Spring Branch Independent School District

Sherwood Elementary School

2021-2022 Campus Improvement Plan

Mission Statement

SWE will pursue high levels of learning for all.

Vision

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

Lifelong Learners

Adaptive and Productive

Global Citizens

Academically Prepared

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.'

Core Characteristics of a T-2-4 Ready Graduate

Academically Prepared: Every Child finds joy in learning, has a learner's mindset and is motivated and equipped with the knowledge, skills and competencies to succeed in life.

Ethical & Service-Minded: Every Child acts with integrity, is personally responsible for their actions and is a civically-engaged community member.

Empathetic & Self-Aware: Every Child appreciates differences, forms secure relationships and cares for their own and others' emotional, mental and physical health.

Persistent & Adaptable: Every Child is fueled by their own passions, interests and goals and perseveres with confidence and courage.

Resourceful Problem-Solver: Every Child thinks critically and creatively and applies knowledge to find and solve problems.

Communicator & Collaborator: Every Child skillfully conveys thoughts, ideas, knowledge and information and is a receptive and responsive listener.

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Comprehensive Needs Assessment

Student Learning

Student Learning Summary

SWE students have not made growth over the past 3 years in meeting standards.

All students in grades 1-5 have received intervention 30 minutes per day in reading and math which has been effective in student performance.

The addition of teacher assistants in the kindergarten classrooms will provide support with small group instruction to reach more struggling students.

MAP data showed growth as compared to the 2019 MAP data. In grade 2 math there was a 1% gain. Grade 3 reading remained stable. While 4th grade math had double digit gains-14% growth. All other grade levels saw decreases in growth in reading and math.

Panorama results showed growth in three of six categories. The greatest gains were in school rigorous expectations and school safety. Decreases were no more than 3% points less than the prior survey.

Student Learning Strengths

SWE students have made progress in the areas of 3rd grade math, particularly those who scored masters. 3rd grade reading made gains in approaches grade level. 4th grade increased in scoring masters.

Interventions for all students is provided in grades K-5. Through the use of massive practice, students in first grade increased from 33% on grade level or above at the beginning of the year to 68% of students on grade level or above. In 2nd grade, students increased from 51% of students on or above grade level to 80% of students on or above grade level by th eend of the year.

District and campus summer school were offered to those students who were not meeting grade level expectations.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Students in grades K-2 do not have a strong foundation in phonics and reading strategies in order to read on grade level. **Root Cause:** Small group instruction is not being used consistently. There is not a consistent plan/structure/template for implementation.

Problem Statement 2: Students in grades 3-5 do not read on or above grade level. Early intervention (RTI/SSC) is not taking place. **Root Cause:** Attention to data is focused on grades 3-5. Primary grades have not been held accountable for sending students to the next grade reading on grade level.

Problem Statement 3: Student success in the area of math continues to see a decrease in student progress. There is not a strong foundation in numeracy and the concept of place value. **Root Cause:** Teachers have not had intentional and purposeful training in the area of math and how to teach their students math concepts.

Problem Statement 4: Science is being taught in the classroom, but there has not been a focus on hands-on instruction for students. Science literacy is lacking on the campus. **Root**

Cause: The science lab was not accessible this year. Hands-on science classes were not offered due to restrictions. Teachers need to understand and emphasize science literacy in the classroom.

School Processes & Programs

School Processes & Programs Summary

SWE will continue with community circles to begin the day. Teachers meet their students at the door with good morning greeting.

Through this process our goal is to deepen student relationships by sharing experiences in our community circle time. Community circles focus on the character trait for the month (Character Strong), as well as Project Class social skills. Real life scenarios are presented on announcements for students to discuss and problem solve. Students will participate in SEL activities provided by the counselor and staff.

Intervention time (AIM-Always Improving Myself) has been built into the master schedule and will be 30 minutes/day in reading and 30 minutes/day in math to provide a personalized learning experience for students in grades 1-5.

Through the OC-TX initiative we will provide 2 MCLs (multi-classroom leaders). In addition, two intervention specialists have been hired, one for primary and one for intermediate grades. These additional staff members provide support to the teams, implement small groups for intervention in reading and math. MCLs provide coaching and modeling for new staff members, assist with assessment and training.

Instructional leadership meetings are held weekly to analyze student data, to provide training for content areas, assessments and professional development.

Mentors are assigned to mentees, student teachers are assigned to master level teachers and teachers are given opportunities to personalize their teaching and learning through conferences, consultants, and collaboration with other professionals from across the district.

Family and community events such as meet the teacher, parent conferences, pastries with parents, popsicles on the playground, carnival, WATCH Dogs, are provided by the PTA, CIS staff, and SWE staff. A parent liaison was hired for the 2021-2022 school year in an effort to bring more parents into the school.

SWE has purchased electronic devices for student use in the classroom and for assessment purposes. Charging carts will be a need this year.

School Processes & Programs Strengths

Programs and processes are implemented consistently.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Professional learning communities are implemented during planning time weekly. This tends to focus on professional development and learning together. There is not enough focus on the instructional planning piece. **Root Cause:** There is not enough time for planning. Other trainings and initiatives have taken this time.

Problem Statement 2: Spanish speaking parents are not as involved as English speaking parents in the school community. **Root Cause:** Spanish speaking parents are sometimes afraid to approach the school with concerns. Another cause of this is due to hours of work.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements
- Covid-19 Factors and/or waivers

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
- Targeted support Identification data
- Federal Report Card Data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- (STAAR) current and longitudinal results, including all versions
- 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) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- 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 progress
- 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, progress, and participation data
- 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
- 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, gender, etc.
- 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

Parent/Community Data

- Parent surveys and/or other feedback
- 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

Goals

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

Performance Objective 1: ACHIEVEMENT: By June 2022, Sherwood Elementary School will increase student performance on STAAR Grades 3-5 exams in reading and math by at least 10 points at each performance level (approaches, meets, masters).

2020-21: Reading: 62% (approaches), 35% (meets), 19% (masters); Math: 51% (approaches), 27% (meets), 16% (masters)
2019-20: Not Rated due to COVID
2018-19: Reading: 73% (approaches), 41% (meets), 24% (masters); Math: 62% (approaches), 34% (meets), 16% (masters)
2017-18: Reading: 73% (approaches), 45% (meets), 16% (masters); Math: 74% (approaches), 30% (meets), 13% (masters)

Targeted or ESF High Priority

Evaluation Data Sources: STAAR 3-8 Reports

Strategy 1 Details	Formative Reviews		
Strategy 1: SWE will participate in the practice of keeping class data binders and student goal setting. This focus on data will increase student ownership of their learning and progress.	**Formative**		
	Oct	**Jan**	**Apr**
Strategy's Expected Result/Impact: Increase in MAP Reading and Math results Increase in Reading & Math STAAR results Reading Levels PSA Results Report Cards **Staff Responsible for Monitoring:** Administrators Counselor/C IS Teachers MCLs Intervention Specialists **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **Targeted Support Strategy - Results Driven Accountability** **Funding Sources:** Supplies & Materials for example: binders or folders - 211 - Title I, Part A - 211.11.6399 - $500, Math materials, Reading materials - 211 - Title I, Part A - 211.11.6329 - $5,000			

Strategy 2 Details	Formative Reviews		
Strategy 2: Technology: Provide technology resources and professional development to support growth toward personalized learning for students. Resources needed: technology tools and equipment, professional development on technology, substitutes, digital resources, software subscriptions	Formative		
	Oct	Jan	Apr
Strategy's Expected Result/Impact: Campus/District Assessments Report Cards Progress Reports T-TESS MAP STAAR **Staff Responsible for Monitoring:** ILT Administrators Librarian CTR MCLs **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **Funding Sources:** Software Subscriptions - 211 - Title I, Part A - 211.11.6397 - $10,000, Technology Equipment - 211 - Title I, Part A - 211.11.6398 - $32,000			

Strategy 3 Details	Formative Reviews		
Strategy 3: PLC-Instructional support /professional learning for teachers through the professional learning community. Focus may include: TEKS alignment, data analysis of formative & summative assessments which inform instruction, and supporting teachers with content area instructional strategies. Improvement in instructional practices, which may require materials, training, supplies and/or technology	Formative		
	Oct	Jan	Apr

Strategy's Expected Result/Impact: MAP
STAAR
Reading Levels
Report Cards
Progress Reports
Campus/District Assessments

Staff Responsible for Monitoring: Administrators
ILT
Counselor
MCLs
Librarian
Literacy Specialist

Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - **Targeted Support Strategy** - **Results Driven Accountability**

Funding Sources: Supplies and Materials - 211 - Title I, Part A - 211.13.6399 - $1,500, Professional Development Materials - 211 - Title I, Part A - 211.13.6329 - $1,600, Professional Development-Alba Math, Mercuri & Associates, Solution Tree - 211 - Title I, Part A - 211.13.6299 - $15,000, Solution Tree Books: Learning by Doing, PLC at Work, RTI at Work - 199 PIC 11 - Instructional Services - 199.13.6329 - $2,500, Substitutes - 199 PIC 11 - Instructional Services - 211.13.6112 - $500

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

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

Performance Objective 2: EARLY LITERACY: By June 2022, Sherwood Elementary School will increase the combined % of students reading On Grade Level or Above Grade Level on the End-of-Year Running Records assessment in each primary grade, K, 1, and 2, by 8% percentage points or ≥ to 85%.

2020-21: Kindergarten 50% On Grade Level or Above Grade Level; 1st Grade: 68% On Grade Level or Above Grade Level; 2nd Grade: 80% On Grade Level or Above Grade Level; 66% on grade level or above overall

Targeted or ESF High Priority

Evaluation Data Sources: Running Records End-of-Year Report

Strategy 1 Details	Formative Reviews		
Strategy 1: An early literacy plan will be created. As a part of this plan, first and second graders will attend tutorials twice per week from November through February. Early literacy materials will be utilized in the classroom to reinforce reading strategies such a decoding, fluency and comprehension. Running records will be conducted monthly, along with status of the class updates. Data talks will occur after reading level entries have occurred. Instructional plans for massive practice will be created. Professional development and materials may be needed to reinforce the strategies in the plan.	**Formative**		
	Oct	**Jan**	**Apr**
Strategy's Expected Result/Impact: Increased literacy levels **Staff Responsible for Monitoring:** Interventionists MCLs Teachers Administrators **Funding Sources:** Professional Development - 211 - Title I, Part A - 211.13.6239 - $1,000, Early Literacy Materials - 211 - Title I, Part A - 211.11.6399 - $2,000, After School Tutorials-Extra Duty Pay - 282 ARP21 (ESSER III Campus Allocations) - $5,900, Professional Development/Conference - 211 - Title I, Part A - 211.13.6411 - $2,600, Early literacy materials - 199 PIC 30 - At Risk School Wide SCE - 199.11.6399 - $3,740, Snacks for Tutorials - 282 ARP21 (ESSER III Campus Allocations) - $300, Materials & Incentives for After School Tutorials - 282 ARP21 (ESSER III Campus Allocations) - $300, Substitutes - 211 - Title I, Part A - 211.13.6112 - $3,500			
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue			

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

Performance Objective 3: GAP-CLOSING: By June 2022, Sherwood Elementary School will increase overall performance on STAAR Grades 3-5 exams to narrow the gap or improve performance above the target by at least 5 percentage points for English Learners.

2020-21: English Learners 26%; non-English Learners 40%
2019-20: Not Rated due to COVID

Targeted or ESF High Priority

Evaluation Data Sources: State Accountability Report Domain 3

Strategy 1 Details	Formative Reviews		
Strategy 1: PLC instructional support and professional learning will occur, specifically in the area of academic language support strategies.	**Formative**		
Resources: Dual language essentials training for all new to Dual Language teachers, district EL trainings, and consultation with Dr. Mercuri & Associates for professional development. Funding for substitutes for teacher staff development days; webinar or face to face conferences. Specific training and materials for students and teachers will be purchased to support the strategies of preview-view-review and cross-linguistic connections.	**Oct**	**Jan**	**Apr**
Strategy's Expected Result/Impact: Increase in TELPAS language proficiency levels Increase in STAAR results Reduction of EL/Non-EL gaps in achievement **Staff Responsible for Monitoring:** MCLs Administrators Teachers **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **Funding Sources:** Professional Development - 211 - Title I, Part A - 211.13.6299 - $5,000, Professional Development - 199 PIC 25 - ESL/Bilingual - 211.13.6499 - $4,040, Teacher reading materials - 211 - Title I, Part A - 211.11. 6329 - $1,000, Substitutes for Professional Development & Planning - 211 - Title I, Part A - 211.13.6112 - $3,500			

Strategy 2 Details	**Formative Reviews**		
Strategy 2: RTI Intervention/Enrichment: Interventionists and MCLs will support teachers with the planning and implementation of intervention groups based on data targeted toward student needs in the areas of reading and math. Teachers will identify student needs and provide targeted instruction for progress and growth. Students needs will indicate the resources such as books, supplies, technology. This may include analyzing TEKS for specific levels of rigor. Lead4Ward materials and training may be used/implemented. After school tutorials for students in Gr 3-5 will be held from the end of February 2022-May 2022.	**Formative**		
	Oct	**Jan**	**Apr**

Strategy's Expected Result/Impact: STAAR
TELPAS
PSAs
Campus-based assessments
MAP

Staff Responsible for Monitoring: MCLs
Administrators
Teachers

Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - **Targeted Support Strategy** - **Additional Targeted Support Strategy** - **Results Driven Accountability**

Funding Sources: After School Tutorial Extra Duty Pay - 282 ARP21 (ESSER III Campus Allocations) - $4,700, Student Instructional Materials - 211 - Title I, Part A - 211.11.6399 - $1,700, SpEd Materials - 199 PIC 23 - Special Education - $1,700, Materials & Incentives for Students - 282 ARP21 (ESSER III Campus Allocations) - $300, Misc Contract Services - 199 PIC 11 - Instructional Services - 199.13.6299 - $2,600, Webinar Conference - 211 - Title I, Part A - 211.13.6499 - $1,400

Strategy 3 Details	**Formative Reviews**		
Strategy 3: A three week summer camp will be implemented to assist identified students with closing gaps in learning in reading and math due to Covid & summer slide.	**Formative**		
	Oct	**Jan**	**Apr**

Strategy's Expected Result/Impact: Increase in
MAP
STAAR
TELPAS Writing

Staff Responsible for Monitoring: Administrators
Teachers
MCLs

Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Targeted Support Strategy** - **Additional Targeted Support Strategy** - **Results Driven Accountability**

Funding Sources: Other Payroll Payments-Supplemental Pay - 282 ARP21 (ESSER III Campus Allocations) - $10,000, Teacher Training-1 day - 211 - Title I, Part A - 199.13.6299 - $2,000, Other Reading Materials-Teacher - 211 - Title I, Part A - 211.11.6329 - $3,100, Student Instructional Materials - 199 PIC 30 - At Risk School Wide SCE - 199.30.6329 - $2,000, Other Payroll Payments-Supplemental Pay - 211 - Title I, Part A - 211.11.6116 - $15,000

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

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

Performance Objective 4: STUDENT GROWTH: By June 2022, Sherwood Elementary School will increase the % of students who meet or exceed conditional growth index (CGI) targets on Measures of Academic Progress: Reading (K-5) increase by 17 points, Math (K-5) increase by 13 points.

2020-21: Reading - 34% met CGI; Math - 40 % met CGI
2019-20: Not Rated due to COVID
2018-19: Reading - 51% met CGI; Math - 54% met CGI
2017-18: Reading - 45% met CGI; Math - 51% met CGI

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Students in grades K-5 will participate in small group instruction through a readers workshop or math workshop model in order to close achievement gaps.	**Formative**		
	Oct	Jan	Apr
Strategy's Expected Result/Impact: Campus-based assessments Report Cards District PSAs STAAR Reading levels MAP Rdg & Math **Staff Responsible for Monitoring:** Teachers Administrators MCLs **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Funding Sources:** Supplies & Materials - 199 PIC 99 - Undistributed - 199.11.6399 - $2,000			

Strategy 2 Details	Formative Reviews		
Strategy 2: All Language Arts teachers will receive training on the components of balanced literacy through professional learning communities (PLC). Teachers will receive materials to implement the TC curriculum. Replacement of instructional materials may be necessary.	**Formative**		
	Oct	**Jan**	**Apr**
Strategy's Expected Result/Impact: Reading Levels MAP Campus-based Reading Assessments District Reading PSAs TELPAS **Staff Responsible for Monitoring:** MCLs Interventionists Administrators Literacy Specialist **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Targeted Support Strategy** - **Additional Targeted Support Strategy** - **Results Driven Accountability** **Funding Sources:** Professional Development - 199 PIC 11 - Instructional Services - 199.13.6299 - $3,000, Books & Supplies for Teachers College - 199 PIC 11 - Instructional Services - 199.11.6329 - $4,890			

Strategy 3 Details	Formative Reviews		
Strategy 3: Multi-Classroom Leaders will support teachers with instructional strategies to ensure students are on grade level or above in reading and math. T-TESS evaluations will be dependent upon teacher/student growth.	**Formative**		
	Oct	**Jan**	**Apr**
Strategy's Expected Result/Impact: Reading Levels/Running Records Performance Assessments K-2 MAP Report Cards Campus/District Assessments STAAR T-TESS **Staff Responsible for Monitoring:** MCLs Administrators **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - **Targeted Support Strategy** - **Additional Targeted Support Strategy** - **Results Driven Accountability**			

Strategy 4 Details	Formative Reviews		
Strategy 4: Students will receive book bags and math materials for school and home use in order to promote reading and math practice at their specified levels.	**Formative**		
	Oct	**Jan**	**Apr**
Strategy's Expected Result/Impact: Reading Levels/Math Proficiency MAP Report Cards Campus/District Assessments STAAR Rdg Math T-TESS **Staff Responsible for Monitoring:** Classroom Teachers MCLs Administrators **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - **Targeted Support Strategy** - **Additional Targeted Support Strategy** - **Results Driven Accountability** **Funding Sources:** Math Materials/Reading Materials - 199 PIC 99 - Undistributed - 199.11.6399 - $3,000			

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

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

Performance Objective 5: ENGLISH LANGUAGE ACQUISITION PROGRESS: By June 2022, the rate of English Learners increasing at least one Composite Score level will increase by 10 percentage points or ≥ 80%

2020-21: TELPAS Progress Rate 52%
2019-20: Not Rated due to COVID

    Evaluation Data Sources: State Accountability Report Domain 3

Strategy 1 Details	Formative Reviews		

Strategy 1: A systematic writing plan will be developed for the campus in order to support ELs and Non-ELs in writing proficiency. Funding for substitutes may be required for professional learning. This strategy will support writing throughout the content areas. Strategies for speaking and oral language development will be included. Students will practice speaking on topics. This will also transfer into their writing.
 	
    Strategy's Expected Result/Impact: Increase in
    MAP
    STAAR
    TELPAS Writing
    Staff Responsible for Monitoring: Administrators
    Teachers
    MCLs
    Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Targeted Support Strategy** - **Additional Targeted Support Strategy** - **Results Driven Accountability**
    Funding Sources: Supplies and Materials - 211 - Title I, Part A - 211.11.6399 - $2,000, Other Reading Materials - 211 - Title I, Part A - 211.11.6329 - $1,803, Substitutes - 199 PIC 11 - Instructional Services - 199.13.6112 - $3,000
	Formative		

	Oct	Jan	Apr

Strategy 2 Details	Formative Reviews		
Strategy 2: Teachers will receive training on the English Language Proficiency Standards and utilize language objectives both in their lesson plans and with students. Teachers will analyze their students' TELPAS data and identify targets for students of one or more levels per year. **Strategy's Expected Result/Impact:** Increased student achievement in the area of language: TELPAS Scores (LSRW)	**Formative**		
	Oct	Jan	Apr

Staff Responsible for Monitoring: MCLs

Administrators

Teachers

Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**

Funding Sources: ELPS Planning Guides - 199 PIC 99 - Undistributed - 6239 - $700

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

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

Performance Objective 1: SCHOOL CONNECTEDNESS: By June 2022, the % of Sherwood Elementary School students who feel connected as both individuals and learners will increase by at least 5 points.

2020-21: 67% School Connectedness
2019-20: Not Rated due to COVID
2018-19: 71% School Connectedness
2017-18: 68% School Connectedness

Targeted or ESF High Priority

Evaluation Data Sources: Panorama Student Survey

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers will implement community circles in the classroom in order to help foster positive relationships with students.	**Formative**		
Strategy's Expected Result/Impact: Panorama Survey Results Discipline Referral Counts	**Oct**	**Jan**	**Apr**
Staff Responsible for Monitoring: Teachers MCLs Administrators Counselor CIS			
Title I Schoolwide Elements: 3.1, 3.2 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 3: Positive School Culture			
Funding Sources: Teacher Support Materials - 199 PIC 30 - At Risk School Wide SCE - $200			
Strategy 2 Details	Formative Reviews		
Strategy 2: All school staff will receive training on Project Class social skills strategies to implement with students in the classroom. This will be part of our Positive Behavior Support Initiative.	**Formative**		
Strategy's Expected Result/Impact: Panorama Survey Results Reduction of Discipline Referrals	**Oct**	**Jan**	**Apr**
Staff Responsible for Monitoring: Teachers MCLs Administrators Counselor CIS Dean of Student Support			
Title I Schoolwide Elements: 3.1, 3.2 - **ESF Levers:** Lever 3: Positive School Culture			
Funding Sources: Project Class - 211 - Title I, Part A - 211.11.6299 - $6,000			

Strategy 3 Details	Formative Reviews		
Strategy 3: Parent and community involvement: Information sessions will be provided for parents focused on how to support their children in the area of social-emotional development. School events may include: Principal coffee, parent learning sessions, academic nights, library nights, open house, meet the teacher and parent involvement events. Teachers will create and send home weekly newsletters to parents informing them of school content being taught and how to support their child. This will strengthen the school-home connection. Parent involvement events will require materials and supplies. A new position of parent liaison will be hired for and implemented on the campus.	**Formative**		
	Oct	**Jan**	**Apr**
Strategy's Expected Result/Impact: Panarama Survey Results **Staff Responsible for Monitoring:** Administrators PTA ILT Teachers **Title I Schoolwide Elements:** 3.1, 3.2 - **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** Translation Services - 211 - Title I, Part A - 211.61.6299 - $300, Other Reading Materials - 211 - Title I, Part A - 211.61.6329 - $700, Parent Literacy & Math Materials for Home Use - 282 ARP21 (ESSER III Campus Allocations) - $3,000, Snacks for Parent Meetings - 211 - Title I, Part A - 211.61.6499 - $335, Parent Liaison-Staffing - 211 - Title I, Part A - 211.11.6125, 6141, 6142, 6143, 6146 - $32,872			
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue			

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

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

Evaluation Data Sources: Training materials and attendance rosters

Strategy 1 Details	Formative Reviews		
Strategy 1: The teachers on the campus will participate in Character Strong, a character building curriculum, in order to develop skills within students. The counselor will conduct lessons about character traits in the classroom and counsel students on social emotional learning.	Formative		
	Oct	**Jan**	**Apr**
Strategy's Expected Result/Impact: Discipline Referrals Community Circles **Staff Responsible for Monitoring:** Counselor CIS **Title I Schoolwide Elements:** 3.1, 3.2 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum **Funding Sources:** Character Strong Materials - 211 - Title I, Part A - 211.11.6329 - $200			

Strategy 2 Details	Formative Reviews		
Strategy 2: In order to support academic and social needs, the campus (both students and teachers) will focus on making positive choices. Teachers will read The Energy Bus.	Formative		
	Oct	**Jan**	**Apr**
Strategy's Expected Result/Impact: Improvement in school culture and students' & teachers' social emotional needs. **Staff Responsible for Monitoring:** Counselor Administrators Team Leaders **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture - **Targeted Support Strategy** **Funding Sources:** Teacher Books-Energy Bus - 211 - Title I, Part A - 211.11.6329 - $300, Student Books-Energy Bus for Kids - 211 - Title I, Part A - 211.13.6329 - $500			

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

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

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

> **Evaluation Data Sources:** Campus Safety Committee roster

Strategy 1 Details	Formative Reviews		
Strategy 1: CAMPUS SAFETY COMMITTEE: Establish Campus Safety Committees composed of a cross section of stakeholders to look at matters related to campus safety.	**Formative**		
Strategy's Expected Result/Impact: Each Campus principal will recruit a safety team and provide a roster. Each campus team will meet three times per year so that all campuses will be able to refine safety practices. **Staff Responsible for Monitoring:** Administrators **Funding Sources:** Safety Signage for Arrival & Dismissal - 199 PIC 99 - Undistributed - 199.23.6399 - $690, Safety Signage for Arrival & Dismissal - 199 PIC 99 - Undistributed - 199.52.6399 - $100	**Oct**	**Jan**	**Apr**
Strategy 2 Details	**Formative Reviews**		
Strategy 2: HARRIS COUNTY DEPARTMENT OF EDUCATION: Participate in the Harris County Department of Education (HCDE) campus safety audit.	**Formative**		
Strategy's Expected Result/Impact: Campus will develop action plans to address any deficiencies as a result of safety audits. **Staff Responsible for Monitoring:** Administrators Safety Committee **Funding Sources:** Updates Needed for Safety Audit - 199 PIC 99 - Undistributed - 52 - $1,000	**Oct**	**Jan**	**Apr**
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue			

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

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

Evaluation Data Sources: Campus Emergency Operation Procedures Documents

Strategy 1 Details	Formative Reviews		
Strategy 1: EMERGENCY OPERATIONS PROCEDURES: Campus EOP will align to the best practices from the Texas School Safety Center and the Standard Operating Procedures, such as the "I Love You Guys" Foundation.	Formative		
	Oct	Jan	Apr
Strategy's Expected Result/Impact: Campus EOP is turned in and filed by September 1st. **Staff Responsible for Monitoring:** Administrators **Funding Sources:** Safety Equipment for Operations of School - 199 PIC 99 - Undistributed - $1,000			
Strategy 2 Details	Formative Reviews		
Strategy 2: EMERGENCY OPERATIONS PROCEDURES: Update campus EOP annually and train staff at the start of each school year.	Formative		
	Oct	Jan	Apr
Strategy's Expected Result/Impact: Campus procedures maintained in campus EOPs. Staff training documents maintained. EOP submitted by September 1st. **Staff Responsible for Monitoring:** Administrators Safety Committee **Funding Sources:** Safety Publication-Signs (Red/Green), Drill Cards) - 199 PIC 99 - Undistributed - $1,000			
0% No Progress 100% Accomplished ➡ Continue/Modify ✕ Discontinue			

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

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

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

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

Campus Improvement Team

Committee Role	Name	Position
Administrator	Sarah Salas	Principal
Administrator	Amie Antignolo	Assistant Principal
Classroom Teacher	Dana Wade	Art Teacher
Parent	Ande Aguilar	Parent Representative
Parent	Jennifer Sharp	Parent Representative
Parent	Emily Shushtari	Parent Representative
Classroom Teacher	Alexis Stewart	Special Education Teacher
District-level Professional	Lisa Davis	District Representative
Classroom Teacher	Makayla Schenkel	Classroom Teacher-Intermediate Grades
Classroom Teacher	Khadria Williams	Classroom Teacher-Primary
Business Representative	The Cannon	Business Representative

Campus Funding Summary

199 PIC 11 - Instructional Services

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Solution Tree Books: Learning by Doing, PLC at Work, RTI at Work	199.13.6329	$2,500.00
1	1	3	Substitutes	211.13.6112	$500.00
1	3	2	Misc Contract Services	199.13.6299	$2,600.00
1	4	2	Professional Development	199.13.6299	$3,000.00
1	4	2	Books & Supplies for Teachers College	199.11.6329	$4,890.00
1	5	1	Substitutes	199.13.6112	$3,000.00
				Sub-Total	$16,490.00
				Budgeted Fund Source Amount	$16,990.00
				+/- Difference	$500.00

199 PIC 23 - Special Education

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	2	SpEd Materials		$1,700.00
				Sub-Total	$1,700.00
				Budgeted Fund Source Amount	$1,700.00
				+/- Difference	$0.00

199 PIC 25 - ESL/Bilingual

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	Professional Development	211.13.6499	$4,040.00
				Sub-Total	$4,040.00
				Budgeted Fund Source Amount	$4,040.00
				+/- Difference	$0.00

199 PIC 30 - At Risk School Wide SCE

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Early literacy materials	199.11.6399	$3,740.00
1	3	3	Student Instructional Materials	199.30.6329	$2,000.00
2	1	1	Teacher Support Materials		$200.00
				Sub-Total	$5,940.00

199 PIC 30 - At Risk School Wide SCE					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
				Budgeted Fund Source Amount	$5,940.00
				+/- Difference	$0.00

199 PIC 99 - Undistributed					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	4	1	Supplies & Materials	199.11.6399	$2,000.00
1	4	4	Math Materials/Reading Materials	199.11.6399	$3,000.00
1	5	2	ELPS Planning Guides	6239	$700.00
3	1	1	Safety Signage for Arrival & Dismissal	199.23.6399	$690.00
3	1	1	Safety Signage for Arrival & Dismissal	199.52.6399	$100.00
3	1	2	Updates Needed for Safety Audit	52	$1,000.00
3	2	1	Safety Equipment for Operations of School		$1,000.00
3	2	2	Safety Publication-Signs (Red/Green), Drill Cards)		$1,000.00
				Sub-Total	$9,490.00
				Budgeted Fund Source Amount	$14,740.00
				+/- Difference	$5,250.00

211 - Title I, Part A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Supplies & Materials for example: binders or folders	211.11.6399	$500.00
1	1	1	Math materials, Reading materials	211.11.6329	$5,000.00
1	1	2	Software Subscriptions	211.11.6397	$10,000.00
1	1	2	Technology Equipment	211.11.6398	$32,000.00
1	1	3	Supplies and Materials	211.13.6399	$1,500.00
1	1	3	Professional Development Materials	211.13.6329	$1,600.00
1	1	3	Professional Development-Alba Math, Mercuri & Associates, Solution Tree	211.13.6299	$15,000.00
1	2	1	Professional Development	211.13.6239	$1,000.00
1	2	1	Early Literacy Materials	211.11.6399	$2,000.00
1	2	1	Professional Development/Conference	211.13.6411	$2,600.00
1	2	1	Substitutes	211.13.6112	$3,500.00
1	3	1	Professional Development	211.13.6299	$5,000.00
1	3	1	Teacher reading materials	211.11. 6329	$1,000.00

			211 - Title I, Part A		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	3	1	Substitutes for Professional Development & Planning	211.13.6112	$3,500.00
1	3	2	Student Instructional Materials	211.11.6399	$1,700.00
1	3	2	Webinar Conference	211.13.6499	$1,400.00
1	3	3	Teacher Training-1 day	199.13.6299	$2,000.00
1	3	3	Other Reading Materials-Teacher	211.11.6329	$3,100.00
1	3	3	Other Payroll Payments-Supplemental Pay	211.11.6116	$15,000.00
1	5	1	Supplies and Materials	211.11.6399	$2,000.00
1	5	1	Other Reading Materials	211.11.6329	$1,803.00
2	1	2	Project Class	211.11.6299	$6,000.00
2	1	3	Translation Services	211.61.6299	$300.00
2	1	3	Other Reading Materials	211.61.6329	$700.00
2	1	3	Snacks for Parent Meetings	211.61.6499	$335.00
2	1	3	Parent Liaison-Staffing	211.11.6125, 6141, 6142, 6143, 6146	$32,872.00
2	2	1	Character Strong Materials	211.11.6329	$200.00
2	2	2	Teacher Books-Energy Bus	211.11.6329	$300.00
2	2	2	Student Books-Energy Bus for Kids	211.13.6329	$500.00
				Sub-Total	$152,410.00
				Budgeted Fund Source Amount	$153,510.00
				+/- Difference	$1,100.00

			282 ARP21 (ESSER III Campus Allocations)		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	1	After School Tutorials-Extra Duty Pay		$5,900.00
1	2	1	Snacks for Tutorials		$300.00
1	2	1	Materials & Incentives for After School Tutorials		$300.00
1	3	2	After School Tutorial Extra Duty Pay		$4,700.00
1	3	2	Materials & Incentives for Students		$300.00
1	3	3	Other Payroll Payments-Supplemental Pay		$10,000.00
2	1	3	Parent Literacy & Math Materials for Home Use		$3,000.00
				Sub-Total	$24,500.00
				Budgeted Fund Source Amount	$44,200.00

			282 ARP21 (ESSER III Campus Allocations)		
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
				+/- Difference	$19,700.00
				Grand Total	$214,570.00

Addendums