

**Spring Branch Independent School District**  
**Thornwood Elementary School**  
**2021-2022 Campus Improvement Plan**



# Mission Statement

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

## Vision

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

## Core Values

**Every Child:** We put students at the heart of everything we do.

**Collective Greatness:** We, as a community, leverage our individual strengths to reach challenging goals.

**Collaborative Spirit:** We believe in each other and find joy in our work.

**Limitless Curiosity:** We never stop learning and growing.

**Moral Compass:** We are guided by strong character, ethics and integrity.

## 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.

# Table of Contents

- Comprehensive Needs Assessment 4
  - Demographics 4
  - Student Learning 4
  - School Processes & Programs 5
  - Perceptions 6
- Priority Problem Statements 7
- Comprehensive Needs Assessment Data Documentation 8
- Goals 10
  - Goal 1: STUDENT ACHIEVEMENT. Every Thornwood Elementary School student will master rigorous academic standards to ensure college and career readiness. 11
  - Goal 2: STUDENT SUPPORT. Every Thornwood Elementary School student will benefit from an aligned system that supports his/her academic and social-emotional needs. 16
  - Goal 3: SAFE SCHOOLS. Strengthen school safety by establishing and conducting Campus Safety Committee reviews throughout the school year. 18
  - Goal 4: FISCAL RESPONSIBILITY. Thornwood Elementary School will ensure efficient and effective fiscal management of resources and operations to maximize learning for all students. 20
- Campus Funding Summary 21
- Addendums 23

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

**TWE Enrollment:** Approximately 390 students

**Student Demographics Enrollment by Sex:** Male: 51%; Female: 49%

**Enrollment by Ethnicity:** Asian: 5%; African American: 35%; Latino: 42%; White: 14%; Two or More: 4%

**Economically Disadvantaged:** 90%

**At Risk:** 60%

**Additional Demographics:** Bilingual: 16%; ESL: 17%; LEP: 40%; Immigrant: 6%; Homeless: 2%; Gifted & Talented: 5%

TWE is a small walking community, where most of our students are able to walk to and from school with their older siblings who pick them up heading home from SHS. Our community feeder schools are SFMS and SHS.

### Demographics Strengths

Though Thornwood is a small school, it is very diverse, which allows for students to learn from each other in a variety of ways beyond just the academics.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** Thornwood's diversity is a strength, to be used to our advantage **Root Cause:** Continue finding ways to build on our diversity and learn together.

# Student Learning

## Student Learning Summary

Addendums were uploaded with comparative Math, Reading and Writing Practice STAAR data.

No STAAR data is available for the 2019-20 school year, due to Covid. Overall, our students made significant gains in achievement, especially in 3rd and 5th grade math, and in reading at all grade levels. Our students made good progress in Writing, though overall the results did not come close to reaching our goals.

May 2021 Results uploaded.

## Student Learning Strengths

Math Analysis and Trends:

- For all intermediate grades, STAAR Math 2021 data shows significant increased student achievement from Practice STAAR Math 2021 data.
- Grades 3 and 5 had the most significant growth from Practice STAAR to STAAR 2021 Math tests.

Reading Analysis and Trends:

- For all intermediate grades, STAAR Reading 2021 data shows significant increased student achievement when compared to Practice STAAR Reading 2021 data.
- Grade 5 had the most significant growth from Practice STAAR Reading to STAAR 2021 Reading test.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1:** Thornwood students need ownership in their learning, especially in reading and math. **Root Cause:** Lack of motivation or interest in growth, and we can control this.

# School Processes & Programs

## School Processes & Programs Summary

Programs for 2021-22:

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

Lucy Calkins and Workshop approach - addresses reading and writing workshop

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

Reading Academy - HB3 required for teachers in grades K-3

## School Processes & Programs Strengths

Our programs for 2021-22 address core areas for academics - Math, Reading and Writing.

In addition, our Project CLASS program addresses the SEL component.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** Thornwood students must continue to make growth in reading, writing, math and critical thinking **Root Cause:** The need for targeted, aligned instruction while tracking growth.

# Perceptions

## Perceptions Summary

Thornwood's Mission: To inspire every student to learn and be more than they ever thought or dreamed possible.

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

Thornwood's Values:

As a member of the Thornwood staff . . . I commit to a growth mindset. I commit to working with a positive, no excuses attitude.

I commit to providing a caring, safe and structured learning environment that emphasizes high expectations for academic, social and emotional learning.

I commit to using systematic processes to consistently measure and respond to each student's needs, ensuring student growth.

I commit to collaborating to study, clarify, align, and implement learning objectives.

I commit to promoting student ownership of their personalized learning path through goal-setting, challenging opportunities and individual interests.

I commit to developing student problem solving skills.

I commit to fostering respect, communication, perseverance, and teamwork.

I commit to establishing positive, constructive relationships with our students, colleagues, parents and community members.

We collectively agree to uphold these values.

## Perceptions Strengths

Thornwood's Mission, Vision and Values have been consistently communicated and shared among students, staff and community. Continued discussions around our MVV will help all of our stakeholders to continue working towards our shared mission.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Thornwood's Mission, Vision and Values were established in 2019. **Root Cause:** A clear mission and vision is needed for alignment and purpose.

# 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
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Effective Schools Framework data
- Local Accountability Systems (LAS) data

## Student Data: Assessments

- State and federally required assessment information
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local benchmark or common assessments data
- Running Records results

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, 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

## Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records

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

### **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

### **Parent/Community Data**

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

### **Support Systems and Other Data**

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

# Goals

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

**Performance Objective 1: ACHIEVEMENT:** By June 2022, Thornwood Elementary School will increase student performance on STAAR Grades 3-5 exams in Reading and Math as follows: 75% approaches, 40% meets, 20% masters.

2020-21: Reading: 60% (approaches), 30% (meets), 16% (masters); Math: 63% (approaches), 33% (meets), 18% (masters)

2019-20: Not Rated due to COVID





2018-19: Reading: 60% (approaches), 29% (meets), 15% (masters); Math: 60% (approaches), 30% (meets), 14% (masters)

2017-18: Reading: 66% (approaches), 30% (meets), 13% (masters); Math: 65% (approaches), 25% (meets), 12% (masters)

**Targeted or ESF High Priority**

**Evaluation Data Sources:** STAAR 3-8 Reports

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Intervention staff to provide targeted in class support to teachers, as well as weekly support during grade level meetings to assist with planning, creating CFAs, analyzing student work, and adjusting instructional strategies and groups.</p> <p><b>Strategy's Expected Result/Impact:</b> At least 40% of students performing at post-secondary ready levels.</p> <p><b>Staff Responsible for Monitoring:</b> Intervention staff Administrators</p> <p><b>Title I Schoolwide Elements:</b> 2.4</p> <p><b>Funding Sources:</b> Instructional Resources - 199 PIC 99 - Undistributed - \$8,830, Instructional Services - 199 PIC 11 - Instructional Services - \$22,010</p>	Formative		
	Oct	Jan	Apr
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Utilize CFA, PSA and MAP data and reports to goal set with students and adjust instructional strategies.</p> <p><b>Strategy's Expected Result/Impact:</b> At least 40% of students performing at post-secondary ready levels.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom Teachers Intervention staff Administrators</p> <p><b>Title I Schoolwide Elements:</b> 2.6</p> <p><b>Funding Sources:</b> Software - 211 - Title I, Part A - 6397 - \$5,000, Technology - 211 - Title I, Part A - 6398 - \$6,000, Professional Salaries - 211 - Title I, Part A - 6119 - \$66,262</p>	Formative		
	Oct	Jan	Apr





Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Parent Events - Family Library Night, Curriculum Nights <b>Staff Responsible for Monitoring:</b> Administration, Librarian, Support Staff, Classroom Teachers <b>Title I Schoolwide Elements:</b> 3.1, 3.2 <b>Funding Sources:</b> Extra Duty Professional - Family Engagement - 211 - Title I, Part A - 61-6116 - \$600, Miscellaneous Operating Expenses - Family Engagement - 211 - Title I, Part A - 61-6499 - \$210	Formative		
	Oct	Jan	Apr
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

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

**Performance Objective 2: EARLY LITERACY:** By June 2022, Thornwood 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  $\geq$  to 85%.

2020-21: Kindergarten 70% On Grade Level or Above Grade Level; 1st Grade: 41% On Grade Level or Above Grade Level; 2nd Grade: 55% On Grade Level or Above Grade Level

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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Provide daily Massive Practice, intervention and/or tutoring for students reading below level. Consistent tracking of all students' reading performance in district reading tracker.</p> <p><b>Strategy's Expected Result/Impact:</b> 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</p> <p><b>Staff Responsible for Monitoring:</b> Classroom Teachers LIS Reading Intervention Administrators</p>	Formative		
	Oct	Jan	Apr
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>			





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

**Performance Objective 3: GAP-CLOSING:** By June 2022, Thornwood Elementary School will increase overall performance on STAAR Grades 3-5 exams to improve performance above the target by at least 4 percentage points for English Learners.

2020-21: English Learners 28%; non-English Learners 37%

2019-20: Not Rated due to COVID

**Evaluation Data Sources:** State Accountability Report Domain 1

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Respond to student learning through intervention and acceleration before, during and after school.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in academic performance in all areas</p> <p><b>Staff Responsible for Monitoring:</b> Classroom Teachers Intervention staff Administrators</p> <p><b>Title I Schoolwide Elements:</b> 2.5</p> <p><b>Funding Sources:</b> Extra Duty Professional - 211 - Title I, Part A - 6116 - \$8,000, Substitutes - 211 - Title I, Part A - 6112 - \$6,200, ESSER - Tutoring - 282 ARP21 (ESSER III Campus Allocations) - \$40,700, At-Risk - 199 PIC 30 - At Risk School Wide SCE - \$7,140</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Consistent use of student goal-setting, and student engagement strategies, to increase rigor and student accountability.</p> <p><b>Strategy's Expected Result/Impact:</b> High impact student engagement strategies</p> <p><b>Staff Responsible for Monitoring:</b> Classroom Teachers Intervention Staff Administrators</p> <p><b>Title I Schoolwide Elements:</b> 2.6</p> <p><b>Funding Sources:</b> Student Travel - 211 - Title I, Part A - 6412 - \$1, Student Transportation - 211 - Title I, Part A - 6494 - \$1, Supplies and Materials - 211 - Title I, Part A - 6399 - \$12,784, ESL/Bilingual - 199 PIC 25 - ESL/Bilingual - \$2,860</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

**Performance Objective 4: STUDENT GROWTH:** By June 2022, Thornwood 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 8 points, Math (K-5) increase by 4 points.





2020-21: Reading - 42% met CGI; Math - 54 % met CGI

2019-20: Not Rated due to COVID

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

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

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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Emphasize workshop approach in reading and writing, through implementation of Lucy Calkins resources. - Writing across content areas in PK-5.</p> <p><b>Strategy's Expected Result/Impact:</b> At least 50% of students meeting growth expectations</p> <p><b>Staff Responsible for Monitoring:</b> Classroom Teachers District Support Staff Intervention staff Administrators</p> <p><b>Title I Schoolwide Elements:</b> 2.4</p> <p><b>Funding Sources:</b> Special Ed - 199 PIC 23 - Special Education - \$300</p>	Formative		
	Oct	Jan	Apr
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Utilize ST Math program PK-5, and Model Drawing, to emphasize conceptual understanding and rigorous problem solving.</p> <p><b>Strategy's Expected Result/Impact:</b> At least 50% of students meeting growth expectations</p> <p><b>Staff Responsible for Monitoring:</b> Classroom Teachers Intervention staff Administrators District Support Staff</p> <p><b>Title I Schoolwide Elements:</b> 2.4</p>	Formative		
	Oct	Jan	Apr
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>			





**Goal 1: STUDENT ACHIEVEMENT.** Every Thornwood 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 8 percentage points or  $\geq 80\%$ .

2020-21: TELPAS Progress Rate 72%

2019-20: Not Rated due to COVID

**Evaluation Data Sources:** State Accountability Report Domain 3

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> LEP Intervention staff to provide targeted support for ELLs in reading, listening, writing and speaking. <b>Staff Responsible for Monitoring:</b> LEP Intervention staff, Administration, Classroom Teachers <b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum	Formative		
	Oct	Jan	Apr
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>			

**Goal 2: STUDENT SUPPORT.** Every Thornwood 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 Thornwood Elementary School students who feel connected as both individuals and learners will increase by at least 6 points.





2020-21: 56% School Safety

2019-20: Not Rated due to COVID

2018-19: 41% School Safety

2017-18: 52% School Safety





**Evaluation Data Sources:** Panorama Student Survey

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Consistently implement Project CLASS social skills system school-wide, with support of SEL Intervention Teacher, classroom teachers and PBIS Team.</p> <p><b>Strategy's Expected Result/Impact:</b> At least 60% of 3-5 graders respond favorably on school safety metrics. Decrease discipline referrals.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom Teachers SEL Intervention PBIS Team Counselor CIS Administrators</p> <p><b>Title I Schoolwide Elements:</b> 2.4</p> <p><b>Funding Sources:</b> SEL Intervention Teacher - 211 - Title I, Part A - 31-6119 - \$72,542, Miscellaneous Contracted Services-Family Engagement - 211 - Title I, Part A - 61-6299 - \$900</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Provide daily Morning Meeting opportunities, addressing school-wide topics, while reinforcing social skills and connectedness.</p> <p><b>Strategy's Expected Result/Impact:</b> Compass discipline data - reduction in referrals At least 60% of 3-5 graders respond favorably on school safety and connectedness metrics.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom Teachers Counselor CIS SEL Intervention PBIS Cadre Administrators</p> <p><b>Title I Schoolwide Elements:</b> 2.6</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 2: STUDENT SUPPORT.** Every Thornwood 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		
<b>Strategy 1:</b> The "Character Strong" resources will be consistently taught and reinforced in PK-5th grades to emphasize character education, self-awareness and social awareness. <b>Title I Schoolwide Elements: 2.6</b>	Formative		
	Oct	Jan	Apr
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>			

**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		
<p><b>Strategy 1: CAMPUS SAFETY COMMITTEE:</b> Establish Campus Safety Committees composed of a cross section of stakeholders to look at matters related to campus safety.</p> <p><b>Strategy's Expected Result/Impact:</b> 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.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators</p> <p><b>Title I Schoolwide Elements:</b> 2.4</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2: HARRIS COUNTY DEPARTMENT OF EDUCATION:</b> Participate in the Harris County Department of Education (HCDE) campus safety audit.</p> <p><b>Strategy's Expected Result/Impact:</b> Campus will develop action plans to address any deficiencies as a result of safety audits.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Safety Committee</p> <p><b>Title I Schoolwide Elements:</b> 2.4</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

**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		
<p><b>Strategy 1: EMERGENCY OPERATIONS PROCEDURES:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Campus EOP is turned in and filed by September 1st.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators</p> <p><b>Title I Schoolwide Elements:</b> 2.4</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2: EMERGENCY OPERATIONS PROCEDURES:</b> Update campus EOP annually and train staff at the start of each school year.</p> <p><b>Strategy's Expected Result/Impact:</b> Campus procedures maintained in campus EOPs. Staff training documents maintained. EOP submitted by September 1st.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Safety Committee</p> <p><b>Title I Schoolwide Elements:</b> 2.4</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 4: FISCAL RESPONSIBILITY.** Thornwood 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		
<p><b>Strategy 1:</b> Conduct frequent budget meetings with Administrative Assistant to review and manage money.</p> <p><b>Strategy's Expected Result/Impact:</b> Error free records. Documentation of purchases and orders.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Administrative Assistant</p> <p><b>Title I Schoolwide Elements:</b> 3.1</p>	Formative		
	Oct	Jan	Apr
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>			

# Campus Funding Summary

199 PIC 11 - Instructional Services					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Instructional Services		\$22,010.00
<b>Sub-Total</b>					\$22,010.00
<b>Budgeted Fund Source Amount</b>					\$22,010.00
<b>+/- Difference</b>					\$0.00
199 PIC 23 - Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	1	Special Ed		\$300.00
<b>Sub-Total</b>					\$300.00
<b>Budgeted Fund Source Amount</b>					\$300.00
<b>+/- Difference</b>					\$0.00
199 PIC 25 - ESL/Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	2	ESL/Bilingual		\$2,860.00
<b>Sub-Total</b>					\$2,860.00
<b>Budgeted Fund Source Amount</b>					\$2,860.00
<b>+/- Difference</b>					\$0.00
199 PIC 30 - At Risk School Wide SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	At-Risk		\$7,140.00
<b>Sub-Total</b>					\$7,140.00
<b>Budgeted Fund Source Amount</b>					\$7,140.00
<b>+/- Difference</b>					\$0.00
199 PIC 99 - Undistributed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Instructional Resources		\$8,830.00
<b>Sub-Total</b>					\$8,830.00
<b>Budgeted Fund Source Amount</b>					\$8,830.00

199 PIC 99 - Undistributed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
<b>+/- Difference</b>					\$0.00
211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Software	6397	\$5,000.00
1	1	2	Technology	6398	\$6,000.00
1	1	2	Professional Salaries	6119	\$66,262.00
1	1	3	Extra Duty Professional - Family Engagement	61-6116	\$600.00
1	1	3	Miscellaneous Operating Expenses - Family Engagement	61-6499	\$210.00
1	3	1	Extra Duty Professional	6116	\$8,000.00
1	3	1	Substitutes	6112	\$6,200.00
1	3	2	Student Travel	6412	\$1.00
1	3	2	Student Transportation	6494	\$1.00
1	3	2	Supplies and Materials	6399	\$12,784.00
2	1	1	SEL Intervention Teacher	31-6119	\$72,542.00
2	1	1	Miscellaneous Contracted Services- Family Engagement	61-6299	\$900.00
<b>Sub-Total</b>					\$178,500.00
<b>Budgeted Fund Source Amount</b>					\$178,500.00
<b>+/- Difference</b>					\$0.00
282 ARP21 (ESSER III Campus Allocations)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	ESSER - Tutoring		\$40,700.00
<b>Sub-Total</b>					\$40,700.00
<b>Budgeted Fund Source Amount</b>					\$40,700.00
<b>+/- Difference</b>					\$0.00
<b>Grand Total</b>					\$260,340.00

# Addendums

TWE MATH DATA COMPARISONS  
PRACTICE STAAR 2020 to STAAR 2019 AND PRACTICE STAAR 2019

Practice STAAR 3 <sup>rd</sup> Grade Math March 2020	3 <sup>rd</sup> Grade Math STAAR May 2019	Practice STAAR 3 <sup>rd</sup> Grade Math March 2019
Approaches: 58%	Approaches: 62%	Approaches: 46%
Meets: 27%	Meets: 32%	Meets: 21%
Masters: 12%	Masters: 13%	Masters: 8%

Practice STAAR 4 <sup>th</sup> Grade Math March 2020	4 <sup>th</sup> Grade Math STAAR May 2019	Practice STAAR 4 <sup>th</sup> Grade Math March 2019
Approaches: 55%	Approaches: 37%	Approaches: 36%
Meets: 17%	Meets: 15%	Meets: 8%
Masters: 7%	Masters: 6%	Masters: 5%

Practice STAAR 5 <sup>th</sup> Grade Math February 2020	5 <sup>th</sup> Grade Math STAAR April 2019	Practice STAAR 5 <sup>th</sup> Grade Math Jan. 2019
Approaches: 53%	Approaches: 60%	Approaches: 45%
Meets: 20%	Meets: 32%	Meets: 18%
Masters: 9%	Masters: 17%	Masters: 14%

TWE READING (English) DATA COMPARISONS  
PRACTICE STAAR 2020 to STAAR 2019 AND PRACTICE STAAR 2019

Practice STAAR 3 <sup>rd</sup> Grade Reading March 2020	3 <sup>rd</sup> Grade Reading STAAR May 2019	Practice STAAR 3 <sup>rd</sup> Grade Reading March 2019
Approaches: 55%	Approaches: 54%	Approaches: 55%
Meets: 24%	Meets: 27%	Meets: 27%
Masters: 10%	Masters: 13%	Masters: 15%

Practice STAAR 4 <sup>th</sup> Grade Reading March 2020	4 <sup>th</sup> Grade Reading STAAR May 2019	Practice STAAR 4 <sup>th</sup> Grade Reading March 2019
Approaches: 49%	Approaches: 46%	Approaches: 50%
Meets: 21%	Meets: 16%	Meets: 19%
Masters: 1%	Masters: 6%	Masters: 6%

Practice STAAR 5 <sup>th</sup> Grade Reading February 2020	5 <sup>th</sup> Grade Reading STAAR April 2019	Practice STAAR 5 <sup>th</sup> Grade Reading Jan. 2019
Approaches: 55%	Approaches: 74%	Approaches: 53%
Meets: 32%	Meets: 37%	Meets: 33%
Masters: 8%	Masters: 23%	Masters: 16%

TWE WRITING (English) DATA COMPARISONS  
PRACTICE STAAR 2020 to STAAR 2019 AND PRACTICE STAAR 2019

Practice STAAR 4 <sup>th</sup> Grade Writing February 2020	4 <sup>th</sup> Grade Writing STAAR April 2019	Practice STAAR 4 <sup>th</sup> Grade Writing January 2019
Approaches: 17%	Approaches: 36%	Approaches: 31%
Meets: 1%	Meets: 13%	Meets: 19%
Masters: 0%	Masters: 3%	Masters: 3%

TWE READING (English) DATA COMPARISONS  
PRACTICE STAAR 2020 to STAAR 2019 AND PRACTICE STAAR 2019