrators Team leaders Teachers Lead Interventionist MCL's **Funding Sources:** TWDL Refresh training Professional development-Misc. Contracted Services - 211 - Title I, Part A - 211.13.6299 - $5,000	**Formative**			**Summative**
	Nov	Jan	Mar	June
	30%			

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 1: STUDENT ACHIEVEMENT. Every Cedar Brook Elementary School student will master rigorous academic standards to ensure college and career readiness.

Performance Objective 2: GAP-CLOSING: By June 2021, Cedar Brook Elementary School will increase overall performance on STAAR Grades 3-5 exams to narrow the gap or improve performance above the target by at least two percentage points for English Learners.
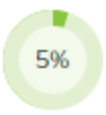
2019-20: Not Rated due to COVID
2018-19: English Learners 31%; non- English Learners 53%
2017-18: English Learners 21%; non- English Learners 46%

Evaluation Data Sources: State Accountability Reports

Summative Evaluation: None

Strategy 1: Collaborative Planning meetings will be conducted every two weeks to review data, plan units of instruction using the Proficiency Scales, identify Essential Standards and create rigorous common assessments.		Reviews		
		Formative		**Summative**
Strategy's Expected Result/Impact: Improvement in student performance data both formative and summative (STAAR,MAP, and PSA data) across all subgroups. Feedback from staff and students in relationship to rigor and differentiation. Overall increase in student achievement. **Staff Responsible for Monitoring:** Administrators Team leaders Teachers Lead Interventionist MCL's		**Nov** 30%	**Jan** **Mar**	**June**
Strategy 2: Primary and Intermediate grade levels will receive additional support in the form of a MCL and Interventionist. They will work with students requiring extra assistance. The MCLs will also support the teachers by modeling lessons and pulling small groups. They will focus on reading and math.		Reviews		
		Formative		**Summative**
Strategy's Expected Result/Impact: Student data across all subgroups. Teacher and MCL feedback Overall increase in student achievement. **Staff Responsible for Monitoring:** Administrators Team leaders Teachers Lead Interventionist MCL's		**Nov** 5%	**Jan** **Mar**	**June**

Strategy 3: Flexible student groups within teams (Intervention groups): Grade Level teams in all grade levels (except Pre-K) will plan to pull small groups 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. Purchase reading materials and supplies for intervention. Students will be provided with materials and resources.	Reviews		
	Formative		Summative
	Nov	Jan	Mar	June

Strategy's Expected Result/Impact: Improvement in student performance data both formative and summative (STAAR, MAP and PSA data) across all subgroups.
Feedback from staff and students in relationship to rigor and differentiation.
Small group records reflecting differentiated groups in reading and math.
Overall increase in student achievement

Staff Responsible for Monitoring: Administrators
Team leaders
Teachers
Lead
Interventionist
MCL's

30%

Strategy 4: Implementation of Dreambox, Its Learning, All in Learning. Purchase Achieve 3000 , Reading A-Z and Razz Kids.	Reviews		
	Formative		Summative
	Nov	Jan	Mar	June

Strategy's Expected Result/Impact: Improvement in student performance data both formative and summative (STAAR, MAP and PSA data) across all subgroups.
Overall increase in student achievement

Staff Responsible for Monitoring: Administrators
Team leaders
Teachers
Lead
Interventionist
MCL's

Funding Sources: Achieve 3000 , Reading A-Z and Razz Kids. - 211 - Title I, Part A (FBG20 Carryover) - 211.11.6397 - $12,935.14

60%

Strategy 5: Intervention Specialists will be used to provide small group instruction, modeling, coaching, and co-teach opportunities for teachers.	Reviews		
	Formative		Summative
	Nov	Jan	Mar	June

Strategy's Expected Result/Impact: Improvement in student performance data both formative and summative (STAAR, MAP and PSA data) across all subgroups.
Overall increase in student achievement

Staff Responsible for Monitoring: Administrators
MCL's

10%

Strategy 6: Tutors will be used during the day to support teachers and students with instruction.		Reviews		
Strategy's Expected Result/Impact: Improvement in student performance data both formative and summative (STAAR,MAP and PSA data) across all subgroups. Overall increase in student achievement **Staff Responsible for Monitoring:** Administrators and MCL's		Formative		Summative
		Nov	Jan	Mar	June
		0%			

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	

Goal 1: STUDENT ACHIEVEMENT. Every Cedar Brook Elementary School student will master rigorous academic standards to ensure college and career readiness.

Performance Objective 3: STUDENT GROWTH: By June 2021, Cedar Brook Elementary School will increase the % of students who meet or exceed conditional growth index (CGI) targets on Measures of Academic Progress: Reading (K-5) increase by two points, Math (K-5) increase by two points.

2019-20: Not Rated due to COVID
2018-19: Reading - 45% met CGI; Math - 60 % met CGI
2017-18: Reading - 39% met CGI; Math - 50 % met CGI

Evaluation Data Sources: Measures of Academic Progress (MAP) Reports

Summative Evaluation: None

Strategy 1: Collaborative Planning meetings will be conducted every two weeks to review data, plan units of instruction using the Proficiency Scales, identify Essential Standards and create rigorous common assessments.	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: Improvement in student performance data both formative and summative (STAAR,MAP, and PSA data) across all subgroups. Feedback from staff and students in relationship to rigor and differentiation. Overall increase in student achievement. **Staff Responsible for Monitoring:** Administrators Team leaders Teachers Lead Interventionist MCL's	Nov	Jan	Mar	June
	30%			

Strategy 2: Monitor progress of students from the previous academic year ("Watch list") and provide remediation through instructional practices and supplemental materials.	**Reviews**			
CBE will actively monitor student progress through Collaborative Planning Meetings and other data meetings. Students will receive grade level instruction that targets specific essential standards. Small group/intervention time will be implemented to narrow learning gaps in All students.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Improvement in student performance data both formative and summative (STAAR,MAP, and PSA data) across all subgroups. Increased student literacy Personalized Learning: Rigor, Data, Voice, and Agency. Small group records reflecting variable, differentiated groups in reading and math **Staff Responsible for Monitoring:** Administrators Team leaders Teachers Lead Interventionist MCL's	30%			

Strategy 3: Flexible student groups within teams (Intervention groups): Grade Level teams in all grade levels (except Pre-K) will plan to pull small groups 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. After- school tutorials will be implemented during the week as well as camps during the weekend.	**Reviews**			
	Formative			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Improvement in student performance data both formative and summative (STAAR,MAP, and PSA data) across all subgroups. Feedback from staff and students in relationship to rigor and differentiation. Small group records reflecting variable, differentiated groups in reading and math. **Staff Responsible for Monitoring:** Administrators Team leaders Teachers Lead Interventionist MCL's **Funding Sources:** Extra Duty Professional - 211 - Title I, Part A - 211.11.6116 - $6,000	20%			

Strategy 4: RESPONSIVE TEACHING PRACTICES: Using formative assessment practices, 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.	Reviews		
	Formative		**Summative**
Strategy's Expected Result/Impact: Improvement in student performance data both formative and summative (STAAR, MAP and PSA data) across all subgroups. Increased student agency. Evidence of stronger differentiation for all students. **Staff Responsible for Monitoring:** Administrators Team leaders Teachers Lead Interventionist MCL's	**Nov**	**Jan**	**Mar**	**June**
	30%		

Strategy 5: SMALL GROUP PLANNING: CBE 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.	Reviews		
	Formative		**Summative**
Strategy's Expected Result/Impact: Quality Small Group Plans and Anecdotal Records Minutes of Meetings. **Staff Responsible for Monitoring:** Administrators Team leaders Teachers Lead Interventionist MCL's	**Nov**	**Jan**	**Mar**	**June**
	25%		

Strategy 6: Teachers, administrators, students and staff will be provided with materials, resources, and staff development to meet or exceed growth expectations. Teachers and administrators will participate in professional staff development , conferences, and webinars. Substitutes will be provided in some cases during staff development, for teacher conferences, and teacher planning time (Collaborative Planning meetings). Computer software will be purchased and implemented in all grade levels in order to drive instruction and support students reading and comprehension levels. Purchase guided reading materials, Think up Reading and Science student workbooks, consumables, books, Teachers College Reading and Writing Project (TCRWP) materials, computer software (Achieve 3000/Reading A-Z & RAZ KIDS), resources, technology equipment and materials to support student needs. Achieve 3000 to be purchased for all students. Primary grades- Smarty Ants Intermediate grades- KidBiz and Reading A-Z/RAZZ Kids.	**Reviews**			
	Formative			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Improvement in student performance data both formative and summative (STAAR, MAP and PSA data) across all subgroups. **Staff Responsible for Monitoring:** Admin,Teachers Lead Interventionist MCL's **Funding Sources:** Supplies & materials - 211 - Title I, Part A - 211.11.6399 - $38,202, Admin Staff development-Region IV - 211 - Title I, Part A - 211.23.6239 - $500, Employee Travel (Teacher) - 211 - Title I, Part A - 211.13.6411 - $5,000, Reading materials-Admin - 211 - Title I, Part A - 211.23.6329 - $500, Reading materials - 211 - Title I, Part A - 211.11.6329 - $5,000, Teacher Staff development- Region IV - 211 - Title I, Part A - 211.13.6239 - $500, Employee Travel (Principal) - 211 - Title I, Part A - 211.23.6411 - $5,000, Webinars for Administrators - 211 - Title I, Part A - 211.23.6499 - $2,000, Webinars for Teachers - 211 - Title I, Part A - 211.13.6499 - $2,000, Substitutes for staff development, for teacher conferences, and teacher planning time (Collaborative Planning meetings). - 211 - Title I, Part A - 211.11.6112 - $15,000, Reading materials-Teachers - 211 - Title I, Part A - 211.13.6329 - $5,000	30%			

Strategy 7: CBE will continue study trips that are aligned with the content area TEKS and objectives for improving reading levels and learning across the content areas. Students will be able to show what they have learned from a study trip by creating a product that could be literacy based and involve writing.	**Reviews**			
	Formative			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Overall increase in student achievement. **Staff Responsible for Monitoring:** Administrators Team leaders Teachers Counselor **Funding Sources:** Admission for study trips - 211 - Title I, Part A - 211.11.6412 - $9,000, Transportation for study trips - 211 - Title I, Part A - 211.11.6494 - $6,000	0%			

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 2: STUDENT SUPPORT. Every Cedar Brook Elementary School student will benefit from an aligned system that supports his/her academic and social-emotional needs.

Performance Objective 1: SCHOOL CONNECTEDNESS: By June 2021, the % of Cedar Brook Elementary School students who feel connected as both individuals and learners will increase by at least two points.
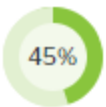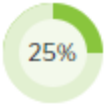
2019-20: Not Rated due to COVID
2018-19: 64% School Safety
2017-18: 52% School Safety
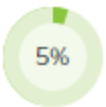
    Evaluation Data Sources: Panorama Student Survey

    Summative Evaluation: None

Strategy 1: CBE will implement Project Class school wide and continue to utilize Love & Logic components to increase self disciplined student behavior, responsibility, and ownership. Admin team, teachers and our counselor will collaborate with one another and will work at building relationships with students. We will also offer our parents a Project Class training. Project Class campus wide training. Project Class Onsite Coordinator will provide teacher support and pull student groups once a week to reinforce social skills. Conduct Faculty meetings to share data, survey information, training and teacher updates.	Reviews			
	Formative			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase in school-connectedness and positive student teacher relationships as measured on Panorama. Staff and student feedback Disciplinary referral reduction **Staff Responsible for Monitoring:** Administrators Counselor Student Support Specialist Leadership Team MCLs CIS **Funding Sources:** Project Class - 211 - Title I, Part A - 211.11.6299 - $4,500	40%			

Strategy 2: COMMUNITY CIRCLES: Using provided protocols, lessons and topics, classroom teachers will hold community circles every morning 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.		Reviews		
		Formative		**Summative**
		Nov	Jan	Mar	June

Strategy's Expected Result/Impact: Increase in school-connectedness and positive student teacher relationships as measured on Panorama.
Staff and student feedback
Disciplinary referral reduction

Staff Responsible for Monitoring: Administrators
Counselor and
Student Support
Specialist
Leadership Team
MCLs

Formative Nov: 45%

Strategy 3: CBE will facilitate Library/Music/Technology Nights, TWDL Family events, Health Fair, STAAR/Curriculum Nights, Parent Classes and Parent Coffees to strengthen the home school connection, support students behavior, and reinforce classroom teaching and learning. Our CIS worker will facilitate student and parent classes and events to strengthen parental involvement.	Reviews

Strategy's Expected Result/Impact: Increased school-connectedness and strong teacher student relationships as measured by Panorama.

Staff Responsible for Monitoring: Administrators
Counselor
CIS
Teachers

Funding Sources: CIS-Supplies & Materials - 211 - Title I, Part A - 211.61.6399 - $2,095, CIS- Misc. Operating Expenses - 211 - Title I, Part A - 211.61.6499 - $500

Formative Nov: 30%

Reviews — Formative (Nov, Jan, Mar) — Summative (June)

Strategy 4: School Counselor will implement lessons from the Tool Kit in all grade levels so that students can receive targeted skills needed.	Reviews

Strategy's Expected Result/Impact: Increased school-connectedness and perceptions of student safety at school as measured by Panorama.

Staff Responsible for Monitoring: Administrators
Counselor

Formative Nov: 25%

Reviews — Formative (Nov, Jan, Mar) — Summative (June)

Strategy 5: Partnership with Urban Harvest to provide a Science Enrichment Garden Program. This opportunity will help build relationships, foster teamwork, accept responsibility for school garden, and solve real-world problems. The science Enrichment Garden program will also enhance classroom objectives in science, art, nutrition, and math. Urban Harvest representative will be on campus supporting teachers and students with lessons through the school year.	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Increase in school-connectedness and positive school relationships as measured on Panorama. A campus and community garden that will instill pride and promote ownership. Students will be able to bridge theory to practice and allow students to make connections to academic content. **Staff Responsible for Monitoring:** Administrators CIS Teachers **Funding Sources:** Urban Harvest- Misc. Contracted Services - 211 - Title I, Part A - 211.11.6299 - $3,995	5%			

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 2: STUDENT SUPPORT. Every Cedar Brook Elementary School student will benefit from an aligned system that supports his/her academic and social-emotional needs.

Performance Objective 2: GUIDANCE AND COUNSELING: Each grade level will implement and support character education and social-emotional learning curriculum.

Evaluation Data Sources: Training materials and attendance rosters

Summative Evaluation: None

Strategy 1: Professional Learning: Faculty will continuously engage in professional development and professional learning that align to student social-emotional needs.	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: Increase in school-connectedness and positive school relationships as measured on Panorama.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Principal APs Counselor nurse	30%			

	0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 3: SAFE SCHOOLS. Strengthen school safety by establishing and conducting Campus Safety Committee reviews throughout the school year.

Performance Objective 1: SAFETY COMMITTEE: Strengthen school safety by establishing and conducting Campus Safety Committee reviews throughout the school year.

Evaluation Data Sources: Campus Safety Committee roster

Summative Evaluation: None

Strategy 1: CAMPUS SAFETY COMMITTEE: Establish Campus Safety Committees composed of a cross section of stakeholders to look at matters related to campus safety.	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: Each Campus principal will recruit a safety team and provide a roster. Each campus team will meet three times per year so that all campuses will be able to refine safety practices.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Administrators	50%			

Strategy 2: HARRIS COUNTY DEPARTMENT OF EDUCATION: Participate in the Harris County Department of Education (HCDE) campus safety audit.	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: Campus will develop action plans to address any deficiencies as a result of safety audits.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Administrators Safety Committee	20%			

	0% No Progress	100% Accomplished	➡ Continue/Modify	❌ Discontinue

Goal 3: SAFE SCHOOLS. Strengthen school safety by establishing and conducting Campus Safety Committee reviews throughout the school year.

Performance Objective 2: EMERGENCY OPERATIONS: Develop Campus Emergency Operations Procedures (EOP) that comply with SB 11, and include Standard Operating Procedures.

Evaluation Data Sources: Campus Emergency Operation Procedures Documents

Summative Evaluation: None

Strategy 1: EMERGENCY OPERATIONS PROCEDURES: Campus EOP will align to the best practices from the Texas School Safety Center and the Standard Operating Procedures, such as the "I Love You Guys" Foundation.	Reviews			
Strategy's Expected Result/Impact: Campus EOP is turned in and filed by September 1st.	Formative			Summative
Staff Responsible for Monitoring: Administrators	Nov	Jan	Mar	June
	100%	100%	100%	

Strategy 2: EMERGENCY OPERATIONS PROCEDURES: Update campus EOP annually and train staff at the start of each school year.	Reviews			
Strategy's Expected Result/Impact: Campus procedures maintained in campus EOPs. Staff training documents maintained. EOP submitted by September 1st.	Formative			Summative
Staff Responsible for Monitoring: Administrators Safety Committee	Nov	Jan	Mar	June
	100%	100%	100%	

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 4: FISCAL RESPONSIBILITY. Cedar Brook Elementary School will ensure efficient and effective fiscal management of resources and operations to maximize learning for all students.

Performance Objective 1: FINANCIAL MANAGEMENT: Maintain high quality financial management practices so that financial resources provide the maximum possible support for T-2-4.

Evaluation Data Sources: Year-To-Date (YTD) Budget Reports (monthly, quarterly, annually)

Summative Evaluation: None

Strategy 1: Conduct frequent budget meetings with Administrative Assistant to review and manage money.	Reviews			
Strategy's Expected Result/Impact: Error free records. Documentation of purchases and orders.	Formative			Summative
Staff Responsible for Monitoring: Principal Administrative Assistant	Nov	Jan	Mar	June
Title I Schoolwide Elements: 3.1	50%			
	0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue			

State Compensatory

Budget for Cedar Brook Elementary School

Account Code	Account Title	Budget
6100 Payroll Costs		
199.11.6112.000.124.11.0.124	6112 Salaries or Wages for Substitute Teachers or Other Professionals	$1,000.00
199.11.6122.000.124.11.0.124	6122 Salaries or Wages for Substitute Support Personnel	$3,000.00
199.11.6122.000.124.23.0.124	6122 Salaries or Wages for Substitute Support Personnel	$1,410.00
199.23.6122.000.124.99.0.124	6122 Salaries or Wages for Substitute Support Personnel	$490.00
	6100 Subtotal:	**$5,900.00**
6200 Professional and Contracted Services		
199.13.6239.000.124.99.0.124	6239 ESC Services	$200.00
199.11.6249.000.124.11.124	6249 Contracted Maintenance & Repair	$690.00
199.11.6299.000.124.11.0.124	6299 Miscellaneous Contracted Services	$800.00
	6200 Subtotal:	**$1,690.00**
6300 Supplies and Services		
199.11.6321.000.124.11.0.124	6321 Textbooks	$200.00
199.11.6329.000.124.11.0.124	6329 Reading Materials	$1,000.00
199.11.6329.000.124.30.0.124	6329 Reading Materials	$5,760.00
199.12.6329.000.124.99.0.124	6329 Reading Materials	$500.00
199.11.6397.000.124.11.0.124	6397 Other Equipment - Locally Defined	$1,159.00
199.11.6398.936.124.11.0.124	6398 Computer Supplies/Software - Locally Defined	$3,000.00
199.11.6399.000.124.11.0.124	6399 General Supplies	$8,835.00
199.10.6399.000.124.23.0.124	6399 General Supplies	$510.00
199.11.6399.000.124.25.0.124	6399 General Supplies	$8,120.00
199.11.6399.000.124.30.0.124	6399 General Supplies	$5,760.00
199.11.6399.936.124.11.0.124	6399 General Supplies	$3,000.00

Account Code	Account Title	Budget
199.12.6399.000.124.99.0.124	6399 General Supplies	$500.00
199.23.6399.000.124.99.0.124	6399 General Supplies	$2,500.00
199.31.6399.000.124.99.0.124	6399 General Supplies	$300.00
199.33.6399.000.124.99.0.124	6399 General Supplies	$1,500.00
	6300 Subtotal:	**$42,644.00**
6400 Other Operating Costs		
199.13.6411.000.124.30.0.124	6411 Employee Travel	$3,000.00
199.13.6411.000.124.99.0.124	6411 Employee Travel	$4,000.00
199.23.6411.000.124.99.0.124	6411 Employee Travel	$4,000.00
199.11.6412.000.124.11.0.124	6412 Student Travel	$3,000.00
199.11.6494.000.124.11.0.124	6494 Reclassified Transportation Expenses	$2,500.00
199.23.6499.000.124.99.0.124	6499 Miscellaneous Operating Costs	$4,000.00
	6400 Subtotal:	**$20,500.00**

Campus Funding Summary

199 PIC 11 - Instructional Services

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$27,025.00
				+/- Difference	$27,025.00

199 PIC 23 - Special Education

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$1,920.00
				+/- Difference	$1,920.00

199 PIC 25 - ESL/Bilingual

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$8,120.00
				+/- Difference	$8,120.00

199 PIC 30 - At Risk School Wide SCE

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$14,520.00
				+/- Difference	$14,520.00

199 PIC 99 - Undistributed

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					$0.00

199 PIC 99 - Undistributed					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$17,990.00
				+/- Difference	$17,990.00
211 - Title I, Part A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Technology equipment		$12,000.00
1	1	3	TWDL Refresh training Professional development-Misc. Contracted Services	211.13.6299	$5,000.00
1	3	3	Extra Duty Professional	211.11.6116	$6,000.00
1	3	6	Supplies & materials	211.11.6399	$38,202.00
1	3	6	Admin Staff development- Region IV	211.23.6239	$500.00
1	3	6	Employee Travel (Teacher)	211.13.6411	$5,000.00
1	3	6	Reading materials-Admin	211.23.6329	$500.00
1	3	6	Reading materials	211.11.6329	$5,000.00
1	3	6	Teacher Staff development- Region IV	211.13.6239	$500.00
1	3	6	Employee Travel (Principal)	211.23.6411	$5,000.00
1	3	6	Webinars for Administrators	211.23.6499	$2,000.00
1	3	6	Webinars for Teachers	211.13.6499	$2,000.00
1	3	6	Substitutes for staff development, for teacher conferences, and teacher planning time (Collaborative Planning meetings).	211.11.6112	$15,000.00
1	3	6	Reading materials-Teachers	211.13.6329	$5,000.00
1	3	7	Admission for study trips	211.11.6412	$9,000.00
1	3	7	Transportation for study trips	211.11.6494	$6,000.00
2	1	1	Project Class	211.11.6299	$4,500.00
2	1	3	CIS-Supplies & Materials	211.61.6399	$2,095.00
2	1	3	CIS- Misc. Operating Expenses	211.61.6499	$500.00
2	1	5	Urban Harvest- Misc. Contracted Services	211.11.6299	$3,995.00
				Sub-Total	$127,792.00
				Budgeted Fund Source Amount	$259,470.00
				+/- Difference	$131,678.00

211 - Title I, Part A (FBG20 Carryover)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	4	Achieve 3000 , Reading A-Z and Razz Kids.	211.11.6397	$12,935.14
				Sub-Total	$12,935.14
				Budgeted Fund Source Amount	$17,055.00
				+/- Difference	$4,119.86
276 Instructional Continuity Grant					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$6,649.00
				+/- Difference	$6,649.00
				Grand Total	$140,727.14

Addendums