Spring Branch Independent School District

Spring Shadows Elementary School

2019-2020 Campus Improvement Plan

Mission Statement

Spring Shadows Elementary provides a safe and loving environment where personalized learning challenges the whole child to fulfill their academic and social potential.

Vision

At Spring Shadows Elementary we educate learners to build confidence, have social responsibility, and strive for academic excellence.

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

Spring Shadows Elementary is located near the intersection of Kempwood Street and Campbell Road in Houston, Texas. The majority of our children come from two mega complexes; Waterford Place and Miami Gardens.

Spring Shadows is moderate in size. Our daily enrollment fluctuates between 700 and 760 students. We are culturally diverse serving a population that is 86% Hispanic, 8% African American, 4% White and 2% other. We currently serve 560 students (77%) who meet at-risk criteria. Approximately 58.4 % of our children are English Language Learners (ELL) and 84% are categorized as economically disadvantaged. Our mobility rate was most recently recorded at 30%.

Demographics Strengths

The staff demographics are majority consistent with student demographics.

Problem Statements Identifying Demographics Needs

Problem Statement 1: AA, White, and male students are disproportionately referred to the office based on discipline data **Root Cause**: Lack of cultural awareness and gender bias

Student Academic Achievement

Student Academic Achievement Summary

State Accountability Rating: D

Overall- Met Standard- 65 D

Student Achievement- Improvement Required- 60 D

School Progress- Met Standard- 67 D

Closing the Gaps- Met Standard- 60 D

STAAR Reading 3-5 Approaches 66%, Meets 31%, Masters 10%

STAAR Math 3-5 Approaches 67%, Meets 30%, Masters 12%

Academic Growth Scores:

Reading: 66

Math: 64

Student Academic Achievement Strengths

For STAAR Performance Rates, our students highest strengths are in mathematics. Our students scored 84% approaches, 38% meets, and 11% masters.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: SSEs English Language Learners did not meet achievement and growth requirements. **Root Cause**: Lack of consistent implementation of language acquisition strategies in class.

School Processes & Programs

School Processes & Programs Summary

Programs:

SSE currently has several programs on campus:

- One Way Dual Language Instruction in 2/3rd of our school from K-5th grade.
- Special Education program includes Resource, Pull-Out, and Lifeskills classroom.
- Response to Intervention is designed to support students not currently recieving SPED services but may need additonal academic or behavioral interventions.
- Newcomer Interventions is designed to support students in 3rd-5th with acquiring English, while supporting their native language to achieve state accountability measures and achievement.
- Afterschool program is designed to support students with extra tutoring or afterschool clubs.

Processes:

- SSE Care Team is designed to support social and emotional supports to students with extra counseling and social skills support. We also utilize Project Class as additonal social skills support.
- RtI: Students are referred for Tier 2 or Tier 3 interventions based on MAP skills exams and reading levels.

School Processes & Programs Strengths

There is an extensive level of support with both academic and social skill development. The school has created opportunities for students to recieve the services in a timely manner.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: SSE will ensure interventions for reading and math are timely and effective. **Root Cause**: SSE did not have a streamlined intervention program for reading and math.

Perceptions

Perceptions Summary

Perceptions Summary

School Belonging: Spring 2018 60% Fall 2018: 66% Spring 2019: 62%

School Climate: Spring 2018: 58% Fall 2018: 64% Spring 2019: 60%

School Rigor: Spring 2018: 74% Fall 2018: 67% Spring 2019: 66%

School Safety: Spring 2018: 47% Fall 2018: 51% Spring 2019: 48%

Student Teacher Relationships: Spring 2018 Fall 2018 71% Spring 2019: 72%

Perceptions Strengths

Students and teachers have a stronger relationship and 81% of students reported that teachers respected them.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: SSE will improve school rigor perceptions from students. **Root Cause**: 58% of students reported that their teachers did not make them explain their answers.

Priority Problem Statements

Problem Statement 1: There is a high percentage of mobility at SSE.
Root Cause 1: With gentrification and large apartment complexes, there is much movement within the SSE community.
Problem Statement 1 Areas: Demographics

Problem Statement 2: SSE's literacy program needs to be redesigned to effectively meet student's literacy achievement.
Root Cause 2: The staff was implementing the old literacy curriculum that lacked rigor and reading stamina.
Problem Statement 2 Areas: Student Achievement

Problem Statement 3: SSE's math program will need to tightly align to content level standards to meet student's math achievement.
Root Cause 3: SSE staff needs to implement more formative assessment to plan for instruction to differentiate to student needs.
Problem Statement 3 Areas: Student Achievement

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

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
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data

- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

- TTESS data
- T-PESS data
- Equity data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

Goals

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

Performance Objective 1: By June 2020, at least 52% of Spring Shadows Elementary students will meet or exceed growth expectations in reading and 57% for math on MAP.

2018-19: Reading - 41% met CGI; Math - 54% met CGI
2017-18: Reading - 33% met CGI; Math - 46% met CGI

 Evaluation Data Source(s) 1: MAP EOY Data

 Summative Evaluation 1: Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
Comprehensive Support Strategy **Targeted Support Strategy** **TEA Priorities** Build a foundation of reading and math Improve low-performing schools 1) K-5 will dedicate 2.5 hours of the day for literacy to implement TCRWP. 3rd-5th Grade Teachers will use Abydos Strategies and Visible Learning for Literacy tools to support good first instruction.	2.4, 2.5, 2.6	SSE's Teachers, Instructional Support, and ILT.	Growing the foundation of increased student literacy through good first instruction will improve our student's literacy rates. Personalized Learning: Rigor, Data, Voice, and Agency	50%	60%	100%
Staff development to support reading will be paid for to support Tier 1 Strategies for Literacy. SSE will send staff members to Teacher's College for Staff Development. Staff will attend TCRWP Affiliate PD and subs will be paid out of Title 1 funds.	**Funding Sources**: 211 - Title I, Part A - 13433.00, 199 PIC 11 - Instructional Services - 500.00					
TEA Priorities Recruit, support, retain teachers and principals 2) Opportunity Culture in 3rd and 5th Grade Purchase materials and supplies specifically for 3rd and 5th Grade for extended reach and flexible grouping.	2.4, 2.5, 2.6	SSE's ILT and team leads.	Extended impact teachers will flexibly work with students to ensure more students receive support. They will use holistic data to make sure students are in the appropriate groupings. Personalized Learning Rigor, Data, and Agency.	50%	60%	100%
	Funding Sources: 211 - Title I, Part A - 3000.00					
Comprehensive Support Strategy **TEA Priorities** Build a foundation of reading and math Improve low-performing schools 3) K-5th Grade Teachers will use the gradual release model and Visible Learning high yield strategies to master math learning goals. Staff Development for math through district support. Teachers will need more math manipulatives, study guides, and texts to support student learning. Teachers will use map data to form math small groups and student workstations.	2.4, 2.5, 2.6	SSE Teachers, Instructional Support Staff, and ILT.	Increase collaborative learning through the Gradual Release Model. Increase student achievement and growth using map measures. Personalized Learning: Rigor, Voice, and Agency, and Data.	50%	60%	100%
	Funding Sources: 211 - Title I, Part A - 2500.00, 199 PIC 11 - Instructional Services - 2000.00					

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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 4) Instructional Coaching: SSE will include a cycle of instructional coaching to support teacher growth. The instructional leadership team will meet weekly to identify needs. Teachers will work through a coaching cycle to include a) self-identified need b) coaching/modeling/observation, and c) feedback. Instructional Support Team: 2 Multi-classroom leaders (stipends paid through unit exchanges). 2 Instructional Support Teachers- Title 1 funded	2.4, 2.6	Administration Instructional Leadership Team Teachers	Improve teaching and learning for all students.	50%	60%	100%
	Funding Sources: 211 - Title I, Part A - 103561.00, 199 PIC 11 - Instructional Services - 500.00					
TEA Priorities Build a foundation of reading and math 5) All students will have access to intervention support using the RTI model of response. Tier 1 and 2 is provided by the teacher. Tier 3 support is provided by an interventionist.	2.4	Administration Instructional Leadership Team SSE Systems of Care Teachers	Students should demonstrate high growth rates with more small group interaction.	50%	75%	100%
	Funding Sources: 199 PIC 11 - Instructional Services - 3474.00, 211 - Title I, Part A - 4000.00					

100% = Accomplished   0% = 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 75% of 3-5 graders will respond favorably on School Rigorous Expectations in the Panorama survey.

2018-19: School Rigorous Expectations- 66%
2017-18: School Rigorous Expectations- 74%

Evaluation Data Source(s) 1: Panorama EOY Data

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 1: Increase feeling of student safety

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	**Jan**	**Mar**
1) Social Emotional Student Support: Project Class and PBIS - Year 3 Roll Out of a school wide positive behavior intervention support system. The PBIS Cadre will meet 4X a year and make recommendations to the administration. This will include: Schoolwide- each staff member will attend Project Class training and begin using the system to implement a school wide system of consistent daily routines and expectations. Each grade level team will receive PBIS ROARS posters to encourage the following: Set up routines and expectations that are used effectively and utilized around the school. Students in K-5th grade who are in need of an academic and/or social emotional boost are invited to participate in private Project Class Sessions or work with the school counselor.	2.4, 2.6, 2.6	Campus Administrators Dean of Students CIS Counselor Liaisons United Way Social Emotional Care	PBIS will promote an effective and safe campus environment. Students will concentrate on academics more. Project class uses the power of peer relationships to motivate students, teach leadership and provide direct instruction to help struggling students with behavior. These lunches will provide an outlet, a peer group and an opportunity to problem-solve strategies to overcome such barriers. Reduce the amount of discipline referrals.	55%	65%	100%
Wildcat Care Lunch Bunch - Students with perceived barriers such as open CPS cases, divorced parents, incarcerated family members, etc. will be invited to participate in lunch bunches with the counselor or CIS staff member. During Status of class conferences, teacher and administrators will work together to identify students that may need additional support.	**Funding Sources**: 199 PIC 99 - Undistributed - 2500.00, 211 - Title I, Part A - 11500.00, 199 PIC 11 - Instructional Services - 500.00					

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
Comprehensive Support Strategy 2) Continue to provide Wildcat University and Clubs After School Program to include academic assistance for 3rd-5th. Adventure Classes aims to target 2nd-5th grade students with the opportunity to have enrichment like classes for exploring new possibilities. Hooves for Hope will serve 50-60 students from 1st-5th that are based on teacher referrals targeting on social skills. This class is a horse riding enrichment class once a week for 2 hours.	2.4, 2.5, 2.6, 2.6	Campus Administrators University & Adventure Club Coordinator Teachers	University Classes will aim to target 2-5th grade in Reading and Math to accelerate learning and demonstrate growth. Students selected to participate in after school are those identified by MAP with less than 40th percentile as needing 1.5 years of growth. Students will take a pre-and post assessment for after school.	50%	75%	100%
	Funding Sources: 211 - Title I, Part A - 13000.00					
3) Study Trips: Each grade level will participate in at least two study trips connected with SBISD curriculum which provide an experience that could not happen in the classroom.	2.4, 2.5, 2.6	Campus Administrators Team leaders health fitness Instructor	All study trips should anchor on ensuring future possibilities for learning and vocation for the learner. The trips should provide opportunity to empower to own their future. Examples of trips can include: Local Museums and Learning Venues Texas Parks and Recreational Areas Arboretums and Zoos Universities and colleges Local and State Government Agencies Geographical Points of Interest Historical Points of Interest	50%	75%	100%
	Funding Sources: 211 - Title I, Part A - 4500.00					

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
4) Celebrating Student Success: Highlight student talents and accomplishments at quarterly Recognition Ceremonies. *Principal's Award (Leadership) *Wildcat Award (Character) *Academic Honor Rolls *Attendance *Raz-Kids The 2nd Grade will host a mid year Reading Incentive program for students that have shown growth on TCRWP reading levels. Highlight student who receives all A's & B's all year at the annual Bike Ceremony.	2.6, 3.2, 3.2	Campus Administrator Recognition Committee Counselor/Behavior Interventionist ADA Classroom Teachers	Students feel honored, encouraged, and motivated for academic growth and accomplishments. On-going recognition contributes to a belief to keep working towards levels of proficiency in K-5th grade. Increased sense of accomplishment and self-worth. Parental Involvement Personalized Learning: Rigor	50%	75%	100%
Highlight a student who exemplifies character by participating in the district Character without Question Ceremony. Monthly Perfect Attendance Awards All perfect attendance are automatically entered to be in a monthly raffle that will highlight 2 students per grade level on the first week of the month.	**Funding Sources**: 199 PIC 11 - Instructional Services - 1002.00					

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	**Jan**	**Mar**
5) Leadership Opportunities: Safety Patrols, Student Council, Buddy Readers and Morning Announcements. Purchase materials for safety patrol, and student council. Transportation for annual field trip and winter program for safety patrols and student council. SSE will engage deeply with families by incorporating 4 Student Led Open Houses on Award Ceremony days to showcase their learning to parents. Wildkitten Breakfast time:	3.2	Campus Administrators Counselor Music Teacher Intervention Specialist	Provide students opportunities to build leadership skills through service learning. Personalized Learning: Rigor, Voice, Agency	60%	80%	100%
Students in K & 1 will participate in additional time in the mornings to connect with parents and teachers in the classroom. At the end of every unit for reading in K-3rd grade we will host parents to participate in TCRWP reading celebrations in the classroom. Student leaders engaged in Girlstart, Robotics, Student Council, and Patrols visit Texas A&M's Annual Physics Fest. Transportation is needed.	**Funding Sources**: 199 PIC 99 - Undistributed - 1500.00					

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 20% of SSE students will perform at post-secondary-ready levels on MAP (66 percentile or above in reading, 70 percentile or above in math in 3rd & 5th grades) and/or 35% STAAR.

2018-19: 17% performed at post-secondary readiness levels as defined by SBISD Measures of Success
2017-18: 14% 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: Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
TEA Priorities Build a foundation of reading and math Improve low-performing schools 1) Monitoring Student Success: -Beginning of Year, Mid Year, and End of Year MAP Data Conferences -Unit Pre & Post Test Assessment Data Conferences - Daily entry/exit tickets -Student Conferences with Trackers -Students will use MAP Skills Program in daily routine and teachers will monitor weekly progress. Purchase materials for teacher planning and organization (supplies). Textbook Additions or Replacements	2.4, 2.6	Campus Administrators Instruct. Leadership Tm. Classroom Teachers SPED staff	Status of Class Conferences - Individual teachers and administrators will meet to discuss the academic and social emotional progress of EACH child. At this conference, referrals for tutoring, mentoring, counseling, enrichment, SSC, attendance, etc. are established. Teachers shall develop a system to meet with students to confer on their reading and math trackers. This will increase student agency and accountability. Response to Instruction Plan Personalized Learning: Rigor	55%	75%	100%
Teachers will attend Dyslexia Training from Orton-Gillingham to identify, monitor, and provide needed services to students that may have dyslexia in K-2nd.	**Funding Sources**: 199 PIC 11 - Instructional Services - 13754.00, 211 - Title I, Part A - 33000.00					

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
2) Wildcat WIN Time (Personalized Pathways) 45 minutes of each day will be allotted to support students based on their personalized needs and provide intervention or acceleration for their learning plan in reading or math. Purchase academic materials for reading and math to support student personalization. Purchase other reading materials to support student.	2.4, 2.4, 2.5, 2.5, 2.6	Campus Administrators Instruct. Leadership Tm. Classroom Teachers SPED staff	Students can demonstrate 1.5 years growth on MAP for reading and math. Students should demonstrate growth by 100 points on STAAR exams as compared to their previous year's exam in 4th and 5th grade reading and math.	50%	75%	100%
Purchase software in reading or math to support student personalization.	**Funding Sources**: 211 - Title I, Part A - 7500.00, 199 PIC 30 - At Risk School Wide SCE - 2000.00					

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, SSE will close existing gaps in post secondary readiness by at least 5% between Special Ed/non-Special Ed, English Learners/non-English Learners and Economically Disadvantaged/non-Economically Disadvantaged while all performance improves.

2018-19: EL 13%; non-EL 23%
2017-18: EL 13%; non-EL 15%

2018-19: Sped 6%; non-Sped 19%
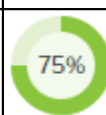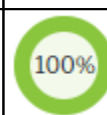2017-18: Sped 3%; non-Sped 16%
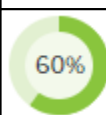
2018-19: Eco-Dis 17%; non- Eco-Dis 19%
2017-18: Eco-Dis 13%; non- Eco-Dis 19%

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

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 1: Increase support and PD for 4th grade writing

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) Professional Development Series- Teachers will engage in pd to plan appropriate lessons and unit plans. Purchase book or materials related to strengthening Professional Learning Communities and Curriculum Knowledge. Purchases materials for PD. Provide opportunities for teachers to attend PD training in the district or elsewhere.	2.4, 2.4, 2.6, 2.6	Campus Administrators Instruct. Leadership Tm. Classroom Teachers SPED staff	As a staff we will engage in a year long PD series that will include good first instruction practices to support closing the achievement gaps and improve student performance overall. Personalized Learning: Rigor	60%	75%	100%
		Funding Sources: 211 - Title I, Part A - 5000.00				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
2) Science K-5: Teachers will use Understanding by Design unit planning to support good first instruction for Science. Proficiency scales will be used to monitor students during the units. Teachers Purchase supplies and materials for Science. Each team will be allotted $500 to replenish Science materials. 1 teacher per grade level will be the Science lead and in charge of materials. STEM Scopes lab kits will be purchased for 3rd-5th grade.	2.4, 2.5, 2.6	Campus Administrators Instruct. Leadership Tm. Classroom Teachers SPED staff	Students will gain a strong understanding of Science concepts. Using MAP data, our students are expected to demonstrate readiness standards achievement per grade level.	60%	60%	100%
	Funding Sources: 211 - Title I, Part A - 13000.00, 199 PIC 11 - Instructional Services - 500.00					
3) Writing K-5 All teachers will implement TCRWP as the writing curriculum. Teachers will embed writing responses across each content area. Teachers will review writing portfolios and journals during extended block to support overall writing progress. Purchase materials and supplies to support writing instruction.	2.4, 2.4, 2.5, 2.6, 2.6	Campus Administrators Instruct. Leadership Tm. Classroom Teachers SPED staf	Students will demonstrate proficiency improvements through the measure of proficiency scales and rubrics with grade level standards.	55%	75%	100%
	Funding Sources: 211 - Title I, Part A - 3000.00, 199 PIC 11 - Instructional Services - 500.00					
4) Literacy: Continue to refresh the school library with updated books and novels. Purchase books for the school library.	2.4, 2.4	Librarian Administrators Teachers	All students will have access to updated reading material through the school library.	75%	75%	100%
	Funding Sources: 211 - Title I, Part A - 10000.00, 199 PIC 99 - Undistributed - 400.00					

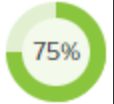100% = Accomplished   0% = No Progress   ✗ = Discontinue

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: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 1: Increase parent technology literacy

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) Conduct annual program evaluation for students services in Bilingual/ESL, SPED, GT, and the after school programs. Substitute Support Staff to cover bilingual assistant when needed.	2.4, 2.5, 2.6	Administrators Instructional Leadership Team CITAA Members	Program evaluation will determine needed adjustments to bilingual, GT, SPED, and afterschool programs. Student achievement in the form of MAP, grades, and STAAR will be used to determine effectiveness.	50%	70%	100%
Funding Sources: 199 PIC 25 - ESL/Bilingual - 4780.00						
2) SSI and State Comp Ed: Monitor progress of students failing to meet SSI promotion requirements. Progress will be recorded on accelerated instructional plan, grade level placement committees (GPCs), language proficiency acceleration commitees (LPACs), and monthly parent conferences. Provide supplemental at-risk services for students in need of the services. ILT meets weekly to discuss status of good first instruction in classrooms. Results of conversations will allow ILT to choose classrooms to provide modeling, coaching, and feedback. The instructional support specialists will provide push-in or pull-out based on student data.	2.4, 2.5, 2.6	Administration Teachers Leadership Team	Ensure students are making progress on individual goals. Ensure students at-risk are receiving additional support to improve academic gains. Provide support to teachers that need additional training to meet students needs.	55%	75%	100%
Funding Sources: 199 PIC 30 - At Risk School Wide SCE - 3192.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
3) Technology: Provide opportunities, inclusive of professional development, to build capacity of staff, students, and parents to integrate technology effectively in (a) challenging curricula and (b) related instructional strategies that are aligned to Texas Essential Knowledge and Skills (TEKS). Technology PD- technology and computational thinking related conferences. Purchase appropriate hardware, software, apps, and licenses to support classroom integration in ELAR, Math, and Science. Strategy to include a series of technology sessions to support parents.	2.4, 2.5, 2.6, 3.1, 3.2	Administration ILT Teachers CIS Counselor	Increase knowledge and make academic progress to support students personalization for learning.	50%	65%	75%
		Funding Sources: 211 - Title I, Part A - 5000.00, 199 PIC 11 - Instructional Services - 1000.00, 199 PIC 99 - Undistributed - 1000.00				
4) Promote parent and community involvement in drug and violence prevention programs/activities. Students and parents will participate in Red Ribbon Week. The counselor will provide classroom lessons regarding peer pressure, bullying, and healthy choices.	2.6, 3.1, 3.2	Administration ILT Counsleor CIS Nurse Dean of Students Teachers	Students will dedicate a week to awareness of drug and violence prevention. They will develop strategies to counteract peer pressure and bullying in the community.	50%	70%	100%
5) Provide opportunities for students, parents, and staff to increase level of expertise in the following areas: -Bullying prevention -Violence/Conflict Resolution -Resiliency/Developmental Assets -Prevention Curriculum -No Place for Hate -Project Class -Zones of Regulation	2.6	Administration ILT Teachers Counselor CIS	Students will understand how core values and social skills are used in working collaboratively in a positive society. Students will understand how to use conflict resolution techniques as well as use their voice respectfully to seek to understand. Data from the Panorama Survey will be used to measure increase of effectiveness.	50%	70%	100%

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
6) Health and Wellness CSHAC and S-SHAC The community and school health advisory committee will work to design and implement six activities which address needs indicated in our campus survey. 1. Review the School Health Index completed by C-SHAC. 2. Identify focus areas for campus. 3. Choose focus areas to place for required elements. 4. Recommend indicators for assessing CSH may be chosen. Activities may include: *Health Fair *Staff Weight/Excercise Challenges *Field Day *Parent Health classes *Student Health classes *Fun Runs *Student/Staff Sports	2.6, 3.1, 3.2	Nurse CSHAC SSHAC Administration ILT Teachers Counselors CIS	Improve from Bronze status to Silver Status.	50%	65%	100%
		Funding Sources: 199 PIC 11 - Instructional Services - 500.00				
7) Special Education: Ensure that staff are trained and adhere to SPED timelines and compliance requirements. These include monitoring LRE ratios, examining student records and achievement to ensure appropriate decisions at ARD meetings. Monitor LRE ratio. Develop the campus capacity to support inclusive programming for student with disabilities. SPED staff will work with administration to create a schedule that allows for inclusion during small group instructional times. The SPED staff will conduct training for staff to understand compliance and expectations for servicing children with special education services.	2.4, 2.6	Administration SPED Team Teachers Diagnostician	Students garner small group instructional support during the classes small group time. Flexible grouping allows students for increased personalization. Ensure appropriate decisions are made at each ARD meeting to meet the needs of the individual student. Ensure students are meeting their individualized goals.	50%	75%	100%
		Funding Sources: 199 PIC 23 - Special Education - 1625.00				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
8) Community/Partner Engagement Develop, monitor, and evaluate campus volunteer/partnerships programs that recruit, train, and recognize volunteers and partners. All engagement efforts will solely dedicate to improve reading and math for all students.	2.5, 2.6, 3.1, 3.2	Dean of Students Counselor CIS Nurse Administrators Teachers	Students and parents receive supplemental services to increase student achievement.	50%	65%	100%
Partners, volunteers, and mentors will be recognized at an end of year celebration.	**Funding Sources**: 211 - Title I, Part A - 500.00					
9) Identify At-Risk Students- Supplemental Services to identify and monitor progress for ELLs, RtI, Homeless, and Econ Disadvantaged. Materials Include: Manipulatives, literacy materials, STAAR support, bilingual materials, after-school extended day, computer assisted instruction with use of IStation, Dreambox, RAZ Kids, Newsela. Instructional Support Specialists will develop staff development and conduct data analysis to address support for the at-risk students tin all content areas. Support includes: Wildcat Win Time Afterschool Tutorials Curriculum Nights Library Nights, Parent Family Nights, and Saturday Camps Extra Duty Pay for Paraprofessionals Overtime for Paraprofessionals Support Personnel Provide support for bilingual ESL students.	2.6	Principal, Instructional Support Team Counselor CIS Teachers	Students will demonstrate growth and progress in reading and math.	50%	80%	100%
	Funding Sources: 211 - Title I, Part A - 1200.00, 199 PIC 25 - ESL/Bilingual - 2007.00, 199 PIC 30 - At Risk School Wide SCE - 6268.00					

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	**Jan**	**Mar**
10) Title II A- Provide professional development to CIT, teachers, and administrators. Professional Development will provide increase knowledge of 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 state curriculum standards, one way dual language program, personalized learning, flexible grouping, PLCs, and opportunities for teachers to do peer observations with debriefing. Provide funding for travel, misc. operating expenses, overstime to support overall cycle of PD.	2.4, 2.6	Administration Team Instructional Support Team Counselor Teachers	Improvement in staff development to meet the needs of our students.	50%	75%	100%
			Funding Sources: 199 PIC 99 - Undistributed - 7150.00			
11) Professional Development All SSE Staff will develop understanding of The SSE Constitution of Teaching and Learning. All staff will participate in PD that will significantly contribute to high student achievement. Teachers will collaborate weekly to complete task analysis of student needs and grade level curriculum in order to design effective lessons. Substitutes are needed for teachers to effectively plan and road map and have fidelity to the Constitution of Teaching and Learning. Provide misc. contracted services to aide in the strategy.	2.4	Administration Instructional Support Team Teachers	Improve lesson planning to meet good first instruction for all students.	75%	60%	100%
			Funding Sources: 211 - Title I, Part A - 9511.00, 199 PIC 99 - Undistributed - 1168.00			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
12) New Teacher Support Provide support for new teachers with ongoing mentoring and planning with certified staff. All new teachers will be provided with a mentor. Experienced teachers to SSE will be provided with a Buddy. Each 4th Wednesday of the month, new teachers will engage in a monthly meeting to support their needs. New teachers will observe veteran teachers. Instructional support specialists will model lessons and conduct coaching sessions. New teachers will engage in a 90 day coaching cycle entitled "Get Better Faster."	2.4	Administrations Instructional Support Team Mentor Coordinators New Teachers/Veteran Teachers	Improve the quality of instruction for new teachers to SSE.	55%	60%	100%
	Funding Sources: 211 - Title I, Part A - 1000.00					
13) Recruit and retain highly qualified staff. Participating in Opportunity Culture that provides advancement opportunities within the organization. Provide recruitment information on website. The administration team will assist HR in job fairs. Purchase supply and materials for teacher recruitment.		Administration Instructional Leadership Team	Recruit and retain highly qualified staff.	40%	60%	100%
	Funding Sources: 211 - Title I, Part A - 500.00					
14) Campus Improvement Team (CIT) will collaborate and coordinate planning efforts and implementation of staff development that build ties between parents and school. The CIT meets monthly to discus campus needs and agenda items related to Title I expenditures. Meetings will be held with the principal for parents to voice suggestions and needs for the school in order to guide staff development.	3.1, 3.2	Administration Campus Improvement Team Staff	Parent and community involvement in site decision making.	50%	70%	100%
15) Student Transition Events: Continue annual Kinder Round-Up including meeting the teachers, previewing the curriculum and visiting classrooms. Tiger Trail will continue annual daytime visit. Continue 5th to 6th grade middle school transition visits guided by the school counselor. Provide school of choice parent meetings for 5th grade students and parents.	3.1, 3.2	Administration SSE Systems of Care Team Counselor CIS	Improve the quality of transition and information given to students to directly tie in their path for T-2-4 success.	15%	45%	100%
	Funding Sources: 211 - Title I, Part A - 500.00					

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Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
16) GIFTED and TALENTED: professional development opportunities in the following areas: a) Nature and needs of GT students b) Assessing and identifying GT student needs c) Differentiating Curriculum for GT students d) Assessing social and emotional needs of GT students e) Creativity and instructional strategies for GT students GIFTED and TALENTED- Implement and evaluate development of differentiated curriculum for meeting the needs of students using instructional techniques. Continue to develop differentiated opportunities for gifted and talented students. Conduct annual evaluation by following district procedures for referral, testing, and identification.	2.4, 2.5	Administration Counselor Teachers	Improve the level of personalization needed for gifted and talented students. Increase the number of students identified for gifted and talented programming.	70%	100%	100%
17) Home/School Compact and Parental Involvement Policy a) offer several opportunities for parents input b) develop with parent input, current year's compact and policy in appropriate languages c) share compact with parents and document Activity is completed in the first 9 weeks of school with a meeting held at Open House. The compact and Parental Involvement Policy are included in Title I portfolio.	3.1, 3.2	Administration Campus Improvement Team Instructional Support Team Counselor CIS Teachers	Incorporate parent involvement in school's decision making process.	100%	100%	100%

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
18) Parental Involvement Increase parent attendance at Title I annual meeting to share a) standards and goals b) parents' rights c) curriculum d) school report card e) Title I participation A meeting with the principal will be held once every 9 weeks. Inclusive of standards and goals met through Houston Chilldren's Museum Night.	3.1, 3.2	Administration Campus Improvement Team Instructional Support Team CIS Counselor Teachers	Incorporate parent involvement in school's decision making process.	70%	80%	100%
	Funding Sources: 211 - Title I, Part A - 4500.00					

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

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	K-5 will dedicate 2.5 hours of the day for literacy to implement TCRWP. 3rd-5th Grade Teachers will use Abydos Strategies and Visible Learning for Literacy tools to support good first instruction. Staff development to support reading will be paid for to support Tier 1 Strategies for Literacy. SSE will send staff members to Teacher's College for Staff Development. Staff will attend TCRWP Affiliate PD and subs will be paid out of Title 1 funds.
1	1	3	K-5th Grade Teachers will use the gradual release model and Visible Learning high yield strategies to master math learning goals. Staff Development for math through district support. Teachers will need more math manipulatives, study guides, and texts to support student learning. Teachers will use map data to form math small groups and student workstations.
2	1	2	Continue to provide Wildcat University and Clubs After School Program to include academic assistance for 3rd-5th. Adventure Classes aims to target 2nd-5th grade students with the opportunity to have enrichment like classes for exploring new possibilities. Hooves for Hope will serve 50-60 students from 1st-5th that are based on teacher referrals targeting on social skills. This class is a horse riding enrichment class once a week for 2 hours.

Title I Personnel

Name	Position	Program	FTE
Elizabeth Gasca	Interventionist	K-1st	6119
Katelyn Gentry	ELAR Interventionist	3-5th ELAR	6119
Olga Loera	LEP Assistant	K-5	6119

2019-2020 Campus BLT

Committee Role	Name	Position
Administrator	Rachel Martinez	Principal
Administrator	Cynthia Gardner	Assistant Principal
Non-classroom Professional	Jakerian Colvin	Dean of Students
Classroom Teacher	Blanca Barron	Teacher
Classroom Teacher	Rocio Vazquez	Resource teacher
Classroom Teacher	Zetta Denson	Teacher
Classroom Teacher	Sarah Hill	Teacher
Classroom Teacher	April Guykens	Teacher
Classroom Teacher	Vivian Salazar	Teacher
Non-classroom Professional	Gloria Bention	SPED
Parent	Adriana Garza	Parent
Community Representative	Yezenia Zapata-Briones	Communities in Schools
District-level Professional	Joyce Evans	Literacy Director
Parent	Claudia Moore	Parent

Campus Funding Summary

199 PIC 11 - Instructional Services

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Substitutes	11.6112	$500.00
1	1	3	General Funds Supply and Material	11.6399	$2,000.00
1	1	4	Substitutes	11.6112	$500.00
1	1	5	Other Payroll Payments-Tutors	199.11.6116	$3,474.00
2	1	1	Substitutes	11.6112	$500.00
2	1	4	Awards		$1,002.00
3	1	1	Professional Development: Orton-Gillingham & Rigor & Relevance	13.6239	$5,000.00
3	1	1	Leadership PD- PLC, Rigor/Relevance	13.6239	$5,000.00
3	1	1	Textbooks	11.6321	$1,000.00
3	1	1	Instructional Services	11.6399	$2,754.00
4	1	2	Substitutes	11.6112	$500.00
4	1	3	Substitutes	11.6112	$500.00
5	1	3	Technology Equipment	11.6398	$1,000.00
5	1	6	Transporation	11.6494	$500.00
				Sub-Total	$24,230.00
				Budgeted Fund Source Amount	$24,230.00
				+/- Difference	$0

199 PIC 23 - Special Education

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	7	Supply-Special Education	11.6399	$560.00
5	1	7	Substitutes- Support Staff SPED	11.6122	$500.00

199 PIC 23 - Special Education

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	7	Overtime-SPED	11.6121	$565.00
				Sub-Total	$1,625.00
				Budgeted Fund Source Amount	$1,625.00
				+/- Difference	$0

199 PIC 25 - ESL/Bilingual

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	1	Substitutes	11.6122	$4,780.00
5	1	9	ESL/Bilingual	11.6399	$2,007.00
				Sub-Total	$6,787.00
				Budgeted Fund Source Amount	$6,787.00
				+/- Difference	$0

199 PIC 30 - At Risk School Wide SCE

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	2	Other Reading Material	11.6329	$2,000.00
5	1	2	At Risk School Wide Resources		$3,192.00
5	1	9	Supply-At-Risk	11.6399	$6,268.00
				Sub-Total	$11,460.00
				Budgeted Fund Source Amount	$11,460.00
				+/- Difference	$0

199 PIC 99 - Undistributed

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	PBIS Roars Posters		$1,500.00
2	1	1	Supply and Materials		$1,000.00
2	1	5	Supply & Materials		$1,000.00
2	1	5	Transportation		$500.00

199 PIC 99 - Undistributed

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	4	Other Supplies- Library	12.6399	$400.00
5	1	3	Technology Equipment-Administration	23.6299	$1,000.00
5	1	10	Travel-Employee PD	13.6411	$200.00
5	1	10	Misc. Operating Expenses	13.6499	$4,950.00
5	1	10	Overtime-Administration	23.6121	$2,000.00
5	1	11	Misc. Contracted Services	23.6299	$300.00
5	1	11	Administrative Supplies	23.6399	$868.00
				Sub-Total	$13,718.00
				Budgeted Fund Source Amount	$13,718.00
				+/- Difference	$0

211 - Title I, Part A

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Staff Development and Travel PIC 13 & PIC 23	13.6411	$3,000.00
1	1	1	Other Reading Materials PIC 13 PD	13.6329	$933.00
1	1	1	Staff Development and Travel	23.6411	$1,500.00
1	1	1	Supplies and Materials	11.6399	$5,000.00
1	1	1	Title I Substitute for PD	211.6112	$3,000.00
1	1	2	Materials and Supplies	11.6399	$2,000.00
1	1	2	Professional Development	13.6239	$1,000.00
1	1	3	Math Resources Supplies Materials	11.6399	$2,500.00
1	1	4	Instructional Support Teachers	11.6299	$103,561.00
1	1	5	Other Payroll Payments-Tutors	211.11.6110	$4,000.00
2	1	1	Project Class	11.6299	$11,500.00
2	1	2	Extra Duty Professional	11.6116	$10,000.00
2	1	2	Supplies and Materials	11.6399	$3,000.00

211 - Title I, Part A

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	3	Transportation and Field Study Fees	11.6494	$4,500.00
3	1	1	Supply and Materials	11.6399	$30,000.00
3	1	1	Other Reading Materials	11.6329	$3,000.00
3	1	2	Software	11.6397	$5,000.00
3	1	2	Supplies and Materials	11.6399	$2,500.00
4	1	1	Supplies and Materials	11.639	$2,500.00
4	1	1	Other Reading Materials (Principal)	23.6329	$500.00
4	1	1	Substitutes	13.6112	$2,000.00
4	1	2	Supplies and Materials	11.6399	$13,000.00
4	1	3	Supplies and Materials	11.6399	$3,000.00
4	1	4	Other Reading Materials	11.6329	$10,000.00
5	1	3	Technology	11.6398	$5,000.00
5	1	8	Parental Involvement	61.6116	$500.00
5	1	9	Overtime Paraprofessionals	11.6121	$200.00
5	1	9	Extra Duty Paraprofessional	11.6125	$500.00
5	1	9	Support Personnel	22.6129	$500.00
5	1	11	Substitutes	13.6112	$8,511.00
5	1	11	Extra Duty Professional	13.6116	$1,000.00
5	1	12	Supply and Materials	11.6399	$1,000.00
5	1	13	Supply and Materials	11.6399	$500.00
5	1	15	Supply and Materials	61.6499	$500.00
5	1	18	Misc. Contracted Services	13.6299	$1,500.00
5	1	18	Overtime Paraprofessional	61.6121	$500.00
5	1	18	Misc. Operating Expenses	61.6499	$2,500.00
				Sub-Total	$249,705.00

211 - Title I, Part A

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
				Budgeted Fund Source Amount	$268,500.00
				+/- Difference	$18,795.00
				Grand Total	$307,525.00