

Spring Branch Independent School District
Sherwood Elementary School
2022-2023 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

Demographics

Demographics Summary

Sherwood Elementary is a diverse community of learners from many different backgrounds, overall the majority being of Hispanic origin. Students originate from several different areas of Spring Branch ISD. Sherwood houses a two-way dual language choice program and mainstream/ESL classrooms as well. The staff is also diverse, coming from many different countries such as Venezuela, Columbia, Mexico, Argentina and Spain. There is a larger amount of males than females on campus, 57% are male, 43% are female. There is a 17% mobility rate, with students moving in and out of Sherwood. Discipline reports are low, with only 16 office referrals last year. Attendance rates have varied between 90-97% over the last two years with the pandemic.

Demographics Strengths

Sherwood's strength is its culture. There is diversity, which brings new perspectives and opportunities for learning for families and students. Sherwood is relatively small with 426 students as of the snapshot date last year, but the community is growing. Many younger families are beginning to move into the neighborhood, and there has been a gentrification process happening. Several new communities have been built in and around the school.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Being diverse has advantages and disadvantages. Sometimes it is difficult for families to relate to one another coming from different backgrounds. **Root Cause:** Some of our families coming from economically disadvantaged backgrounds have voiced that they feel intimidated or nervous to become involved due to differences in language and culture.

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.

Student Learning Strengths

SWE students have made tremendous growth over the past year in meeting standards.

SWE students have made progress in the areas of reading, math and science STAAR scores over the last year. Scores are trending in the right direction.

Interventions for all students are provided in grades K-5. Through the use of massive practice, students in first grade students increased from 28% on grade level or above at the beginning of the year to 70% of students on grade level or above. In 2nd grade, students increased from 44% of students on or above grade level to 84% of students on or above grade level by the end of the year.

District and campus summer school (Eagle Flight 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 need attention in order to 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. This was added during the 21-22 school year, but more work is needed to improve.

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 no longer funded. Teachers need to understand and emphasize science literacy in the classroom. Teachers need access to the science lab and support with strategies for teaching science.

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 a 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, one for primary and one for intermediate grades work with students who need more support. These additional staff members provide support to the teams and implement small groups for intervention in reading and math. MCLs provide coaching and modeling for new staff members, assisting 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, and WATCH Dogs, are provided by the PTA, CIS staff, and SWE staff. A parent liaison will continue on staff for the 2022-2023 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 were also purchased last 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.

Perceptions

Perceptions Summary

In the past, we have conducted survey for students, parents and staff. Surveys are done at the beginning of the year by our parent liaison to determine needs of families, as well as, what support they may need or what they want to learn more about. Classes for parents have been held after school (computer courses, library resources, Region IV parent trainings, etc.). More work could be done in this area.

Perceptions Strengths

Sherwood is known to help our families. When families don't know where to turn for assistance, they know they can come to the school.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: 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.

Problem Statement 2: There is a perception that parents are not "allowed" in the school. **Root Cause:** The new leadership came to SWE when Covid started, and due to protocols, parents were not able to do regular school activities such as lunch with their child, volunteer opportunities, etc. This has caused a view of parents not being wanted in the school community.

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

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
- Federal Report Card and accountability data
- RDA data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) 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 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
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB 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
- T-TESS 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. Sherwood Elementary School students will master rigorous academic standards to ensure college and career readiness.

Performance Objective 1: ACHIEVEMENT: By June 2023, Sherwood Elementary School will increase student performance on STAAR Grades 3-5 exams in reading and math by at least 5 points at each performance level (approaches, meets, masters).

2021-22: Reading: 78% (approaches), 49% (meets), 29% (masters); Math: 68% (approaches), 37% (meets), 14% (masters)





2020-21: Reading: 62% (approaches), 35% (meets), 19% (masters); Math: 51% (approaches), 27% (meets), 16% (masters)

High Priority

Evaluation Data Sources: State Accountability Report Domain 1

Strategy 1 Details	Reviews			
<p>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.</p> <p>Strategy's Expected Result/Impact: Increase in MAP Reading and Math results Increase in Reading & Math STAAR results Reading Levels PSA Results Report Cards</p> <p>Staff Responsible for Monitoring: Administrators Counselor/C IS Teachers CAIS MCLs Intervention Specialists</p> <p>Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Results Driven Accountability</p> <p>Funding Sources: Supplies & Materials for example: binders or folders - 211 - Title I, Part A - 211.11.6399 - \$1,000</p>	Formative			Summative
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Strategy 2 Details	Reviews			
<p>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</p> <p>Strategy's Expected Result/Impact: Campus/District Assessments Report Cards Progress Reports T-TESS MAP STAAR</p> <p>Staff Responsible for Monitoring: ILT Administrators Librarian CTR MCLs</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Software Subscriptions - 211 - Title I, Part A - 211.11.6397 - \$6,000, Technology Equipment - 211 - Title I, Part A - 211.11.6398 - \$1,100, Technology Equipment - 199 PIC 11 - Instructional Services - 211.11.6398 - \$5,570, Technology Equipment - 199 PIC 99 - Undistributed - 199.11.6398 - \$1,580</p>	Formative			Summative
	Oct	Jan	Apr	June

Strategy 3 Details	Reviews			
<p>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</p> <p>Strategy's Expected Result/Impact: MAP STAAR Reading Levels Report Cards Progress Reports Campus/District Assessments</p> <p>Staff Responsible for Monitoring: Administrators ILT Counselor MCLs Librarian Literacy Specialist</p> <p>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</p> <p>Funding Sources: Supplies and Materials - 211 - Title I, Part A - 211.61.6399 - \$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, Substitutes - 199 PIC 11 - Instructional Services - 211.13.6112 - \$500, Solution Tree Books: Learning by Doing, PLC at Work, RTI at Work - 199 PIC 11 - Instructional Services - 199.13.6329 - \$2,500</p>	Formative			Summative
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Goal 1: STUDENT ACHIEVEMENT. Sherwood Elementary School students will master rigorous academic standards to ensure college and career readiness.





Performance Objective 2: EARLY LITERACY: By June 2023, 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 5 percentage points or \geq to 85%.

2021-22: Kindergarten 68% On/Above Grade Level; 1st Grade: 70% On/Above Grade Level; 2nd Grade: 84% On/Above Grade Level

2020-21: Kindergarten 50% On/Above Grade Level; 1st Grade: 68% On/Above Grade Level; 2nd Grade: 80% On/Above Grade Level

High Priority

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

Strategy 1 Details	Reviews			
<p>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.</p> <p>Strategy's Expected Result/Impact: Increased literacy levels</p> <p>Staff Responsible for Monitoring: Interventionists MCLs Teachers Administrators</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Funding Sources: Early literacy materials - 199 PIC 30 - At Risk School Wide SCE - 199.11.6399 - \$3,700, Early Literacy Materials - 199 PIC 35 -PreK Bilingual - 211.11.6399 - \$500, Books for use in the classroom - 211 - Title I, Part A - 211.11.6329 - \$200, Professional Development/Conference - 211 - Title I, Part A - 211.13.6411 - \$3,000, Substitutes - 211 - Title I, Part A - 211.13.6112 - \$5,000, After School Tutorials-Extra Duty Pay - 282 ARP21 (ESSER III Campus Allocations) - \$5,900, Snacks for Tutorials - 282 ARP21 (ESSER III Campus Allocations) - \$1,000, Materials After School Tutorials - 282 ARP21 (ESSER III Campus Allocations) - \$500, Books for use in the classroom - 282 ARP21 (ESSER III Campus Allocations) - 282.11.6329 - \$800</p>	Formative			Summative
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Goal 1: STUDENT ACHIEVEMENT. Sherwood Elementary School students will master rigorous academic standards to ensure college and career readiness.

Performance Objective 3: STUDENT GROWTH (PRIMARY GRADES): By June 2023, Sherwood Elementary School will increase the % of students demonstrating progress in reading and math by 5% points or \geq to 85%.

2021-22: Reading - 26% met CGI; Math - 42% met CGI (Baseline Year)


Evaluation Data Sources: BOY to EOY Measures of Academic Progress (MAP) Reports Grades 1 and 2


Strategy 1 Details	Reviews			
<p>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.</p> <p>Strategy's Expected Result/Impact: Campus-based assessments Report Cards District PSAs STAAR Reading levels MAP Rdg & Math</p> <p>Staff Responsible for Monitoring: Teachers Administrators MCLs</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Funding Sources: Supplies & Materials - 199 PIC 99 - Undistributed - 199.11.6399 - \$2,000, Professional Development - 211 - Title I, Part A - 211.13.6299 - \$15,000, Substitutes - 211 - Title I, Part A - 211.11.6112 - \$3,000</p>	Formative			Summative
	Oct	Jan	Apr	June


Strategy 2 Details	Reviews			
<p>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.</p> <p>Strategy's Expected Result/Impact: Reading Levels MAP Campus-based Reading Assessments District Reading PSAs TELPAS</p> <p>Staff Responsible for Monitoring: MCLs Interventionists Administrators Literacy Specialist</p> <p>Title I: 2.4, 2.5</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>- Results Driven Accountability</p> <p>Funding Sources: Books & Supplies for Teachers College - 211 - Title I, Part A - 211.11.6329 - \$2,000, Professional Development - 199 PIC 11 - Instructional Services - 199.13.6299 - \$5,000, Substitutes - 211 - Title I, Part A - 211.11.6112 - \$2,000</p>	Formative			Summative
	Oct	Jan	Apr	June

Strategy 3 Details	Reviews			
<p>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.</p> <p>Strategy's Expected Result/Impact: Reading Levels/Running Records Performance Assessments K-2 MAP Report Cards Campus/District Assessments STAAR T-TESS</p> <p>Staff Responsible for Monitoring: MCLs Administrators</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - Results Driven Accountability</p> <p>Funding Sources: Professional Development Related to Coaching & Effective Instruction - 211 - Title I, Part A - 211.13.6239 - \$400</p>	Formative			Summative
	Oct	Jan	Apr	June

Strategy 4 Details	Reviews			
<p>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.</p> <p>Strategy's Expected Result/Impact: Reading Levels/Math Proficiency</p> <p>MAP Report Cards Campus/District Assessments STAAR Rdg Math T-TESS</p> <p>Staff Responsible for Monitoring: Classroom Teachers MCLs Administrators</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Results Driven Accountability</p> <p>Funding Sources: Math Materials/Reading Materials - 211 - Title I, Part A - 211.11.6399 - \$5,000</p>	Formative			Summative
	Oct	Jan	Apr	June

 No Progress

 Accomplished

 Continue/Modify





 Discontinue

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

Performance Objective 4: STUDENT GROWTH (INTERMEDIATE GRADES): By June 2023, Sherwood Elementary School will increase the % of students demonstrating progress in reading and math by 5% points or more on MOY MAP and by 5% points year over year on STAAR Progress.

2021-22: Reading - 48% met CGI; Math - 59% met CGI; 75% of STAAR Progress (Baseline Year)

Evaluation Data Sources: BOY to MOY MAP Reports Grades 3-5
Year over year STAAR progress Grades 4 and 5 (Campus Accountability Report, Domain 2A component score available in August)

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will conduct conferences with students and parents regarding beginning of year MAP scores, areas of strength & growth. At the middle of the year, teachers will help students and parents analyze growth measures.</p> <p>Strategy's Expected Result/Impact: Closing gaps in learning Increase student ownership of learning</p> <p>Staff Responsible for Monitoring: Teachers Administrators MCLs</p> <p>Title I: 2.4, 2.5, 2.6, 4.2</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
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Goal 1: STUDENT ACHIEVEMENT. Sherwood Elementary School students will master rigorous academic standards to ensure college and career readiness.

Performance Objective 5: ENGLISH LANGUAGE ACQUISITION PROGRESS: By June 2023, the rate of Emergent Bilingual/English Learners increasing at least one Composite Score level will increase by 10 percentage points or \geq to 80%.

2021-22: TELPAS Progress Rate 48% (Based on completed TELPAS administrations in both 2021 and 2022.)

Evaluation Data Sources: State Accountability Report Domain 3

Strategy 1 Details	Reviews			
<p>Strategy 1: A systematic writing plan will be developed for the campus in order to support EBs and Non-EBs 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.</p> <p>Strategy's Expected Result/Impact: Increase in MAP STAAR TELPAS Writing</p> <p>Staff Responsible for Monitoring: Administrators Teachers MCLs</p> <p>Title I: 2.4, 2.5</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Funding Sources: Professional Development - 211 - Title I, Part A - 211.13.6299 - \$3,000, Other Reading Materials - 211 - Title I, Part A - 211.11.6329 - \$2,000, Substitutes - 199 PIC 11 - Instructional Services - 199.13.6112 - \$5,000</p>	Formative			Summative
	Oct	Jan	Apr	June

Strategy 2 Details	Reviews			
<p>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.</p> <p>Strategy's Expected Result/Impact: Increased student achievement in the area of language: TELPAS Scores (LSRW)</p> <p>Staff Responsible for Monitoring: MCLs Administrators Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: Instructional Materials to Support Teachers - 199 PIC 25 - ESL/Bilingual - 199.13.6239 - \$2,000, Professional Development - 199 PIC 25 - ESL/Bilingual - 199.13.6299 - \$2,140</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers of the two-way dual language program will participate in professional development, modeling, coaching and feedback sessions specific to the program.</p> <p>Strategy's Expected Result/Impact: Increased fidelity to the program Increased English & Spanish proficiency Increased TELPAS scores</p> <p>Staff Responsible for Monitoring: MCLs Administrators Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Funding Sources: Professional development - 211 - Title I, Part A - 211.13.6299 - \$28,000, Substitutes for Staff Development - 211 - Title I, Part A - 211.11.6112 - \$12,000, Other Reading Materials - 211 - Title I, Part A - 211.13.6329 - \$2,000, Snacks/Lunch for Presenters & Instructional Leadership Team - 199 PIC 99 - Undistributed - 199.13.6499 - \$1,000</p>	Formative			Summative
	Oct	Jan	Apr	June
<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 2: STUDENT SUPPORT. Sherwood Elementary School students will benefit from multi-tiered systems of support.

Performance Objective 1: INTERVENTIONS: By June 2023, Sherwood Elementary School will implement TIER II interventions with students identified as needing additional supports in reading and/or math.

High Priority

Evaluation Data Sources: PK-CIRCLE Assessment, Kinder-TX-KEA, Grades 1-5-MAP, K-2 Math Progress Monitoring, Running Record Reading Levels

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will implement an intervention time within the school day in order to intervene for students struggling in the areas of reading and math.</p> <p>Strategy's Expected Result/Impact: Increased STAAR scores Increased Reading Levels Increased PSA scores</p> <p>Staff Responsible for Monitoring: MCLs Intervention Specialists Administrators</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Intervention Student Materials - 211 - Title I, Part A - 211.11.6329 - \$10,000, Intervention Student Materials - 199 PIC 30 - At Risk School Wide SCE - 199.11.6329 - \$1,740, Intervention Student Materials - 199 PIC 23 - Special Education - 199.11.6329 - \$820</p>	Formative			Summative
	Oct	Jan	Apr	June





Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will analyze data to determine students who will benefit from after school tutorials. After school tutorials will be held to address student needs.</p> <p>Strategy's Expected Result/Impact: Increased reading levels Increased PSA scores in reading & math Increased STAAR scores reading & math</p> <p>Staff Responsible for Monitoring: MCLs Interventionists Administrators Teachers</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Extra Duty Professional - 282 ARP21 (ESSER III Campus Allocations) - 282.11.6116 - \$20,000, Snacks for Tutorials - 282 ARP21 (ESSER III Campus Allocations) - \$1,000, Snacks for Tutorials - 211 - Title I, Part A - 211.11.6499 - \$800</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: End of year reading & math data will be analyzed to determine who will benefit from summer camp.</p> <p>Strategy's Expected Result/Impact: Increased reading levels Increased math levels of academic achievement</p> <p>Staff Responsible for Monitoring: MCLs Interventionists Administrators Teachers</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Summer School Personnel Pay - 282 ARP21 (ESSER III Campus Allocations) - 282.11.6116 - \$10,000, Transportation - 282 ARP21 (ESSER III Campus Allocations) - 282. - \$5,000</p>	Formative			Summative
	Oct	Jan	Apr	June
<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 2: STUDENT SUPPORT. Sherwood Elementary School students will benefit from multi-tiered systems of support.

Performance Objective 2: CORE CHARACTERISTICS OF A T-2-4 READY GRADUATE: By June 2023, Sherwood Elementary School will implement at least three strategies that advance the focus on Core Characteristics for every child.

Evaluation Data Sources: Campus calendar and newsletters





Strategy 1 Details	Reviews			
<p>Strategy 1: Students will learn and practice appropriate social skills and character traits through the use of lessons utilizing role modeling, songs, chants, and movement. Funds may be needed for materials for teachers and parents.</p> <p>Strategy's Expected Result/Impact: Increase in the amount of using appropriate social skills</p> <p>Staff Responsible for Monitoring: Counselor Teachers Administrators</p> <p>Title I: 2.5, 2.6, 4.1</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: Project Class - 211 - Title I, Part A - 211.13.6299 - \$6,000</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Parents will participate in engagement activities to learn how to support their child in the classroom in the areas of reading, math, social skills and community. Activities may include literacy and math nights, parent classes, or parent information meetings.</p> <p>Strategy's Expected Result/Impact: Increased parent support of students</p> <p>Staff Responsible for Monitoring: Parent Liaison Administrators MCLs Counselor Teachers</p> <p>Title I: 4.1, 4.2</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: Snacks for Parent Meetings/Events - 211 - Title I, Part A - 211.61.6499 - \$1,000, Translation Services - 211 - Title I, Part A - 211.61.6299 - \$3,000, Parent Liaison - 211 - Title I, Part A - 211.61.6129 - \$30,000, Materials/Supplies for Parent for Curriculum Night - 282 ARP21 (ESSER III Campus Allocations) - 282.61.6399 - \$4,000</p>	Formative			Summative
	Oct	Jan	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will be trained in the use of the Remind program to communicate with parents. Teachers will use the program to communicate with parents as needed to reinforce the home/school connection.</p> <p>Strategy's Expected Result/Impact: Increased parent support for students</p> <p>Staff Responsible for Monitoring: TLS CTR Administrators Teachers</p> <p>Title I: 4.1 - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: SAFE SCHOOLS. Sherwood Elementary School will ensure a safe and orderly environment.

Performance Objective 1: SAFE SCHOOL ENVIRONMENT: Align academic, behavior, and discipline systems to support a safe campus culture and maximize student learning.





Evaluation Data Sources: Discipline Data Dashboard, Review effectiveness of Behavior Intervention Plans

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will implement the school wide discipline plan in order to maintain a safe and organized campus culture. Positive reinforcement activities for students will be included.</p> <p>Strategy's Expected Result/Impact: Positive behavior choices on campus Decrease in Skyward discipline referrals</p> <p>Staff Responsible for Monitoring: Counselor Administrators Teachers</p> <p>Title I: 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: Incentive materials for students - 199 PIC 11 - Instructional Services - 199.11.6399 - \$1,000, Incentive Materials/Activities for Students - 199 PIC 34 - Pre-K At Risk/SCE - 199.11.6399 - \$500</p>	Formative			Summative
	Oct	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: SAFE SCHOOLS. Sherwood Elementary School will ensure a safe and orderly environment.

Performance Objective 2: 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	Reviews			
<p>Strategy 1: CAMPUS SAFETY COMMITTEE: Establish Campus Safety Committees composed of a cross section of stakeholders to look at matters related to campus safety.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: Safety Signage for Arrival & Dismissal - 199 PIC 99 - Undistributed - 199.23.6399 - \$3,000, Safety Signage for Arrival & Dismissal - 199 PIC 99 - Undistributed - 199.52.6399 - \$2,000, Snacks for Meetings - 199 PIC 99 - Undistributed - 199.61.6499 - \$200</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: HARRIS COUNTY DEPARTMENT OF EDUCATION: Participate in the Harris County Department of Education (HCDE) campus safety audit.</p> <p>Strategy's Expected Result/Impact: Campus will develop action plans to address any deficiencies as a result of safety audits.</p> <p>Staff Responsible for Monitoring: Administrators Safety Committee</p> <p>Title I: 2.5</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: Updates Needed for Safety Audit - 199 PIC 99 - Undistributed - 52 - \$1,000</p>	Formative			Summative
	Oct	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: SAFE SCHOOLS. Sherwood Elementary School will ensure a safe and orderly environment.

Performance Objective 3: EMERGENCY OPERATIONS: Maintain 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	Reviews			
<p>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.</p> <p>Strategy's Expected Result/Impact: Campus EOP is turned in and filed by September 1st.</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>Title I: 2.5</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: Safety Equipment for Operations of School - 199 PIC 99 - Undistributed - 199.52. - \$1,000</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: EMERGENCY OPERATIONS PROCEDURES: Update campus EOP annually and train staff at the start of each school year.</p> <p>Strategy's Expected Result/Impact: Campus procedures maintained in campus EOPs. Staff training documents maintained. EOP submitted by September 1st.</p> <p>Staff Responsible for Monitoring: Administrators Safety Committee</p> <p>Funding Sources: Safety Publication-Signs (Red/Green), Drill Cards) - 199 PIC 99 - Undistributed - \$1,000</p>	Formative			Summative
	Oct	Jan	Apr	June
<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 4: FISCAL RESPONSIBILITY. Sherwood Elementary School will ensure efficient and effective fiscal management of resources and operations.

Performance Objective 1: FINANCIAL MANAGEMENT: Maintain high quality financial management practices.

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Conduct frequent budget meetings with Administrative Assistant to review and manage money.</p> <p>Strategy's Expected Result/Impact: Error free records. Documentation of purchases and orders.</p> <p>Staff Responsible for Monitoring: Principal Administrative Assistant</p>	Formative			Summative
	Oct	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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	2	Technology Equipment	211.11.6398	\$5,570.00
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	Professional Development	199.13.6299	\$5,000.00
1	5	1	Substitutes	199.13.6112	\$5,000.00
3	1	1	Incentive materials for students	199.11.6399	\$1,000.00
Sub-Total					\$19,570.00
Budgeted Fund Source Amount					\$19,570.00
+/- Difference					\$0.00
199 PIC 23 - Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	Intervention Student Materials	199.11.6329	\$820.00
Sub-Total					\$820.00
Budgeted Fund Source Amount					\$820.00
+/- Difference					\$0.00
199 PIC 25 - ESL/Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	2	Instructional Materials to Support Teachers	199.13.6239	\$2,000.00
1	5	2	Professional Development	199.13.6299	\$2,140.00
Sub-Total					\$4,140.00
Budgeted Fund Source Amount					\$4,140.00
+/- 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	\$3,700.00
2	1	1	Intervention Student Materials	199.11.6329	\$1,740.00
Sub-Total					\$5,440.00

199 PIC 30 - At Risk School Wide SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Budgeted Fund Source Amount					\$5,440.00
+/- Difference					\$0.00
199 PIC 34 - Pre-K At Risk/SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1	Incentive Materials/Activities for Students	199.11.6399	\$500.00
Sub-Total					\$500.00
Budgeted Fund Source Amount					\$500.00
+/- Difference					\$0.00
199 PIC 35 -PreK Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Early Literacy Materials	211.11.6399	\$500.00
Sub-Total					\$500.00
Budgeted Fund Source Amount					\$500.00
+/- Difference					\$0.00
199 PIC 99 - Undistributed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Technology Equipment	199.11.6398	\$1,580.00
1	3	1	Supplies & Materials	199.11.6399	\$2,000.00
1	5	3	Snacks/Lunch for Presenters & Instructional Leadership Team	199.13.6499	\$1,000.00
3	2	1	Snacks for Meetings	199.61.6499	\$200.00
3	2	1	Safety Signage for Arrival & Dismissal	199.23.6399	\$3,000.00
3	2	1	Safety Signage for Arrival & Dismissal	199.52.6399	\$2,000.00
3	2	2	Updates Needed for Safety Audit	52	\$1,000.00
3	3	1	Safety Equipment for Operations of School	199.52.	\$1,000.00
3	3	2	Safety Publication-Signs (Red/Green), Drill Cards)		\$1,000.00
Sub-Total					\$12,780.00
Budgeted Fund Source Amount					\$12,780.00
+/- Difference					\$0.00

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	\$1,000.00
1	1	2	Software Subscriptions	211.11.6397	\$6,000.00
1	1	2	Technology Equipment	211.11.6398	\$1,100.00
1	1	3	Supplies and Materials	211.61.6399	\$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	Books for use in the classroom	211.11.6329	\$200.00
1	2	1	Professional Development/Conference	211.13.6411	\$3,000.00
1	2	1	Substitutes	211.13.6112	\$5,000.00
1	3	1	Professional Development	211.13.6299	\$15,000.00
1	3	1	Substitutes	211.11.6112	\$3,000.00
1	3	2	Books & Supplies for Teachers College	211.11.6329	\$2,000.00
1	3	2	Substitutes	211.11.6112	\$2,000.00
1	3	3	Professional Development Related to Coaching & Effective Instruction	211.13.6239	\$400.00
1	3	4	Math Materials/Reading Materials	211.11.6399	\$5,000.00
1	5	1	Professional Development	211.13.6299	\$3,000.00
1	5	1	Other Reading Materials	211.11.6329	\$2,000.00
1	5	3	Professional development	211.13.6299	\$28,000.00
1	5	3	Other Reading Materials	211.13.6329	\$2,000.00
1	5	3	Substitutes for Staff Development	211.11.6112	\$12,000.00
2	1	1	Intervention Student Materials	211.11.6329	\$10,000.00
2	1	2	Snacks for Tutorials	211.11.6499	\$800.00
2	2	1	Project Class	211.13.6299	\$6,000.00
2	2	2	Snacks for Parent Meetings/Events	211.61.6499	\$1,000.00
2	2	2	Parent Liaison	211.61.6129	\$30,000.00
2	2	2	Translation Services	211.61.6299	\$3,000.00
Sub-Total					\$159,600.00
Budgeted Fund Source Amount					\$159,600.00
+/- Difference					\$0.00

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		\$1,000.00
1	2	1	Materials After School Tutorials		\$500.00
1	2	1	Books for use in the classroom	282.11.6329	\$800.00
2	1	2	Snacks for Tutorials		\$1,000.00
2	1	2	Extra Duty Professional	282.11.6116	\$20,000.00
2	1	3	Summer School Personnel Pay	282.11.6116	\$10,000.00
2	1	3	Transportation	282.	\$5,000.00
2	2	2	Materials/Supplies for Parent for Curriculum Night	282.61.6399	\$4,000.00
Sub-Total					\$48,200.00
Budgeted Fund Source Amount					\$86,646.00
+/- Difference					\$38,446.00
Grand Total Budgeted					\$289,996.00
Grand Total Spent					\$251,550.00
+/- Difference					\$38,446.00