Spring Branch Independent School District

Edgewood Elementary School

2019-2020 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 caráter fuerte quienes son pensadores críticos y que puedan contribuir al mundo.

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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Demographics

Demographics Summary

Edgewood Elementary serves PK-5th. The student campus population as showin in 2018-2019 TAPR is about 3% African American, Hispanic 85%, White 7%, Asian and other 5%, Economically Disadvantaged 84%, English Language Learners 60%, At Risk 85% 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 83% to 85% from 2017 to 2018. At Risk students also increased from 83% to 85%. 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 they school year. Our projection enrollment was 603 for the 2018-2019 school year but actually was 625. Our current 2019-2020 enrollment is 627 as of October 2019. 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.

Demographics Strengths

Student Academic Achievement

Student Academic Achievement Summary

Our end of year MAP showed significant growth and the highest scores in the past 2 years. All, but second graders, showed significant increases in both reading and math. An overall school growth of 10 points in reading from 38 to 48, and 13 points in math from 47 to 60. Specific grade levels percentages are shown below.

Grade Level Growth Percentage from 2018 to 2019

READING (38% to 48%)

Kindergarten 37% to 44%

First Grade 38% to 40%

Second Grade 40% to 46%

Third Grade 35% to 48%

Fourth Grade 44% to 53%

Fifth Grade 38% to 56%

MATH (47% to 60%)

Kindergarten 56% to 66%

First Grade 48% to 52%

Second Grade 49% to 47%

Third Grade 58% to 68%

Fourth Grade 47% to 64%

Fifth Grade 37% to 61%

Our STAAR A-F Rating rose from a D to a B. We showed significant increase in Domain 2 by the growth measure. We still need to make adjustments

and improve overall passing in Domain 1. We are need to increase the percent of students meeting achievement in the meets and masters level.

Our end of year Panorama Student Survey results saw growth in all areas. The highest areas of growth were in the areas of School Safety from 47% to 62%; School Climate from 64% to 76%; and School Rigorous Expectations from 74% to 86%. Our overall Measures of Success increased 11 points from 66% to 77%.

Student Academic Achievement Strengths

We were able to remain as a meets standard school and saw increases in MAP (Measures of Academic Progress) data. During the 2018-2019 school year, MAP was given three times. We saw an increase in both math and reading performance compared to the 2017 data. Math increased from 47% to 60% of students meeting their growth targets. Reading increased from 38% to 51% of students meeting their growth targets. All of our math MAP results were above 50% meeting growth targets. Fifth grade had the highest growth from 37% to 61% (24 points growth). Fourth grade also had significant growth from 47% to 64% (17 points growth). Kindergarten had a 14 point growth over last year. In reading, fifth grade also had the highest growth from 38% to 56% (18 points growth). Fourth grade had a growth of 17 points over last year in reading.

An area of strenght was also reflected in Domain 2 of STAAR results. Domain 2 is the growth measure. We rose significantly in that measure. It gave us an overall A-F rating from a D in 2018 to a B in 2019.

School Processes & Programs

School Processes & Programs Summary

We have some teachers that relocated to school districts close to their home. We have a few teachers that have chosen to transfer to other SBISD schools to gain perspective and experience before applying for leadership positions in the future. We are fortunate to have hired great new teachers to join our team this year. Only two are brand-new to the profession but were substitutes in our school district. Often we loose staff because enrollment is down, promotions or teachers choose to work closer to home.

This school year we have 11 new teachers to EWE. All come with teaching experience. We have a campus induction coach. 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. We have hired a Social-Emotional Specialist to support our school-wide positive reinforcement programs.

SBISD has adopted a new language arts textbook. Our teachers have attended summer trainings and we met with our PK-2 grade teachers to establish a master schedule and new language arts lesson plan format during the month of June after our Units of Study sessions in the Galleria. We will meet with our teachers in 3rd-5th during our August in-service time. A team of teachers attended CHAMPS training at Region 4 for two days in June. They will meet to discuss next steps in our implementation process. We will be attending the PLC Institute in San Antonio in order to better implement a school-wide RTI and PLC process that encourages staff ownership of our data, work and redesign signature experiences.

School Processes & Programs Strengths

Perceptions

Perceptions Summary

Here at Edgewood the staff created their why during the 2018 school year. We are committeed to creating masterpieces, students and staff, no two are the same.

Our Vision is that we aspire to develop globally conscious citizens of strong character who are critical thinkers and can contribute to the world.
Our Mission is that EWE is a professional learning community with the mission of ensuring high levels of student achievement for every child.
We believe that all students deserve: ?Authentic learning experiences that are rigorous, individualized and collaborative.
•?The opportunity for their gifts and talents to be discovered and nurtured.
We invest time and resources in growing all staff and students. We have Instructional Specialists assigned to 2 grade levels each (K-1; 2-3 and 4-5). This year we invested additional Title 1 funds to hire a Social-emotional specialist to support our community circles, build capacity in the classrooms, support students in difficult situations, and coach teachers to build up their skills with classroom management and establishing safe classrooms. We utilize CHAMPS as our school-wide approach to classroom management. We partner up with parents. Our parents are invited to a monthly evening Family Night, PTA events, paret-child field trips (once in the fall and once in the spring), school events, parenting classes, ESL classes, nutrition classes, etc.
We value the input of our staff, students and parents. Panorama is one method to receive feedback. We also ask for feedback through school surveys, survey monkey, and anonymous areas in which staff can drop a note.

Perceptions 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
- Current and/or prior year(s) campus and/or district improvement plans

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) results

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Evaluation(s) of professional development implementation and impact
- TTESS data
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback

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 51% of our students will meet or exceed growth expectations in reading MAP and at least 62% in math MAP results.

2018-19: Reading - 48% met CGI; Math - 60 % met CGI
2017-18: Reading - 38% met CGI; Math - 47 % met CGI

 Evaluation Data Source(s) 1: MAP EOY Data

 Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
Comprehensive Support Strategy **TEA Priorities** Build a foundation of reading and math 1) Teachers will meet in a PLC environment with the support of the instructional specialists (interventionists) to discuss current data results using MAP, MAP Skills, Data Cards, Data talks and discuss upcoming standards, instructional strategies and create a plan to help students show progress on their assessments.	2.4, 2.5, 2.6	Intervention Specialists Teachers Administrators	Increase percent of students showing growth on MAP from BOY to EOY.	55%	75%	100%
		Funding Sources: 211 - Title I, Part A - 1500.00				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
TEA Priorities Build a foundation of reading and math 2) Teachers will meet with students to create goals for each administration of MAP. Students will determine their own performance goal and choose an incentive if they meet it. MAP data trackers provided by interventionists for students to use in a folder/binder to track progress.	2.4, 2.5, 2.6	Teachers Interventionists Administrators	Increase percent of growth goal from BOY to MOY on MAP.	45%	80%	100%
	Funding Sources: 211 - Title I, Part A - 2000.00					
Comprehensive Support Strategy **TEA Priorities** Recruit, support, retain teachers and principals Build a foundation of reading and math 3) We will purchase instructional books for teachers and administrators to continue to learn best instructional practices and resources to use with students.	2.4, 2.5, 2.6	Interventionists Administrators	Increase teacher capacity around resources and instructional strategies. Provide students with additional standard-based instructional resources.	35%	70%	100%
	Funding Sources: 211 - Title I, Part A - 6200.00					
Comprehensive Support Strategy **TEA Priorities** Build a foundation of reading and math 4) Purchase additional opportunities for personalized learning through the use of chrome books, data clickers, All in Learning, and online instructional resures so that students may access MAP skills, ItsLearning and other online applications to increase their levels of performance and have timely feedback.	2.4, 2.5, 2.6	Administrators	Increase student access to technology and use of variety of personalized platforms.	15%	65%	100%
	Funding Sources: 211 - Title I, Part A - 2600.00, 199 PIC 11 - Instructional Services - 5000.00					
Comprehensive Support Strategy **TEA Priorities** Build a foundation of reading and math 5) Teachers will use instructional resources dry erase boards, scantrons, machines (clickers) for assessments, assessment workbooks, online instructional resources, hands-on manipulatives, personalized book bags, exit tickets, itslearning, and other resources to help personalize learning for all students.	2.4, 2.5, 2.6	Teachers Interventionists Administrators Counselor	Increase student performance based on MAP, reading levels, checkpoints and data cards.	20%	60%	100%
	Funding Sources: 199 PIC 11 - Instructional Services - 2500.00, 211 - Title I, Part A - 3046.00					

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	**Jan**	**Mar**
Comprehensive Support Strategy **TEA Priorities** Recruit, support, retain teachers and principals Build a foundation of reading and math Connect high school to career and college 6) Teachers will set goals with students several times a year. 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 and prototype flexible groupings to support personalized math and personalized literacy.	2.4, 2.5, 2.6	Interventionists Teachers Administrators SEL Specialist	Increase student performance by personalizing their learning opportunities and sharing resources.	50%	60%	100%
			Funding Sources: 199 PIC 25 - ESL/Bilingual - 1700.00, 211 - Title I, Part A - 6000.00			

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

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 70% of 3-5 graders will respond favorably on school safety for the Panorama Survey.
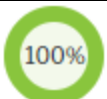
2018-19: 62% School Safety
2017-18: 47% School Safety

Evaluation Data Source(s) 1: Panorama Data EOY

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
Comprehensive Support Strategy **TEA Priorities** Recruit, support, retain teachers and principals Connect high school to career and college 1) Teachers that attended summer CHAMPS training will train colleagues on best practices. Teachers will utilize CHAMPS systems and procedures for transitions and activities. Systems of Care will support teachers through the 3rd year implementation process. We will purchase additional books and resources to support our strategies for SEL to create a positive classroom and school culture. Teachers will also attend Region 4 trainings and other conferences for SEL.	2.5, 2.6	Counselor CIS staff SOC Teachers Interventionists Administrators	To increase on task behavior and build positive classroom and school-wide relationships between students and adults.	50%	55%	100%
		Funding Sources: 199 PIC 99 - Undistributed - 1750.00, 199 PIC 11 - Instructional Services - 3000.00, 211 - Title I, Part A - 700.00				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
Comprehensive Support Strategy **TEA Priorities** Recruit, support, retain teachers and principals Connect high school to career and college 2) Counselor will lead teachers through Panorama activities, 7 Mindsets strategies, and the resources from 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.	2.5	Counselor CIS staff DePelchin Services CYS SEL Specialist Teachers Administrators	Decrease in negative student to student interactions. Increase in students using strategies to resolve difficult situations.	40%	45%	100%
	Funding Sources: 199 PIC 30 - At Risk School Wide SCE - 2700.00, 199 PIC 23 - Special Education - 1000.00					
Comprehensive Support Strategy **TEA Priorities** Build a foundation of reading and math Connect high school to career and college 3) Counselor and CIS staff will lead parent sessions to share our CHAMPS expectations and other parent sessions. SEL focus with parent sessions. Parent/Child field trips, ESL classes, and parenting classes will also be offered.	2.5, 3.1, 3.2	Counselor CIS staff SEL Specialist Administrators	Increase parental engagement. Increase school/home communication.	45%	55%	100%
	Funding Sources: 211 - Title I, Part A - 2000.00, 199 PIC 11 - Instructional Services - 1000.00					
Comprehensive Support Strategy **TEA Priorities** Build a foundation of reading and math Connect high school to career and college 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. Our school nurse will contact parents as necessary for the health of their child.	2.4, 2.5, 3.2	Teachers Nurse Counselor CIS	Increase school/home communication and build positive relationships.	30%	100%	100%
	Funding Sources: 199 PIC 99 - Undistributed - 1000.00					

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
Comprehensive Support Strategy **TEA Priorities** Recruit, support, retain teachers and principals Build a foundation of reading and math 5) Increase our in-class support for SEL with the addition of a SEL Specialist. Offer parental input on the development of school-wide supports.	2.6, 3.1, 3.2	Counselor CIS Administratos SOC	Increase the consistent use of behavior plans and SEL strategies to increase students self-regulation skills.	40%	60%	100%
	Funding Sources: 211 - Title I, Part A - 60509.00, 199 PIC 30 - At Risk School Wide SCE - 2000.00, 199 PIC 11 - Instructional Services - 1750.00					
Comprehensive Support Strategy **TEA Priorities** Build a foundation of reading and math Connect high school to career and college 6) Create opportunities for students to practice their SEL strategies in social skills provided by the school counselor and SEL specialist.	2.6	Counselor DePelchin CIS staff SEL Specialist	Increase self-regulation skills and student performance at all levels.	25%	40%	100%
TEA Priorities Connect high school to career and college 7) Hold Grade-level Assemblies as an opportunity for students to develop voice and leadership in their school community. Students will increasingly lead the Grade Level Assemblies as the year progresses.	2.5	Administrators Teachers Counselor	Students will feel greater levels of ownership in their school community	30%	40%	100%
100% = Accomplished 0% = No Progress ✗ = Discontinue						

Goal 3: In order to achieve, T-2-4, students will demonstrate college-ready academic performance.
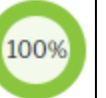
Performance Objective 1: By June 2020, at least 35% of Edgewood Elementary students will perform at post-secondary ready levels on MAP (66-77th percentile reading, 70-84th percentile math in 3rd & 5th grades) and/or STAAR (meets grade level in 3rd & 5th grades)

2018-19: 30% performed at post-secondary readiness levels as defined by SBISD Measures of Success
2017-18: 32% 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:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	**Jan**	**Mar**
Comprehensive Support Strategy **TEA Priorities** Recruit, support, retain teachers and principals Build a foundation of reading and math Connect high school to career and college 1) Students will have opportunities to attend study trips, listen to a variety of speakers, author visits, participate in iwrite, 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. Parents will be given surveys in the activities participated to see the impact on the school parent policy.	2.5, 3.1, 3.2	Specials Teachers Librarian Interventionists Teachers Counselor Administrators SEL Specialist	Increase the percent of students already mastering the standards and support students in need of additional motivation. Increase parent engagement.	30%	55%	100%
			Funding Sources: 199 PIC 11 - Instructional Services - 1000.00			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
Comprehensive Support Strategy **TEA Priorities** Build a foundation of reading and math 2) Implement personalized literacy through adoption of Teachers College Reading and Writing Program. Substitutes will be provided for teachers, administrators and staff to attend professional development sessions, travel to conferences, meet with instructional specialists, and vertical alignment meetings to implement the best instructional strategies for students. Teachers will have opportunity to have extended planning and see other teachers implementing the classroom strategies. Teachers will use instructional resources to plan out interactive lessons for students using online instructional resources and other instructional workbook and activities.	2.4, 2.5, 2.6	Teachers Interventionists Administrators	Teachers will build capacity with new literacy adoption to provide personalized literacy instruction.	20%	45%	100%
			Funding Sources: 199 PIC 11 - Instructional Services - 8500.00, 211 - Title I, Part A - 18800.00, 199 PIC 99 - Undistributed - 8000.00, 199 PIC 30 - At Risk School Wide SCE - 4000.00			
Comprehensive Support Strategy **TEA Priorities** Build a foundation of reading and math 3) 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.	2.4, 2.6	Teachers Interventionists Administrators	Increase student performance as reflected on MAP, All in Learning and Data Cards.	30%	65%	100%
			Funding Sources: 211 - Title I, Part A - 18700.00, 199 PIC 11 - Instructional Services - 1000.00			
Comprehensive Support Strategy **TEA Priorities** Recruit, support, retain teachers and principals Build a foundation of reading and math 4) 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.	2.5, 2.6	Administrators	Increase capacity with OWDL and increase biliteracy.	25%	100%	100%

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
Comprehensive Support Strategy **TEA Priorities** Build a foundation of reading and math Connect high school to career and college 5) Students will learn how to track their own MAP and other data points to share with parents during parent conferences in order to build students' ability to advocate for their own academic needs.	2.4, 2.5, 2.6, 3.2	Students Teachers Interventionists Administrators	Increase in student-led parent conferences to set their goals and track their own performance.	25%	65%	100%
	Funding Sources: 211 - Title I, Part A - 1000.00					
Comprehensive Support Strategy **TEA Priorities** Build a foundation of reading and math Connect high school to career and college 6) Parent meetings will be held to discuss MAP goals in order to encourage parents to be advocates of students' academic needs. Parents will also contribute to the parental engagement policy as we discuss student growth.	2.4, 2.5, 2.6, 3.1, 3.2	Teachers Interventionists Librarian Administrators CIS staff School Counselor	Increase parent awareness of MAP and student goals.	20%	35%	100%
Comprehensive Support Strategy **TEA Priorities** Recruit, support, retain teachers and principals Build a foundation of reading and math 7) Interventionists will work with teachers to plan, model, coach, and pull small group instruction for students. Interventionists, Instructional Leaders, and Teachers will receive extra duty pay for training colleagues on instructional resources available to them.	2.4, 2.5, 2.6	Interventionists Administrators	To increase capacity with coaching, model and professional development.	0%	50%	100%
	Funding Sources: 199 PIC 30 - At Risk School Wide SCE - 2000.00, 211 - Title I, Part A - 132500.00					

100% = Accomplished	0% = 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, Edgewood Elementary will close existing gaps in post secondary readiness by at least 5% between Special Ed and non-Special Ed while all performance improves.

2018-19: Special Ed 5%; non-Special Ed 32%
2017-18: Special Ed 11%; non-Special Ed 35%

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

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
Comprehensive Support Strategy **TEA Priorities** Build a foundation of reading and math 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.	2.6	Special Ed Teachers General Ed Teachers Interventionists Diagnostician CIS Counselor Administrators	Increase the percent of students meeting standards on STAAR and increase their performance level.	55%	65%	100%
Comprehensive Support Strategy **TEA Priorities** Build a foundation of reading and math 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.	2.4, 2.5, 2.6	Special Ed Teachers General Ed Teachers Interventionists Diagnostician CIS Counselor Administrators	Increase the percent of students meeting standards on STAAR and increase their performance level.	40%	85%	100%
Funding Sources: 199 PIC 25 - ESL/Bilingual - 1000.00, 211 - Title I, Part A - 6445.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	**Jan**	**Mar**
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 3) Teachers, administrators and staff will implement response to intervention (RTI) strategies in their classrooms based on student data. They will provide tiered supports to ensure students at all level are supported and to close achievement gaps for students performing below grade-level.	2.4	Interventionists Special Education teachers, General Education teachers Administrators Counselor		40%	60%	100%
	100% = Accomplished	0% = No Progress	✗ = Discontinue			

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:
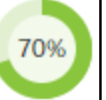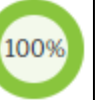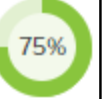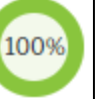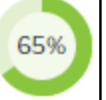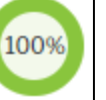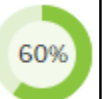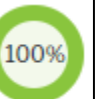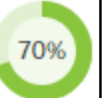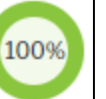
    Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
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.				15%	75%	100%
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.				30%	50%	100%
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.	2.6			20%	70%	100%
	Funding Sources: 199 PIC 99 - Undistributed - 525.00					
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.				25%	70%	100%

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
TEA Priorities Connect high school to career and college 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.	3.1, 3.2			20%	70%	100%
Funding Sources: 211 - Title I, Part A - 2000.00						
TEA Priorities Recruit, support, retain teachers and principals Connect high school to career and college 6) Provide professional development based on level of expertise and need in the following areas: * 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 We will implement a campus survey to assess knowledge level of individual staff members and then determine areas of focus.	2.5, 3.2			15%	75%	100%
Funding Sources: 199 PIC 99 - Undistributed - 1000.00, 211 - Title I, Part A - 500.00						
TEA Priorities Recruit, support, retain teachers and principals 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.	2.6			20%	60%	100%
Funding Sources: 199 PIC 23 - Special Education - 1000.00						
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.				15%	60%	100%

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
TEA Priorities Recruit, support, retain teachers and principals 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.	2.6			15%	80%	100%
			Funding Sources: 199 PIC 23 - Special Education - 500.00, 199 PIC 99 - Undistributed - 1000.00, 211 - Title I, Part A - 500.00			
10) STATE COMP ED - Provide supplemental At-Risk services/support in the content areas: * Language Arts * Math * Science * Social Studies * ELL Intervention Specialist				20%	75%	100%
TEA Priorities Build a foundation of reading and math 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).	2.4, 2.6			20%	70%	100%
			Funding Sources: 199 PIC 25 - ESL/Bilingual - 1000.00, 211 - Title I, Part A - 1000.00			
12) Develop, monitor, and evaluate campus volunteer/partnership programs that include: * recruitment * training/support * recognition of volunteers/partnerships *collaboration with CIS staff member				60%	70%	100%
13) TITLE II A - Provide professional development to CIT, teachers, and administrators that increases knowledge and skills related to: * 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.				25%	70%	100%

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 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	2.4, 2.6			30%	70%	100%
			Funding Sources: 199 PIC 25 - ESL/Bilingual - 1000.00			
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.				25%	75%	100%
TEA Priorities Recruit, support, retain teachers and principals 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.				30%	80%	100%
			Funding Sources: 199 PIC 99 - Undistributed - 500.00, 211 - Title I, Part A - 500.00			
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.				20%	75%	100%
TEA Priorities Recruit, support, retain teachers and principals Connect high school to career and college 18) Prekindergarten and Kindergarten teachers develop transition strategies. Elementary campuses provide kindergarten orientation at different times and in a variety of settings.	2.6			15%	65%	100%
			Funding Sources: 199 PIC 32 - Pre-Kindergarten - 500.00			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
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.				25%	70%	100%
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.				40%	75%	100%
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.				40%	65%	100%
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				20%	60%	100%
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.				45%	70%	100%

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
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.				25%	100%	100%
	100% = Accomplished	0% = No Progress	✗ = Discontinue			

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Teachers will meet in a PLC environment with the support of the instructional specialists (interventionists) to discuss current data results using MAP, MAP Skills, Data Cards, Data talks and discuss upcoming standards, instructional strategies and create a plan to help students show progress on their assessments.
1	1	3	We will purchase instructional books for teachers and administrators to continue to learn best instructional practices and resources to use with students.
1	1	4	Purchase additional opportunities for personalized learning through the use of chrome books, data clickers, All in Learning, and online instructional resoures so that students may access MAP skills, ItsLearning and other online applications to increase their levels of performance and have timely feedback.
1	1	5	Teachers will use instructional resources dry erase boards, scantrons, machines (clickers) for assessments, assessment workbooks, online instructional resources, hands-on manipulatives, personalized book bags, exit tickets, itslearning, and other resources to help personalize learning for all students.
1	1	6	Teachers will set goals with students several times a year. 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 and prototype flexible groupings to support personalized math and personalized literacy.
2	1	1	Teachers that attended summer CHAMPS training will train colleagues on best practices. Teachers will utilize CHAMPS systems and procedures for transitions and activities. Systems of Care will support teachers through the 3rd year implementation process. We will purchase additional books and resources to support our strategies for SEL to create a positive classroom and school culture. Teachers will also attend Region 4 trainings and other conferences for SEL.
2	1	2	Counselor will lead teachers through Panorama activities, 7 Mindsets strategies, and the resources from 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.
2	1	3	Counselor and CIS staff will lead parent sessions to share our CHAMPS expectations and other parent sessions. SEL focus with parent sessions. Parent/Child field trips, ESL classes, and parenting classes will also be offered.
2	1	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. Our school nurse will contact parents as necessary for the health of their child.

Goal	Objective	Strategy	Description
2	1	5	Increase our in-class support for SEL with the addition of a SEL Specialist. Offer parental input on the development of school-wide supports.
2	1	6	Create opportunities for students to practice their SEL strategies in social skills provided by the school counselor and SEL specialist.
3	1	1	Students will have opportunities to attend study trips, listen to a variety of speakers, author visits, participate in iwrite, 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. Parents will be given surveys in the activities participated to see the impact on the school parent policy.
3	1	2	Implement personalized literacy through adoption of Teachers College Reading and Writing Program. Substitutes will be provided for teachers, administrators and staff to attend professional development sessions, travel to conferences, meet with instructional specialists, and vertical alignment meetings to implement the best instructional strategies for students. Teachers will have opportunity to have extended planning and see other teachers implementing the classroom strategies. Teachers will use instructional resources to plan out interactive lessons for students using online instructional resources and other instructional workbook and activities.
3	1	3	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.
3	1	4	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.
3	1	5	Students will learn how to track their own MAP and other data points to share with parents during parent conferences in order to build students' ability to advocate for their own academic needs.
3	1	6	Parent meetings will be held to discuss MAP goals in order to encourage parents to be advocates of students' academic needs. Parents will also contribute to the parental engagement policy as we discuss student growth.
3	1	7	Interventionists will work with teachers to plan, model, coach, and pull small group instruction for students. Interventionists, Instructional Leaders, and Teachers will receive extra duty pay for training colleagues on instructional resources available to them.
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.

Goal	Objective	Strategy	Description
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	4	Instructional Technology	6398	$1,000.00
1	1	4	Instructional Tech	6397	$4,000.00
1	1	5	Supplies/Resources	6399	$2,500.00
2	1	1	Substitutes	6112	$3,000.00
2	1	3	Supplies/Resources	6399	$1,000.00
2	1	5	Supplies	6399	$1,750.00
3	1	1	Trasportation	6412	$1,000.00
3	1	2	Substitutes	6112	$7,000.00
3	1	2	Region 4	6329	$1,500.00
3	1	3	Tutorial support	6121	$1,000.00
				Sub-Total	$23,750.00
			Budgeted Fund Source Amount		$23,750.00
			+/- Difference		$0

199 PIC 23 - Special Education

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	2	Supplies/Resources	6399	$1,000.00
5	1	7	Supplies/Resources	6399	$1,000.00
5	1	9	Trainings/Subs		$500.00
				Sub-Total	$2,500.00
			Budgeted Fund Source Amount		$2,500.00
			+/- Difference		$0

199 PIC 25 - ESL/Bilingual

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6	Resources/Supplies	6399	$1,700.00
4	1	2	Subs	6112	$1,000.00
5	1	11	Supplies/Resources/Tutorials		$1,000.00
5	1	14	Subs		$1,000.00
				Sub-Total	$4,700.00
				Budgeted Fund Source Amount	$4,700.00
				+/- Difference	$0

199 PIC 30 - At Risk School Wide SCE

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	2	Substitutes	6112	$2,000.00
2	1	2	Supplies/resources	6399	$700.00
2	1	5	Supplies	6399	$2,000.00
3	1	2	Supplies	6399	$4,000.00
3	1	7	Professional Development	6116	$2,000.00
				Sub-Total	$10,700.00
				Budgeted Fund Source Amount	$10,700.00
				+/- Difference	$0

199 PIC 32 - Pre-Kindergarten

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	18	Resources/Supplies	6399	$500.00
				Sub-Total	$500.00
				Budgeted Fund Source Amount	$500.00
				+/- Difference	$0

199 PIC 99 - Undistributed

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	Supplies/Resources (counselor and clinic)	6399	$1,250.00
2	1	1	Region 4	6239	$500.00
2	1	4	Supplies/resources	6399	$1,000.00
3	1	2	Travel	6411	$8,000.00
5	1	3	Supplies/Resources	6399	$525.00
5	1	6	Supplies/Resources	6399	$1,000.00
5	1	9	Training/Subs		$1,000.00
5	1	16	Supplies/resources		$500.00
				Sub-Total	$13,775.00
				Budgeted Fund Source Amount	$13,775.00
				+/- Difference	$0

211 - Title I, Part A

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Subs	6112	$1,500.00
1	1	2	Supplies	6399	$2,000.00
1	1	3	Reading Materials	6329	$6,200.00
1	1	4	Instructional Technology	6398	$2,600.00
1	1	5	Supplies for Instructional Resources		$3,046.00
1	1	6	Document cameras and scanners as well as ink/toner	6399, 6398	$6,000.00
2	1	1	Region 4	6239	$700.00
2	1	3	Supplies/Resources for parent meetings	6399	$2,000.00
2	1	5	SEL Specialist	6119	$59,509.00
2	1	5	Supplies (parent engagement meetings)	6399	$1,000.00
3	1	2	Substitutes	6112	$3,500.00
3	1	2	Training	6299	$1,800.00

211 - Title I, Part A

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	2	Region 4	6239	$2,800.00
3	1	2	Travel	6411	$4,700.00
3	1	2	Supplies	6399	$6,000.00
3	1	3	Tutorials (extra duty pay)	6116	$13,000.00
3	1	3	Tutorial (support staff pay)	6121	$2,200.00
3	1	3	Student Transport	6494	$3,500.00
3	1	5	Supplies (Parent Engagement conferences)	6399	$1,000.00
3	1	7	Intervention Specialists	6119	$132,500.00
4	1	2	Subs	6112	$445.00
4	1	2	Conferences	6299	$6,000.00
5	1	5	Supplies/Resources	6399	$2,000.00
5	1	6	Supplies/Resources	6399	$500.00
5	1	9	Training/Subs		$500.00
5	1	11	Supplies/Resources		$1,000.00
5	1	16	Supplies/resources		$500.00
				Sub-Total	$266,500.00
				Budgeted Fund Source Amount	$266,500.00
				+/- Difference	$0
				Grand Total	$322,425.00

Addendums

MAP GROWTH

Aggregate by School

Term:	Fall 2019-2020
District:	Spring Branch ISD

Norms Reference Data:	2015 Norms
Growth Comparison Period:	Fall 2018 - Fall 2019
Weeks of Instruction:	Start - 4 (Fall 2018)
	End - 4 (Fall 2019)
Grouping:	None
Small Group Display:	No

EDGEWOOD EL

Mathematics

		Comparison Periods								Growth Evaluated Against						
		Fall 2018			Fall 2019			Growth		School Norms			Student Norms			
Grade (Fall 2019)	Growth Count‡	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
PK	0	**			**			**					**			
K	0	**			**			**					**			
1	83	135.5	11.0	26	158.8	10.8	26	23.3	0.9	25.1	-0.50	31	83	32	39	40
2	83	154.1	13.9	7	168.5	11.4	7	14.4	1.1	15.2	-0.24	41	83	39	47	46
3	79	169.6	11.0	11	184.4	11.3	15	14.8	0.7	13.4	0.60	73	79	44	56	52
4	76	182.0	10.4	8	197.2	12.4	22	15.1	0.8	10.8	2.21	99	76	54	71	71
5	95	195.7	13.9	15	207.4	14.8	28	11.7	0.7	9.3	1.38	92	95	56	59	57

Mathematics

Legend:
- Observed Growth
- School Norms Projected Growth

Explanatory Notes
* Summaries for groups of fewer than 10 students are not shown, as the sample size may be too small for acceptable statistical reliability.
** 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.

nwea

MAP GROWTH

Aggregate by School

Term:	Fall 2019-2020
District:	Spring Branch ISD

Norms Reference Data:	2015 Norms
Growth Comparison Period:	Fall 2018 - Fall 2019
Weeks of Instruction:	Start - 4 (Fall 2018)
	End - 4 (Fall 2019)
Grouping:	None
Small Group Display:	No

EDGEWOOD EL

Reading

		Comparison Periods								Growth Evaluated Against						
		Fall 2018			Fall 2019			Growth		School Norms			Student Norms			
Grade (Fall 2019)	Growth Count‡	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
PK	0	**			**			**					**			
K	0	**			**			**					**			
1	40	138.5	9.1	34	154.3	10.1	14	15.8	1.4	22.0	-1.67	5	40	9	23	28
2	81	152.0	13.0	7	163.6	13.8	4	11.6	1.4	13.4	-0.52	30	81	35	43	39
3	78	165.9	12.5	8	180.9	13.6	14	15.0	1.0	13.3	0.69	76	78	42	54	51
4	77	177.3	12.8	5	191.2	15.0	14	13.9	1.0	9.8	2.01	98	77	50	65	68
5	96	188.4	16.0	7	198.2	17.0	12	9.9	0.9	7.4	1.56	94	96	62	65	66

Reading

Explanatory Notes
* Summaries for groups of fewer than 10 students are not shown, as the sample size may be too small for acceptable statistical reliability.
** 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.

nwea

MAP GROWTH

Aggregate by School

Term:	Fall 2019-2020
District:	Spring Branch ISD

Norms Reference Data:	2015 Norms
Growth Comparison Period:	Fall 2018 - Fall 2019
Weeks of Instruction:	Start - 4 (Fall 2018)
	End - 4 (Fall 2019)
Grouping:	None
Small Group Display:	No

EDGEWOOD EL

Language Usage

		Comparison Periods								Growth Evaluated Against						
		Fall 2018			**Fall 2019**			**Growth**		**School Norms**			**Student Norms**			
Grade (Fall 2019)	Growth Count‡	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
PK	0	**			**			**					**			
K	0	**			**			**					**			
1	0	**			**			**					**			
2	0	**			**			**					**			
3	0	**			**			**					**			
4	2	*			*			*					*			
5	0	**			**			**					**			

Language Usage

Explanatory Notes
* Summaries for groups of fewer than 10 students are not shown, as the sample size may be too small for acceptable statistical reliability.
** 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.

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				Gr	Teacher	T. Teacher	T. Teacher	T. Teacher	Thurs.
I				04	Sagredo	Davidek	Davidek	Davidek	
J				03	Roel De C	Davidek	Davidek	Davidek	
J				04	Sagredo	Davidek	Davidek	Davidek	
K				03	Gonzalez	Davidek	Davidek	Davidek	
K				03	Gonzalez	Davidek	Davidek	Davidek	
K				03	Martinez	Davidek	Davidek	Davidek	
K				03	Gonzalez	Davidek	Davidek	Davidek	
K				03	Martinez	Davidek	Davidek	Davidek	
K				03	Gonzalez	Davidek	Davidek	Davidek	
K				03	Gonzalez	Davidek	Davidek	Davidek	
K				03	Gonzalez	Davidek	Davidek	Davidek	
K				04	Sagredo	Davidek	Davidek	Davidek	
K				04	Sagredo	Davidek	Davidek	Davidek	
K				05	Gonzalez	Davidek	Davidek	Davidek	
L				03	Garza	Hernandez	Hernandez	Hernandez	
L				03	Garza	Hernandez	Hernandez	Hernandez	
L				03	Garza	Hernandez	Hernandez	Hernandez	
L				03	Garza	Hernandez	Hernandez	Hernandez	
L				03	Solis	Hernandez	Hernandez	Hernandez	
L				03	Solis	Hernandez	Hernandez	Hernandez	
L				03	Solis	Hernandez	Hernandez	Hernandez	
L				03	Solis	Hernandez	Hernandez	Hernandez	
L				03	Roel De C	Hernandez	Hernandez	Hernandez	
L				03	Roel De C	Hernandez	Hernandez	Hernandez	
L				03	Gonzalez	Hernandez	Hernandez	Hernandez	
L				03	Martinez	Hernandez	Hernandez	Hernandez	
L				03	Gonzalez	Hernandez	Hernandez	Hernandez	
L				03	Gonzalez	Castagnoli	Kardani	Castagnoli	
L				04	Pierson	Castagnoli	Kardani	Castagnoli	
L				04	Pierson	Castagnoli	Kardani	Castagnoli	
L				04	Pierson	Castagnoli	Kardani	Castagnoli	
L				04	Pierson	Castagnoli	Kardani	Castagnoli	
L				05	Gonzalez	Castagnoli	Kardani	Castagnoli	
M				03	Solis	Castagnoli	Kardani	Castagnoli	
M				04	Sagredo	Castagnoli	Kardani	Castagnoli	
M				04	Cruz	Castagnoli	Kardani	Castagnoli	
M				04	Bullock	Castagnoli	Kardani	Castagnoli	
M				04	Cruz	Castagnoli	Kardani	Castagnoli	
M				04	Cruz	Castagnoli	Kardani	Castagnoli	
M				04	Sagredo	Castagnoli	Kardani	Castagnoli	
M				04	Pierson	Castagnoli	Kardani	Castagnoli	
M				04	Cruz	Solis	Gonzalez	Garza	
M				04	Sagredo	Solis	Gonzalez	Garza	

M				04	Sagredo	Solis	Gonzalez	Garza
N				04	Cruz	Solis	Gonzalez	Garza
N				04	Bullock	Solis	Gonzalez	Garza
N				04	Bullock	Solis	Gonzalez	Garza
N				04	Cruz	Solis	Gonzalez	Garza
N				04	Sagredo	Solis	Gonzalez	Garza
N				04	Cruz	Solis	Gonzalez	Garza
N				04	Sagredo	Solis	Gonzalez	Garza
N				04	Sagredo	Solis	Gonzalez	Garza
N				04	Pierson	Solis	Gonzalez	Garza
N				04	Sagredo	Solis	Gonzalez	Garza
N				04	Sagredo	Solis	Gonzalez	Garza
N				04	Cruz	Chio	Chio	Chio
N				04	Pierson	Chio	Chio	Chio
N				04	Cruz	Chio	Chio	Chio
N				04	Sagredo	Chio	Chio	Chio
N				04	Sagredo	Chio	Chio	Chio
N				04	Sagredo	Chio	Chio	Chio
N				04	Sagredo	Chio	Chio	Chio
N				04	Sagredo	Chio	Chio	Chio
N				04	Cruz	Chio	Chio	Chio
N				04	Cruz	Chio	Chio	Chio
N				04	Cruz	Chio	Chio	Chio
N				05	Suarez	Chio	Chio	Chio
N				05	Gonzalez	Chio	Chio	Chio
N				05	Suarez	Chio	Chio	Chio
O				03	Martinez	Sagredo	Sagredo	Hill
P				05	Suarez	Sagredo	Sagredo	Hill
P				05	Ramirez	Sagredo	Sagredo	Hill
P				05	Suarez	Sagredo	Sagredo	Hill
P				05	Suarez	Sagredo	Sagredo	Hill
P				05	Ramirez	Sagredo	Sagredo	Hill
P				05	Suarez	Sagredo	Sagredo	Hill
P				05	Ramirez	Sagredo	Sagredo	Hill
P				05	Chio	Sagredo	Sagredo	Hill
P				05	Chio	Sagredo	Sagredo	Hill
P				05	Ramirez	Sagredo	Sagredo	Hill
P				05	Ramirez	Sagredo	Sagredo	Hill
P				05	Suarez	Sagredo	Sagredo	Hill
P				05	Ramirez	Sagredo	Sagredo	Hill
P				05	Gonzalez	Bullock	Bullock	Bullock
P				05	Ramirez	Bullock	Bullock	Bullock
Q				05	Chio	Bullock	Bullock	Bullock
Q				05	Suarez	Bullock	Bullock	Bullock

Q				05	Gonzalez	Bullock	Bullock	Bullock
Q				05	Suarez	Bullock	Bullock	Bullock
Q				05	Chio	Bullock	Bullock	Bullock
Q				05	Ramirez	Bullock	Bullock	Bullock
Q				05	Ramirez	Bullock	Bullock	Bullock
Q				05	Suarez	Bullock	Bullock	Bullock
Q				~~05~~	~~Ramirez~~	~~Bullock~~	~~Bullock~~	~~Bullock~~
Q				05	Suarez	Bullock	Bullock	Bullock
Q				~~05~~	~~Thorp~~	~~Bullock~~	~~Bullock~~	~~Bullock~~
Q				~~05~~	~~Chio~~	~~Bullock~~	~~Bullock~~	~~Bullock~~
				02	Sayre	Newby	Newby	Sayre
				02	Newby	Newby	Newby	Sayre
				02	Newby	Newby	Newby	Sayre
				02	Sayre	Newby	Newby	Sayre
				02	Newby	Newby	Newby	Sayre
				02	Sayre	Newby	Newby	Sayre
				02	Newby	Newby	Newby	Sayre
				02	Newby	Newby	Newby	Sayre
				02	Sayre	Newby	Newby	Sayre
				02	Sayre	Newby	Newby	Sayre
				02	Newby	Newby	Newby	Sayre
				02	Sayre	Newby	Newby	Sayre

HALLWAY EXPECTATIONS

C Conversation	0 Indoor Voice	
H Help	Look, raise your hand and wait	
A Activity	Walking in hallway	
M Movement	Stay in line on the right side	
P Participation	Walk in straight line, keep hands to yourself, and face forward	
S Sucess	Arrive to another location!	

Reading: 2nd

This year at least 45% of the students will meet or exceed the reading EOY expectations.

5th ELA

70% of our students will meet or exceed their growth goal on MAP by the end of the year.

READING:

THIS YEAR 47% OF STUDENTS WILL MEET OR EXCEED THEIR TARGET SCORE ON READING MAP.

MATH:

THIS YEAR 67% OF STUDENTS WILL MEET OR EXCEED THEIR TARGET SCORE ON MATH MAP.

4th Math

70% of our students will increase their math skill level with a year's growth.

5th Math

At least 66% of our students will meet or exceed the target of the Map test.

Math: 2nd

This year 57% of our students will meet or exceed the Second grade Math EOY expectations.

Edgewood Elementary School

Grades 3–5
Fall 2019

Summary

Topic Description	Results	Comparison	
School Belonging How much students feel that they are valued members of the school community.	**74%** ▼ 4 since last survey	**76%** **76%**	Elementary SBISD
School Climate Perceptions of the overall social and learning climate of the school.	**78%** ▲ 2 since last survey	**77%** **77%**	Elementary SBISD
School Engagement How attentive and invested students are in school.	**71%**	**70%** **70%**	Elementary SBISD
School Rigorous Expectations How much students feel that their teachers hold them to high expectations around effort, understanding, persistence, and performance in class.	**76%** ▼ 10 since last survey	**83%** **83%**	Elementary SBISD
School Safety Perceptions of student physical and psychological safety at school.	**60%** ▼ 2 since last survey	**71%** **71%**	Elementary SBISD
School Teacher-Student Relationships How strong the social connection is between teachers and students within and beyond the school.	**81%** ▼ 1 since last survey	**83%** **83%**	Elementary SBISD

282 responses

School Belonging

Your average

74%

282 responses

Change

▼ **4**

since last survey

School Level average: **76%** Elementary

District average: **76%** SBISD

How did people respond?

Q.1: How much support do the adults at your school give you?

A tremendous amount of support	58%		160
Quite a bit of support	24%		67
Some support	12%		32
A little bit of support	3%		9
No support at all	4%		10

▼ **8** from last survey   Favorable: **82%**

Q.2: How well do people at your school understand you as a person?

Completely understand	41%		113
Understand quite a bit	26%		72
Understand somewhat	15%		42
Understand a little	12%		34
Do not understand at all	6%		16

▼ **8** from last survey   Favorable: **67%**

Q.3: How much respect do students at your school show you?

A tremendous amount of respect	31%		87
Quite a bit of respect	35%		98
Some respect	17%		47
A little bit of respect	11%		30
No respect at all	6%		17
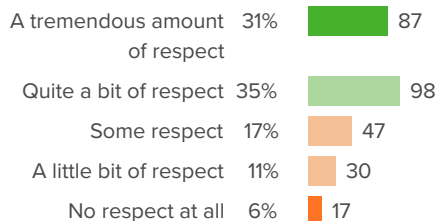
▲ **1** from last survey   Favorable: **66%**

Q.4: Overall, how much do you feel like you belong at your school?

Completely belong	63%		177
Belong quite a bit	19%		53
Belong somewhat	8%		21
Belong a little bit	4%		10
Do not belong at all	7%		19
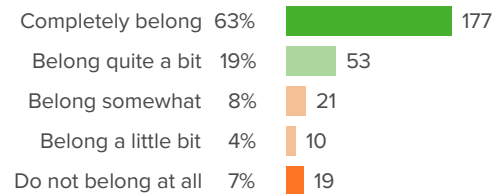
▼ **1** from last survey   Favorable: **82%**

School Climate

Your average

78%

282 responses

Change

▲ **2**

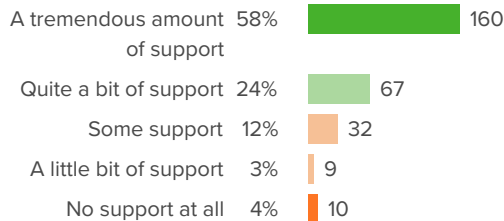since last survey

School Level average: **77%** Elementary

District average: **77%** SBISD

How did people respond?

Q.1: How positive or negative is the energy of the school?

Very positive	52%	145
Somewhat positive	16%	45
Slightly positive	12%	34
Neither negative nor positive	9%	25
Slightly negative	4%	11
Somewhat negative	3%	9
Very negative	4%	10

▼ **2** from last survey   Favorable: **80%**

Q.2: How fair or unfair are the rules for the students at this school?

Very fair	61%	170
Somewhat fair	18%	49
Slightly fair	7%	18
Neither unfair nor fair	5%	14
Slightly unfair	3%	8
Somewhat unfair	3%	8
Very unfair	4%	10

▼ **3** from last survey   Favorable: **86%**

Q.3: At your school, how much does the behavior of other students hurt or help your learning?

Helps my learning a tremendous amount	35%	98
Helps my learning some	20%	56
Helps my learning a little bit	11%	31
Neither helps nor hurts my learning	8%	22
Hurts my learning a little bit	14%	38
Hurts my learning some	5%	14
Hurts my learning a tremendous amount	8%	21
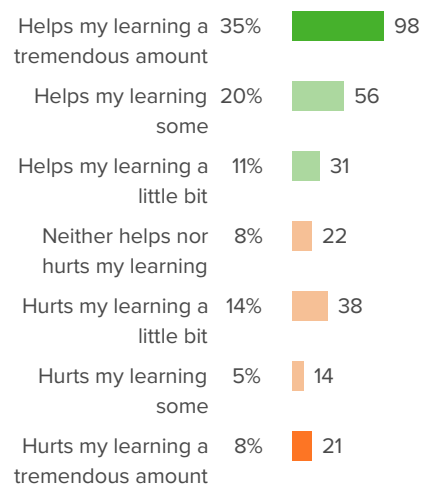
▲ **9** from last survey   Favorable: **66%**

Q.4: How often do your teachers seem excited to be teaching your classes?

Almost always	55%	154
Frequently	23%	63
Sometimes	15%	41
Once in a while	4%	12
Almost never	4%	10
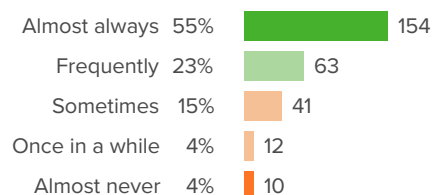
▲ **1** from last survey   Favorable: **78%**

School Engagement

Your average

71%

282 responses

School Level average: **70%** Elementary

District average: **70%** SBISD

How did people respond?

Q.1: How excited are you about going to your classes?

Extremely excited	44%	124
Quite excited	28%	77
Somewhat excited	15%	41
Slightly excited	8%	22
Not at all excited	5%	15
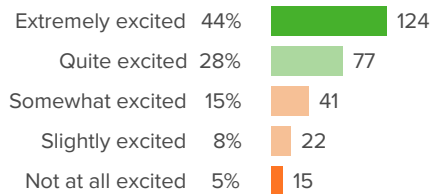
Favorable: **72%**

Q.2: In your classes, how excited are you to participate?

Extremely excited	44%	124
Quite excited	30%	84
Somewhat excited	13%	37
Slightly excited	7%	19
Not at all excited	6%	16
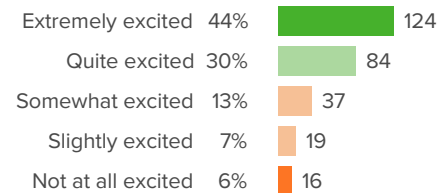
Favorable: **74%**

Q.3: When you are not in school, how often do you talk about ideas from your classes?

Almost always	32%	88
Frequently	15%	41
Sometimes	31%	86
Once in a while	13%	36
Almost never	10%	27
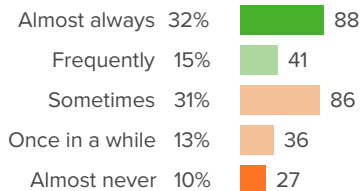
Favorable: **46%**

Q.4: How focused are you on the activities in your classes?

Extremely focused	44%	123
Quite focused	36%	101
Somewhat focused	14%	38
Slightly focused	4%	10
Not at all focused	2%	5
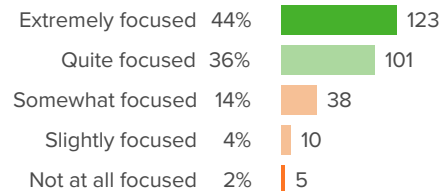
Favorable: **81%**

Q.5: How interested are you in your classes?

Extremely interested	56%	158
Quite interested	25%	70
Somewhat interested	13%	35
Slightly interested	3%	7
Not at all interested	4%	10
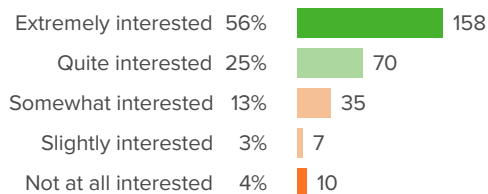
Favorable: **81%**

School Rigorous Expectations

Your average

76%

282 responses

Change

▼ **10**

since last survey

School Level average: **83%** Elementary

District average: **83%** SBISD
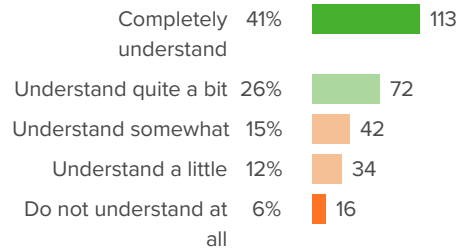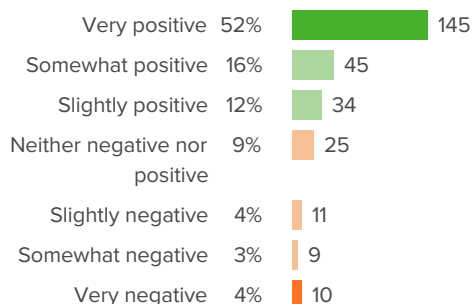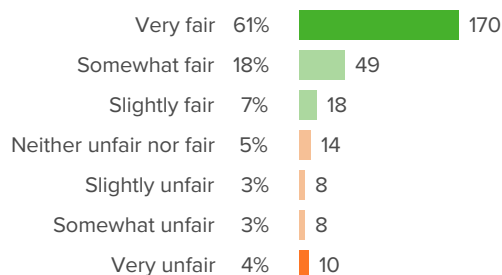
How did people respond?

Q.1: How often do your teachers take time to make sure you understand the material?

Almost always	55%	153
Frequently	15%	43
Sometimes	17%	47
Once in a while	8%	21
Almost never	5%	14

▼ **11** from last survey   Favorable: **71%**

Q.2: How often do your teachers make you explain your answers?

Almost always	51%	143
Frequently	16%	46
Sometimes	21%	60
Once in a while	7%	19
Almost never	4%	12

▼ **13** from last survey   Favorable: **68%**

Q.3: When you feel like giving up, how likely is it that your teachers will make you keep trying?

Extremely likely	56%	156
Quite likely	24%	68
Somewhat likely	9%	24
Slightly likely	7%	20
Not at all likely	4%	12
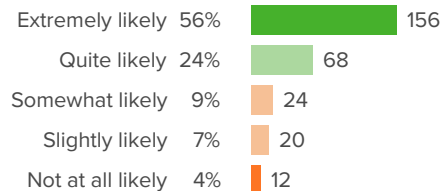
▼ **4** from last survey   Favorable: **80%**

Q.4: Overall, how high are your teachers' expectations of you?

Extremely high	52%	145
Quite high	28%	79
Somewhat high	13%	35
Slightly high	5%	15
Not high at all	2%	6
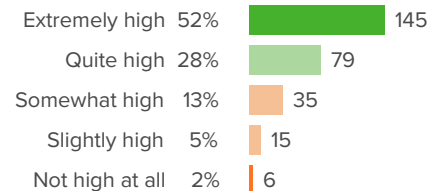
▼ **11** from last survey   Favorable: **80%**

Q.5: How much do your teachers encourage you to do your best?

Encourage me a tremendous amount	57%	161
Encourage me quite a bit	26%	73
Encourage me some	8%	23
Encourage me a little	3%	8
Do not encourage me at all	6%	16
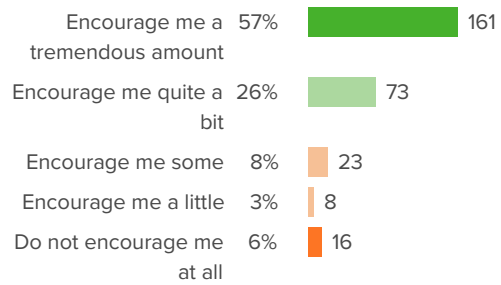
▼ **10** from last survey   Favorable: **83%**

School Safety

Your average

60%

282 responses

Change

▼ **2**
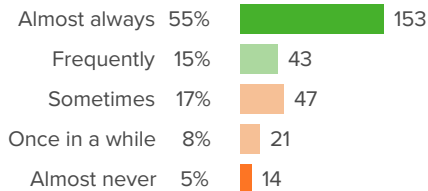
since last survey

School Level average: **71%** Elementary

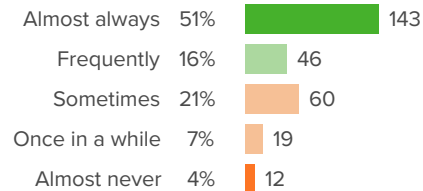District average: **71%** SBISD

How did people respond?

Q.1: How often are people disrespectful to others at your school?

Almost never	27%	74
Once in a while	16%	45
Sometimes	29%	82
Frequently	13%	36
Almost always	15%	42

▼ **15** from last survey   Favorable: **43%**

Q.2: If a student is bullied in school, how difficult is it for him/her to get help from an adult?

Not at all difficult	40%	111
Slightly difficult	17%	48
Somewhat difficult	15%	42
Quite difficult	12%	33
Extremely difficult	16%	43

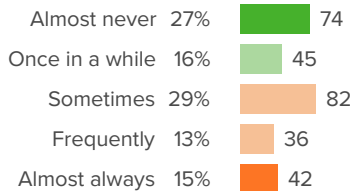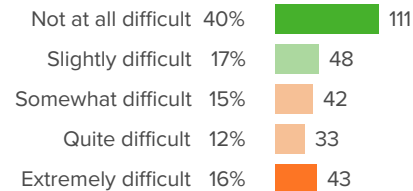▼ **11** from last survey   Favorable: **57%**

Q.3: How likely is it that someone from your school will bully you online?

Not at all likely	68%	190
Slightly likely	13%	36
Somewhat likely	6%	17
Quite likely	5%	14
Extremely likely	8%	23
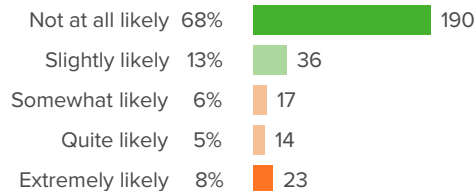
▲ **1** from last survey   Favorable: **81%**

Q.4: How often do you worry about violence at your school?

Almost never	38%	105
Once in a while	13%	36
Sometimes	21%	58
Frequently	10%	27
Almost always	18%	50
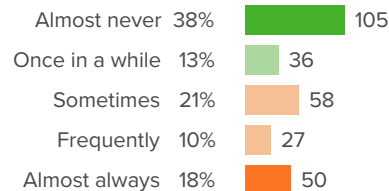
▼ **6** from last survey   Favorable: **51%**

Q.5: How often do students get into physical fights at your school?

Almost never	49%	137
Once in a while	20%	55
Sometimes	16%	46
Frequently	8%	23
Almost always	7%	19
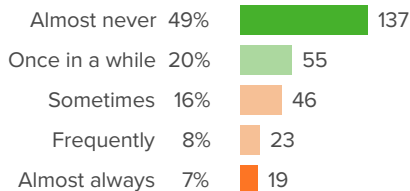
▲ **20** from last survey   Favorable: **69%**

School Teacher-Student Relationships

Your average

81%

282 responses

Change

▼ 1

since last survey

School Level average: **83%** Elementary

District average: **83%** SBISD

How did people respond?

Q.1: How respectful are your teachers towards you?

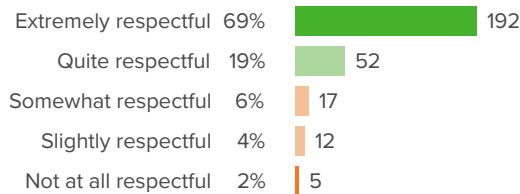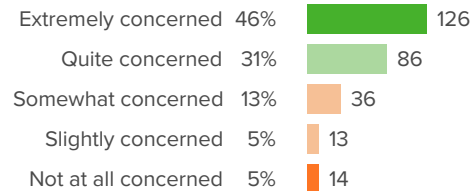|		
Extremely respectful	69%	192
Quite respectful	19%	52
Somewhat respectful	6%	17
Slightly respectful	4%	12
Not at all respectful	2%	5

▼ **4** from last survey   Favorable: **88%**

Q.2: If you walked into class upset, how concerned would your teachers be?

Extremely concerned	46%	126
Quite concerned	31%	86
Somewhat concerned	13%	36
Slightly concerned	5%	13
Not at all concerned	5%	14

▼ **2** from last survey   Favorable: **77%**

Q.3: When your teachers ask, "How are you?", how often do you feel that your teachers really want to know your answer?

Almost always	48%	134
Frequently	23%	64
Sometimes	17%	48
Once in a while	6%	16
Almost never	6%	16
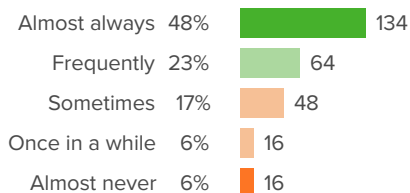
▼ **4** from last survey   Favorable: **71%**

Q.4: How excited would you be to have your teachers again?

Extremely excited	74%	205
Quite excited	12%	32
Somewhat excited	6%	16
Slightly excited	6%	16
Not at all excited	3%	8

▲ **5** from last survey   Favorable: **86%**

Unifix® Cubes
500
Interlocking Counting Cubes & Activity Booklet

500 Unifix® Cubes
Interlocking Counting Cubes
& Activity Booklet #2-21

500 Unifix® Cubes
Interlocking Counting Cubes
& Activity Booklet #2-21

Learning Resources®

1 Demonstration clock & 24 student clocks

25 pieces

MADE IN TAIWAN

MEETING AGENDA
Faculty Meeting
Friday, October 11th 2019

TOPIC: Team Building Activity; PLC Norms Science Session Compliance Training; Planning	**Attendees:** Teachers and Staff **Facilitator:** ILT

MEETING OBJECTIVES:
- We will review planning time guidelines and personalized times to engage in 504s, SSCs, ARDs, lesson planning and student achievement support and PLC learning times.
- Lauren Cervantes will go over the Storybook Character Parade scheduled for October 31 and discuss CIPA.
- Sonya Ramirez and Priscilla Griffin will share information about our annual Fall Festival scheduled for October 25.
- We will engage in an activity to support getting to know each other better this school year.
- Team members will revisit their PLC Norms and Expectations.
- BOY Compliance training with Gabby Cruz.
- STAAR Test Analysis (Nonfiction); Math and Science.
- Planning for ELA, Math, and Science for 2 hours.

TO PREPARE FOR THIS MEETING, PLEASE:
- Bring a copy of your team norms and discuss team expectations.

Time	Mins	Activity
8:00	5	Glows/Celebrations
8:05	20	Review planning guidelines (450 minutes every 10 days) and personalize times to engage in 504s, SSCs, ARDs, lesson planning and student achievement support and PLC learning times.
8:25	15	Team Building Activity
8:40	15	Break
8:55	60	Hands-on Science with Terry White and his team
10:00	60	Compliance: Accommodations
11:00	30	PLC Team Time: Review Norms, Review Expectations to adhere to norms, etc.
11:30	15	Storybook Parade and CIPA
11:45	45	Lunch on your own or with the team
12:35	60	STAAR Analysis (nonfiction); math and science. • Grade level partnerships: Coach Cantu and Coach Brisbin and 2nd with 3rd Schmidt and Cervantes with 1st with 4th Shiver and Cha with PK and K with 5th
1:35 - 3:35	120	Planning in the collaboration rooms • Language Arts teachers – read aloud planning, small group planning, review current student reading and writing data, share different components with each other from the bend and create some necessary teaching resources, draft out upcoming lesson plans with mastery checkpoints stated in the plans (grades). • Math and Science teachers – review current student data, review curriculum documents, draft out lesson plans for upcoming weeks with the mastery checkpoint in the plans (grades), share and create hands-on stations. If your teams have not created student data trackers, class goals, etc. Please complete those items first. Have students set goals for MOY MAP, and other upcoming assessments?
3:35	10	October 11 – 9 Weeks Reflection Survey