

Spring Branch Independent School District
Sherwood Elementary School
2023-2024 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 School serves students in grades PK-5 in the Spring Branch Independent School District (SBISD).

Enrollment trends showed a decrease of 22 students from the 2020–2021 school year to the 2021–2022 school year. Enrollment then increased by 33 students from the 2021–2022 school year to the 2022–2023 school year.

Enrollment Trends:

2022-2023: Enrollment – 460

2021-2022: Enrollment – 427

2020-2021: Enrollment – 449

Source: PEIMS OnDataSuite Fall Dashboard

The demographic profile of the students at Sherwood Elementary School has remained relatively consistent during the past three years. The majority of the students are Hispanic, followed by White. Many of the students are considered economically disadvantaged, which qualifies the campus as a Title 1 school. During the 2022-2023 school year, 47.8% of the students were identified as Emergent Bilingual/English Learner (EB/EL); 62.4% At-Risk; 3.5% Immigrant; 1.5% Homeless; 15.7% of students were identified for special education services; and 8.7% were identified for gifted and talented services.

Demographic Trends: Race/Ethnicity

2022-2023: African American – 47 (10.2%)

2021-2022: African American – 48 (11.2%)

2020-2021: African American – 41 (9.1%)

2022-2023: American Indian-Alaskan Native – 0 (0.0%)

2021-2022: American Indian-Alaskan Native – 0 (0.0%)

2020-2021: American Indian-Alaskan Native – 0 (0.0%)

2022-2023: Asian – 17 (3.7%)

2021-2022: Asian – 10 (2.3%)

2020-2021: Asian – 13 (2.9%)

2022-2023: Hispanic – 308 (67.0%)

2021-2022: Hispanic – 281 (65.8%)

2020-2021: Hispanic – 302 (67.3%)

2022-2023: Native Hawaiian-Pacific Islander – 0 (0.0%)

2021-2022: Native Hawaiian-Pacific Islander – 0 (0.0%)

2020-2021: Native Hawaiian-Pacific Islander – 0 (0.0%)

2022-2023: White – 77 (16.7%)
2021-2022: White – 72 (16.9%)
2020-2021: White – 79 (17.6%)

2022-2023: Two-or-more – 11 (2.4%)
2021-2022: Two-or-more – 16 (3.8%)
2020-2021: Two-or-more – 14 (3.1%)

Source: PEIMS OnDataSuite Fall Dashboard

**Fewer than five students not shown*

Additional Student Information:

2022-2023: At-Risk – 287 (62.4%)
2021-2022: At-Risk – 271 (63.5%)
2020-2021: At-Risk – 265 (59.0%)

2022-2023: Economically Disadvantaged – 305 (66.3%)
2021-2022: Economically Disadvantaged – 277 (64.9%)
2020-2021: Economically Disadvantaged – 304 (67.7%)

2022-2023: Emergent Bilingual/English Learner – 220 (47.8%)
2021-2022: Emergent Bilingual/English Learner – 204 (47.8%)
2020-2021: Emergent Bilingual/English Learner – 220 (49.0%)

2022-2023: Gifted and Talented – 40 (8.7%)
2021-2022: Gifted and Talented – 24 (5.6%)
2020-2021: Gifted and Talented – 37 (8.2%)

2022-2023: Homeless – 7 (1.5%)
2021-2022: Homeless – *
2020-2021: Homeless – *

2022-2023: Immigrant – 16 (3.5%)
2021-2022: Immigrant – 11 (2.6%)
2020-2021: Immigrant – 10 (2.2%)

2022-2023: Migrant – 0 (0.0%)
2021-2022: Migrant – 0 (0.0%)
2020-2021: Migrant – 0 (0.0%)

2022-2023: Special Education – 72 (15.7%)
2021-2022: Special Education – 56 (13.1%)
2020-2021: Special Education – 57 (12.7%)

Source: PEIMS OnDataSuite Fall Dashboard

**Fewer than five students not shown*

Attendance Rates:

2020-2021: 95.4%

2019-2020: 98.4%

Source: 2021-2022 Texas Academic Performance Report (TAPR)

Chronic Absenteeism:

2020-2021: 15.1%

2019-2020: 2.4%

Source: 2021-2022 Texas Academic Performance Report (TAPR)

Demographics Strengths

1. Sherwood's student enrollment has grown since last year. This shows that efforts to inform the neighborhood about our two-way dual language program and our mainstream program are working. In addition, SWE is in the process of designing a new school building, which makes the campus more marketable and appealing to families.
2. Students from various cultures learn and work together.
3. Students receiving services through the gifted and talented program increased from 24 students-5.6% to 40-8.7%.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Sherwood has a very diverse population. Being diverse has advantages and disadvantages. Sometimes it is difficult for families to relate to one another coming from different backgrounds. **Root Cause:** The root causes of this could be due to differences in language and culture.

Problem Statement 2: Sherwood Elementary students receiving special education have increased from 72 students-16.4% to 84 students-18.8%. **Root Cause:** The root cause could be due to our campus strengthening the RTI/SSC process. We have been able to identify students earlier in their educational journey.

Student Achievement

Student Achievement Summary

Sherwood Elementary School implements a rigorous curriculum that is aligned to state standards and continuously revised to produce and prepare all students towards T-2-4 district goals. Students will master rigorous academic standards to ensure college and career readiness. We believe campus administrators and teachers are members of the campus' Professional Learning Committees (PLC). PLC in SBISD is an ongoing collaborative team process used to establish a school-wide culture that develops teacher leadership explicitly focused on building and sustaining school improvement efforts.

A top priority in SBISD is literacy. Students receive the opportunity and skill set to experience meaningful literacy experiences that are rigorous and engaging. With their peers, students in SBISD listen, speak, read and write through the content areas with a commitment that they will become lifelong readers and writers. SBISD is driven by standards, focused on strategies, differentiated, and guided by student data. Numeracy is also a top priority in SBISD. Our goal is to provide academic experiences that build confident and creative mathematical thinkers. Students identified for special education (SPED) services or as Emergent Bilingual/English Learner (EB/EL) are also a district focus.

Below is a summary of the STAAR Reading passing rates:

2022: 3rd Grade Reading - 77% Approaches; 53% Meets; 29% Masters

2021: 3rd Grade Reading - 72% Approaches; 37% Meets; 19% Masters

2022: 4th Grade Reading - 69% Approaches; 44% Meets; 21% Masters

2021: 4th Grade Reading - 60% Approaches; 37% Meets; 19% Masters

2022: 5th Grade Reading - 88% Approaches; 50% Meets; 36% Masters

2021: 5th Grade Reading - 56% Approaches; 32% Meets; 19% Masters

Source: 2021-2022 Texas Academic Performance Report (TAPR)

Below is a summary of the STAAR Reading passing rates for SPED and EB/EL:

2022: SPED All Grades Reading - 39% Approaches; 11% Meets; 7% Masters

2021: SPED All Grades Reading - 13% Approaches; 6% Meets; 0% Masters

2022: EB/EL All Grades Reading - 73% Approaches; 40% Meets; 25% Masters

2021: EB/EL All Grades Reading - 56% Approaches; 30% Meets; 12% Masters

Source: 2021-2022 Texas Academic Performance Report (TAPR)

Below is a summary of the STAAR Mathematics passing rates:

2022: 3rd Grade Mathematics - 72% Approaches; 40% Meets; 9% Masters

2021: 3rd Grade Mathematics - 57% Approaches; 30% Meets; 17% Masters

2022: 4th Grade Mathematics - 56% Approaches; 23% Meets; 13% Masters

2021: 4th Grade Mathematics - 35% Approaches; 21% Meets; 16% Masters

2022: 5th Grade Mathematics - 73% Approaches; 45% Meets; 18% Masters

2021: 5th Grade Mathematics - 58% Approaches; 29% Meets; 15% Masters

Source: 2021-2022 Texas Academic Performance Report (TAPR)

Below is a summary of the STAAR Mathematics passing rates for SPED and EB/EL:

2022: SPED All Grades Mathematics - 32% Approaches; 14% Meets; 4% Masters

2021: SPED All Grades Mathematics - 19% Approaches; 3% Meets; 3% Masters

2022: EB/EL All Grades Mathematics - 65% Approaches; 28% Meets; 11% Masters

2021: EB/EL All Grades Mathematics - 44% Approaches; 21% Meets; 10% Masters

Source: 2021-2022 Texas Academic Performance Report (TAPR)

Student Achievement Strengths

1. Sherwood Elementary was previously identified as a school targeted for improvement and support. SWE scores increased, allowing the campus to be removed from this TEA status.
2. 5th grade students made tremendous gains at the approaches level (+32 percentage points), meets (+18 percentage points), and masters (+17 percentage points) levels on the STAAR reading exam from 2021 to 2022.
3. Students receiving special education services and students identified as Emerging Bilingual/English Learners both made progress in each level - approaches, meets and masters.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Performance on STAAR Math tends to be lower than STAAR Reading performance. **Root Cause:** Over the last two years, early numeracy has become more of a focus to build the foundation in mathematics. However, this work must continue so that students are promoted to the next grade level meeting or exceeding grade level standards.

Problem Statement 2: Students receiving special education services have made significant gains in reading and math. However, the gains are not at an acceptable rate. More work needs to be done in these areas. **Root Cause:** There has been a lack of collaboration between the special education and the general education teachers. General education teachers need more guidance with how to accommodate for their students. Special education teachers need to review IEPs with general education teachers to be sure they understand. Special education teachers have not modeled accommodations usage in the classroom.

Staff Recruitment and Retention

Staff Recruitment and Retention Summary

The Talent strategy is to recruit and retain the best employees at Sherwood Elementary School to support students. For employees and support personnel, this includes recruitment processes and hiring practices to develop and retain staff to meet the unique needs of each department and/or campus. Increased creativity and flexibility in our staffing, compensation, and benefit plans will help SBISD attract and retain qualified individuals. In order to meet our strategic goals, attract and retain the best talent, we focus our efforts on the following key areas:

- Recruitment and Retention of instructional, non-instructional, paraprofessional, and auxiliary staff
- Onboarding processes
- Staffing and Performance Management
- Competitive Compensation and Benefits
- Benefits Training opportunities

Teacher by years of experience:

2022-2023: Beginning – 3 FTE (9.6%)

2021-2022: Beginning – 2 FTE (6.1%)

2020-2021: Beginning – 2 FTE (7.0%)

2022-2023: 1-5 Years – 9.5 FTE (30.3%)

2021-2022: 1-5 Years – 11 FTE (33.4%)

2020-2021: 1-5 Years – 11.1 FTE (38.8%)

2022-2023: 6-10 Years – 7 FTE (22.3%)

2021-2022: 6-10 Years – 7.9 FTE (24.0%)

2020-2021: 6-10 Years – 3 FTE (10.5%)

2022-2023: 11-20 Years – 6.9 FTE (22.0%)

2021-2022: 11-20 Years – 8 FTE (24.3%)

2020-2021: 11-20 Years – 9 FTE (31.5%)

2022-2023: Over 20 Years – 5 FTE (15.9%)

2021-2022: Over 20 Years – 4 FTE (12.2%)

2020-2021: Over 20 Years – 3.5 FTE (12.2%)

2022-2023: Total – 31.4 FTE (100%)

2021-2022: Total – 32.9 FTE (100%)

2020-2021: Total – 28.6 FTE (100%)

Source: PEIMS OnDataSuite, Fall Core Teacher Summary Report

Staff Recruitment and Retention Strengths

1. There is a good balance of teachers' years of experience across the school.

2. SWE has a mentoring program and a lead mentor leads first year and new to the campus teachers' onboarding and support throughout the year. All new to SWE teachers receive a mentor (first year) or a buddy (experienced, but new to the campus).
3. The leadership team assists with the recruitment and retention of staff. Team members with vacancies on their team are invited to assist with interviews. This collaboration allows for better candidate selection.

Problem Statements Identifying Staff Recruitment and Retention Needs

Problem Statement 1: For the school year 2023-2024, SWE will have more new staff members than in prior years. **Root Cause:** At the end of 2022-2023, SWE lost several teachers, most due to making life changes and moving from the greater Houston area.

Problem Statement 2: The staff as a whole has not been able to come together on a regular basis to collaborate and support one another. **Root Cause:** During the 2022-2023 school year, the campus was not able to hold regular faculty meetings or team leader meetings due to the Reading Academy requirements set forth.

Family and Community Engagement

Family and Community Engagement Summary

FAMILY ENGAGEMENT

Sherwood Elementary School provides a sustained and strategic focus on educating, engaging and empowering families that are aligned with the SBISD Family E3 framework, focusing on building the capacity of families and staff to work together for student academic success. The Share a Smile Customer Service commitments are embedded into the Family E3 expectations, emphasizing the importance of customer service at our campus. The campus Translation and Interpretation Procedure asserts our commitment to provide families with information they can understand. Families are invited to attend campus and district events. The Family E3 team conducts an annual needs assessment with our campus to determine family engagement strengths and areas of support.

COMMUNITY ENGAGEMENT

Sherwood Elementary School works closely with the SBISD Community Engagement Division to support meaningful, strategic two-way engagement of families, community members, partners, and volunteers. The district traditionally has a large and very committed network of partners and 11,000+ volunteers. During the summer, the Community Engagement team conducts a needs assessment with our campus to determine community engagement strengths and areas of support. We welcome and value volunteers who serve on our campus as mentors and tutors to support student success.

Family and Community Engagement Strengths

Family Engagement Strengths:

1. Sherwood has an active and supportive PTA.
2. Sherwood families have high participation and attendance rates at events to support their children's education.
3. Sherwood families feel welcome at Sherwood.

Community Engagement Strengths:

1. Sherwood Elementary has strong partnerships with community organizations.
2. Community partnerships include: Pines Presbyterian Church, Christ Community Church, Rummel Creek Elementary Sister School, the Sherwood Oaks Garden Club and the Sherwood PTA.
3. Volunteer participation increased this year at Sherwood with Covid restrictions ending. Volunteer orientation was held and over 70 volunteers attended the SWE End of Year Volunteer Luncheon.

Problem Statements Identifying Family and Community Engagement Needs

Problem Statement 1: Gaining feedback from the SWE Spring Family Survey, parents felt that the communication by the school improved greatly this year. Parents would like to have more communication from teachers regarding their children's progress and how to help at home. **Root Cause:** Some teachers feel anxious about calling parents to discuss concerns. More training is needed for teachers in this area.

Problem Statement 2: Sherwood families express an interest in a welcoming committee for new to SWE families and more information about how Sherwood operates. **Root Cause:** A campus parent/student handbook has not been published by the campus in several years.

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 2024, Sherwood Elementary School will increase student performance on STAAR Redesign Grades 3-5 exams in reading and math by at least 5 percentage points in approaches, 5 percentage points in meets, and 5 percentage points in masters.

2022-23: Reading: 73% (approaches), 50% (meets), 24% (masters); Math: 63% (approaches), 33% (meets), 11% (masters) Baseline Year

High Priority

HB3 Goal

Evaluation Data Sources: 2023 Texas Academic Performance Report (TAPR)

Strategy 1 Details

Strategy 1: SWE will participate in the practice of keeping class data trackers and student goal setting. This focus on data will increase student ownership of their learning and progress. Technology tools (printers & ink) may need to be purchased in order to review and print data.

Strategy's Expected Result/Impact: Increase in Reading & Math STAAR results

Reading Levels

PSA Results

Report Cards

Staff Responsible for Monitoring: Administrators

Counselor/CIS

Teachers

CAIS

MCLs

Intervention Specialist

Title I:

2.4, 2.6

- **TEA Priorities:**

Recruit, support, retain teachers and principals, Build a foundation of reading and math

- **ESF Levers:**

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Funding Sources: Supplies & Materials - 199 PIC 11 - Instructional Services - 199.11.6399.000.119.0.119 - \$1,000, Technology Equipment - 211 - Title I, Part A - 211.11.6398.000.119.30.0.000.FBG24 - \$1,000

Strategy 2 Details

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.

Strategy's Expected Result/Impact: Campus/District Assessments

Report Cards

Progress Reports

T-TESS

STAAR

Staff Responsible for Monitoring: ILT

Administrators

Librarian

CTR

MCLs

Title I:

2.5, 2.6

- **TEA Priorities:**

Recruit, support, retain teachers and principals, Build a foundation of reading and math

- **ESF Levers:**

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Funding Sources: Software - 211 - Title I, Part A - 211.11.6397.000.119.30.0.000FBG24 - \$12,500, Supplies & Materials - 211 - Title I, Part A -

211.11.6399.000.119.30.0.000FBG24 - \$500, Technology Equipment - 199 PIC 11 - Instructional Services - 199.11.6398.000.119.11.0 - \$2,000, Technology Equipment - 211

- Title I, Part A - 211.11.6398.000.119.11.0.000.FBG24 - \$5,100

Strategy 3 Details

Strategy 3: PLC-Instructional support /professional learning for teachers and professional staff through the professional learning community. Focus may include: Master Scheduling, 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.

Strategy's Expected Result/Impact: STAAR

Reading/Math/Science Performance Levels

Report Cards

Progress Reports

Campus/District Assessments

Staff Responsible for Monitoring: Administrators

ILT

Counselor

MCLs

Librarian

Literacy Specialist

Title I:

2.4, 2.5, 2.6

- TEA Priorities:

Recruit, support, retain teachers and principals

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Funding Sources: Substitutes - 211 - Title I, Part A - 211.11.6112.000.119.30.0.000FBG24 - \$1,300, Professional Development - 211 - Title I, Part A - 211.13.6299.000.119.30.0.000FBG24 - \$18,300, Professional Development-Region IV - 211 - Title I, Part A - 211.13.6239.000.119.30.0.000FBG24 - \$500, Professional Development-Region IV - 211 - Title I, Part A - 211.23.6239.000.119.30.0.000FBG24 - \$200, Supplies & Materials - 211 - Title I, Part A - 211.11.6399.000.119.30.0.000FBG24 - \$1,000, Employee Travel-Teachers - 211 - Title I, Part A - 211.13.6411.000.119.30.0.000FBG24 - \$3,000, Employee Travel-Principals - 211 - Title I, Part A - 211.23.6411.000.119.30.0.000FBG24 - \$600, Region IV Services - 199 PIC 11 - Instructional Services - 199.11.6239.000.119.11.0 - \$200, Supplies & Materials - 199 PIC 11 - Instructional Services - 199.11.6399.000.119.11.0.119 - \$1,000, Region IV Services - 199 PIC 99 - Undistributed - 199.23.6299.000.119.99.0.119 - \$700, Employee Travel - 199 PIC 11 - Instructional Services - 199.11.6411.000.119.11.0.119 - \$550, Misc Operating Expense - 199 PIC 11 - Instructional Services - 199.11.6499.000.119.32.0.119 - \$1,000, Substitutes - 199 PIC 11 - Instructional Services - 199.11.6112.000.119.11.0.000 - \$950

Strategy 4 Details

Strategy 4: The SWE Guiding Coalition will participate in a book study, How to Coach Leadership in a PLC. The goal of this activity is to set the foundation for PLC work and to build the leadership capacity of the team. The instructional leadership team will also participate in leadership and planning development training. Funding for books and training/professional development & travel will be required.

Strategy's Expected Result/Impact: Increased capacity in leadership
Increased understanding of efficient planning and PLC work

Staff Responsible for Monitoring: ILT
Administrators
Guiding Coalition

Title I:

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: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Funding Sources: Professional Books - 211 - Title I, Part A - 211.13.6329.000.119.30.0.000FBG24 - \$1,000, Employee Travel - 199 PIC 99 - Undistributed - 199.13.6411.000.119.99.0.119 - \$1,500, Strong School Leadership Development & Planning Training - 211 - Title I, Part A - 211.13.6299.000.119.30.0.000FBG24 - \$4,000

Strategy 5 Details

Strategy 5: 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. Summer backpacks will be purchased with materials for reading, math, science and social studies.

Strategy's Expected Result/Impact: Reading Levels/Math Proficiency

MAP
Report Cards
Campus/District Assessments
STAAR Reading Math
T-TESS

Staff Responsible for Monitoring: Classroom
Teachers
MCLs
Administrators

Title I:

2.4, 2.5, 2.6

- TEA Priorities:

Build a foundation of reading and math, Improve low-performing schools

- ESF Levers:

Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments

Funding Sources: Book Bags & Math Supplies - 211 - Title I, Part A - 211.11.6399.000.119.30.0.000FBG24 - \$1,000, Supplies & Materials - 199 PIC 11 - Instructional Services - 199.11.6399.000.119.11.0.119 - \$2,000, Backpacks for Summer Home Use - 211 - Title I, Part A - 211.61.6329 - \$21,000

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

Performance Objective 2: STUDENT GROWTH: By June 2024, Sherwood Elementary School will increase the percentage of students demonstrating STAAR Redesigned academic growth in reading and math by 5 percentage points or \geq to 85%.

2022-23: School Progress-Annual Growth /Accelerated Learning: 62%/30% (Reading); 57%/19% (Math) Baseline Year

High Priority

HB3 Goal

Evaluation Data Sources: 2023 TAPR

Strategy 1 Details
<p>Strategy 1: Teachers will conduct conferences with students and parents regarding beginning of year assessment data, areas of strength & growth. At the middle of the year & end of 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 CAIS</p> <p>Title I: 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>

Strategy 2 Details

Strategy 2: Teachers will participate in data talks about their students' growth and achievement in the areas of reading, math and science. Teachers will plan using the data for instruction. Depending on teachers' planned next steps for instruction, materials may be needed. MCLs will lead data talks and assist with instructional next steps after data review.

Strategy's Expected Result/Impact: Increased teacher knowledge of present levels of student performance and next steps for instruction

Staff Responsible for Monitoring: MCLs

Administrators

Teachers

Title I:

2.4, 2.5

- **TEA Priorities:**

Build a foundation of reading and math, Improve low-performing schools

- **ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Funding Sources: Instructional Supplies Materials for math, science & language arts - 199 PIC 30 - At Risk School Wide SCE - 199.11.6399.000.119.30.0.119 - \$6,180

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

Performance Objective 3: CLOSING THE GAPS: By June 2024, Sherwood Elementary School will increase the percentage of academic achievement indicators on track to meet or exceed interim targets in the redesigned closing the gaps domain by 25 component points.

2022-23: 12 of 32 Academic Achievement Points Met; 37.5% Component Points (Baseline Year)

High Priority

HB3 Goal

Evaluation Data Sources: 2023 Federal Identification of Schools

Strategy 1 Details

Strategy 1: Students in grades PK-5 will participate in small group instruction in language arts and math in order to close achievement gaps. Groups will be formed based on data analysis. Funds may be needed for language arts and math materials, supplies & materials, professional development for teachers or substitutes for teachers to complete individual assessments.

Strategy's Expected Result/Impact: Campus-based assessments

Report Cards

District PSAs

STAAR

Reading performance levels

Staff Responsible for Monitoring: Teachers

Administrators

MCLs

Title I:

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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Funding Sources: Supplies & Materials - 211 - Title I, Part A - 211.11.6399.000.119.0.000FBG24 - \$200, Supplies & Materials - 199 PIC 11 - Instructional Services -

199.11.6399.000.119.11.0.119 - \$2,000, Substitutes - 199 PIC 11 - Instructional Services - 199.11.6112.000.119.11.0.119 - \$2,000

Strategy 2 Details

Strategy 2: Teachers will use hands on activities for math and science instruction. A science lab plan will be created for teachers to utilize materials in the lab. Students will record thoughts and observations in a science notebook. Common assessments will be given to reinforce mastery of essential standards. Materials for science instruction, teacher education and field trips or programs may be needed. One specific hands-on event will be the solar eclipse in which students will need special glasses (one-time use) to view the eclipse. The TEKS for this event are as follows:

Kindergarten:

- 8(A) identify, describe, and predict the patterns of day and night and their observable characteristics; and
- 8(B) observe, describe, and illustrate the Sun, Moon, stars, and objects in the sky.

First Grade:

- 8(B) observe and record changes in the appearance of objects in the sky such as the Moon and stars, including the Sun;

Second Grade:

- 8(C) observe, describe, and record patterns of objects in the sky, including the appearance of the Moon.

Third Grade:

- 8(B) describe and illustrate the Sun as a star composed of gases that provides light and thermal energy;
- 8(C) construct models that demonstrate the relationship of the Sun, Earth, and Moon, including orbits and positions; and
- 8(D) identify the planets in Earth's solar system and their position in relation to the Sun.

Fourth Grade:

- (8) Earth and space. The student knows that there are recognizable patterns in the natural world and among the Sun, Earth, and Moon system.

Fifth Grade:

- (8) Earth and space. The student knows that there are recognizable patterns in the natural world and among the Sun, Earth, and Moon system. The student is expected to:
 - 8(C) demonstrate that Earth rotates on its axis once approximately every 24 hours causing the day/night cycle and the apparent movement of the Sun across the sky; and
 - 8(D) identify and compare the physical characteristics of the Sun, Earth, and Moon.

Strategy's Expected Result/Impact: Increased math & science performance levels

Staff Responsible for Monitoring: MCLs

Teachers
Administrators

Title I:

2.4, 2.5, 2.6

- **TEA Priorities:**

Recruit, support, retain teachers and principals, Improve low-performing schools

- **ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Funding Sources: Supplies & Materials-glasses to view eclipse - 211 - Title I, Part A - 211.11.6399.000.119.30.0.000FBG24 - \$600, Student Travel - 211 - Title I, Part A - 211.11.6412.000.119.30.0.000FBG24 - \$2,000, Transportation - 211 - Title I, Part A - 211.11.6494.000.119.30.0.000FBG24 - \$400, Supplies & Materials - 199 PIC 11 - Instructional Services - 199.11.6399.000.119.11.0.119 - \$1,780, Misc Contract Services - 199 PIC 11 - Instructional Services - 199.11.6299.000.119.11.0.119 - \$500, Student Travel - 199 PIC 99 - Undistributed - 199.11.6412.000.119.11.0.119 - \$1,000, Student Transport - 199 PIC 11 - Instructional Services - 199.11.6494.000.119.11.0.119 - \$1,500, Student Travel - 211 - Title I, Part A - 211.11.6412.000.119.11.0.119 - \$7,000

Strategy 3 Details

Strategy 3: Students in Grades 3-5 who are working below grade level in the areas of reading, math or science will receive after school tutorials in order to close gaps in learning.

Strategy's Expected Result/Impact: Increased STAAR reading and math performance levels

More students working on grade level or above

Staff Responsible for Monitoring: Administrators

Interventionist

MCLs

Title I:

2.4, 2.5, 2.6

- **TEA Priorities:**

Build a foundation of reading and math, Improve low-performing schools

- **ESF Levers:**

Lever 5: Effective Instruction

Funding Sources: Other Payroll Payments - 211 - Title I, Part A - 211.11.6116.000.119.30.0.000.FBG24 - \$24,423, Supplies & Materials - 211 - Title I, Part A -

211.11.6399.000.119.0.000 - \$1,402

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

Performance Objective 4: ENGLISH LANGUAGE ACQUISITION PROGRESS: By June 2024, the rate of Emergent Bilingual/English Learners increasing at least one composite score level on the new TELPAS will meet or exceed the expected growth target for English Language Proficiency Status.

2022-23: New TELPAS Progress Rate 52% (Baseline Year)

High Priority

HB3 Goal

Evaluation Data Sources: 2023 Federal Identification of Schools

Strategy 1 Details

Strategy 1: EBs and Non-EBs will participate in speaking and writing activities throughout the content areas. To increase language learning, all teachers will be trained on the English Language Proficiency Standards (ELPS) and be expected to plan for both content and language objectives in their lesson plans. These objectives will be reviewed with the students at the beginning and end of the lesson. Strategies for speaking and oral language development will be included. Funding for reading materials (ELPS Flip Book) or substitutes for professional learning may be required.

Strategy's Expected Result/Impact: Increase in STAAR
TELPAS Domains: Listening, Speaking, Reading & Writing

Staff Responsible for Monitoring: Administrators
Teachers
MCLs

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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Funding Sources: Professional Books - 211 - Title I, Part A - 211.13.6329.000.119.30.0.000FBG24 - \$300, Supplies & Materials - 199 PIC 25 - ESL/Bilingual - 199.11.6399.000.119.25.0.119 - \$4,460, Substitutes-Support Staff - 199 PIC 11 - Instructional Services - 199.11.6122.000.119.23.0.119 - \$530

Strategy 2 Details

Strategy 2: Teachers will participate in a book study, 7 Steps to a Language-Rich, Interactive Classroom by John Seidlitz and Bill Perryman. Teachers will implement strategies learned in the classroom with students. Books, supplies and materials will be needed. Funds for professional books will be required.

Strategy's Expected Result/Impact: Evidence will be found in lesson plans, observations/walkthroughs, classroom environment observations

Staff Responsible for Monitoring: Administrators

Teachers

MCLs

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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Funding Sources: Professional Books - 211 - Title I, Part A - 211/13.6329.000.119.30.0.000FBG24 - \$1,500

Strategy 3 Details

Strategy 3: Two-way dual language teachers will participate in dual language effective strategies trainings. A three-step approach will be used: 1) professional development 2) model/planning (clinical) and 3) teacher implementation with coaching & feedback. Funds for professional development, materials to support implementation, including professional books, supplies and materials to create lesson activities, and substitutes.

Strategy's Expected Result/Impact: Building teacher capacity

Increased Spanish & English Language Proficiency (TELPAS) in listening, speaking, reading and writing

5th grade student achievement in Spanish Language Proficiency will increase

Staff Responsible for Monitoring: MCLs

Administration

Teachers

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: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Funding Sources: Substitutes - 211 - Title I, Part A - 211.11.6112.000.119.30.0.000FBG24 - \$1,400, Professional Development - 211 - Title I, Part A - 211.13.6299.000.119.30.0.000FBG24 - \$15,000, Professional Books - 211 - Title I, Part A - 211.13.6329.000.119.30.0.000FBG24 - \$200, Other Reading Materials - 211 - Title I, Part A - 211.11.6329.000.119.30.0.000FBG24 - \$25,000, Misc Operating Expenses - 199 PIC 99 - Undistributed - 199.23.6499.000.119.99.0.119 - \$480

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

Performance Objective 5: EARLY LITERACY: By June 2024, Sherwood Elementary School will increase the percentage of K-2 students on track to read at grade level by 10 percentage points or $\geq 80\%$.

High Priority

HB3 Goal

Evaluation Data Sources: Kindergarten: TxKEA - Letter Names, Vocabulary, and Spelling
Grades 1 and 2: Phonics Decoding and Encoding and Oral Reading Analysis

Strategy 1 Details

Strategy 1: An early literacy plan will be created. Early literacy materials will be utilized in the classroom to reinforce reading strategies such as decoding, fluency and comprehension. Oral reading analysis will be conducted three times per year, along with status of the class updates. Data talks will occur after reading data entries have occurred. Instructional plans for massive practice will be created. Professional development for early learning teachers and the librarian, as well as classroom materials may be needed to reinforce the strategies in the plan. Funds for classroom library books may be needed.

Strategy's Expected Result/Impact: Increased reading performance levels

Staff Responsible for Monitoring: Interventionist

MCLs
Teachers
Administrators

Title I:

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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Funding Sources: Early Literacy Materials-Supplies & Materials - 199 PIC 11 - Instructional Services - 199.11.6399.000.119,11.0.119 - \$2,000, Special Education Supplies & Materials - 199 PIC 23 - Special Education - 199.11.6399.000.119.23.0.119 - \$560, Other Reading Materials - 199 PIC 11 - Instructional Services - 199.11.6329.000.119.11.0.119 - \$500, Substitutes-Support Staff - 199 PIC 11 - Instructional Services - 199.11.6122.000.119.34.0.119 - \$500, Professional Development - 211 - Title I, Part A - 211.13.6411.000.119.30.0.000.FBG24 - \$500, Region IV - 211 - Title I, Part A - 211.13.6239.000.119.30.0.000.FBG24 - \$500, Other Reading Materials - 211 - Title I, Part A - 211.11.6329.000.119.30.0.000.FBG24 - \$5,550

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

Performance Objective 6: EARLY NUMERACY: By June 2024, Sherwood Elementary School will increase the percentage of K-2 students on track to be on grade level in foundational math skills by 7 percentage points or $\geq 80\%$.

High Priority

HB3 Goal

Evaluation Data Sources: K-2 Math Progress Monitoring

Strategy 1 Details

Strategy 1: An early numeracy math plan will be created. Early numeracy math materials will be utilized in the classroom to reinforce math strategies. Math progress monitoring will be conducted three times per year, along with status of the class updates. Data talks will occur after math data entries have occurred. Instructional plans for small group instruction will be created. Professional development and classroom materials may be needed to reinforce the strategies in the plan.

Strategy's Expected Result/Impact: Increased math performance levels on math progress monitoring

Staff Responsible for Monitoring: Interventionist

MCLs
Teachers
Administrators

Title I:

2.4, 2.5, 2.6

- **TEA Priorities:**

Build a foundation of reading and math, Improve low-performing schools

- **ESF Levers:**

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Funding Sources: Early Math Supplies & Materials - 199 PIC 11 - Instructional Services - 199.11.6399.000.119.11.0.119 - \$2,000

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

Performance Objective 7: ADVANCED COURSES: By June 2024, Sherwood Elementary School will increase the number of students prepared for sixth grade advanced coursework in reading and math.

High Priority

Evaluation Data Sources: Multiple measures

Strategy 1 Details

Strategy 1: Our GT coordinators (counselor & librarian) will analyze multiple measures of data in order to provide extension activities for students who are high achievers and/or gifted. Supplies, materials and books for students may be needed.

Strategy's Expected Result/Impact: Increased # of students prepared for 6th grade advanced coursework in reading and math.

Staff Responsible for Monitoring: GT Coordinators

ILT

Administrators

Teachers

Title I:

2.4, 2.5

- TEA Priorities:

Connect high school to career and college

- ESF Levers:

Lever 5: Effective Instruction

Funding Sources: Other Reading Materials-Library - 199 PIC 99 - Undistributed - 199.12.6329.000.119.99.0.119 - \$2,000, OtherSupplies-Library - 199 PIC 99 - Undistributed - 199.12.6399.000.119.99.0.119 - \$1,000

Goal 2: STUDENT SUPPORT. Sherwood Elementary School students will benefit from multi-tiered systems of support.

Performance Objective 1: CORE CHARACTERISTICS OF A T-2-4 READY GRADUATE: By June 2024, Sherwood Elementary School will implement at least three strategies that advance the focus on Core Characteristics for every child.

High Priority

Evaluation Data Sources: Discipline Data

Strategy 1 Details
<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: Teachers Administrators Counselor Staff</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>

Strategy 2 Details

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, math or science nights, parent classes, or parent information meetings. Technology equipment for tracking volunteers, visitors and number of families at parent events will be used.

Strategy's Expected Result/Impact: Increased family engagement

Staff Responsible for Monitoring: Family Engagement Team

Front Office Staff

Administrators

Teachers

ILT

Title I:

2.4, 2.5, 2.6, 4.1

- **TEA Priorities:**

Build a foundation of reading and math, Improve low-performing schools

- **ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Funding Sources: Supplies & Materials-Family Engagement - 211 - Title I, Part A - 211.61.6399.000.119.30.000FBG24 - \$5,869, Custodial and/or Police Services-Overtime

- 199 PIC 99 - Undistributed - 199.51.6121.000.119.99.0.119 - \$200, Misc Operating Expenses - 211 - Title I, Part A - 211.61.6499.119 - \$2,531

Strategy 3 Details

Strategy 3: Review SBISD Core Characteristics with campus staff and students. Discuss core characteristics daily on morning announcements and during discipline assemblies. Use scenarios for effective problem solving and conflict resolution.

Strategy's Expected Result/Impact: Discipline data will decrease

Increase awareness of core characteristics

Staff Responsible for Monitoring: Counselor

Administrators

All staff and students

Title I:

2.5, 2.6

- **TEA Priorities:**

Recruit, support, retain teachers and principals, Improve low-performing schools

- **ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Funding Sources: Employee Travel - 199 PIC 11 - Instructional Services - 199.11.6411.000.119.11.0.119 - \$300

Strategy 4 Details

Strategy 4: Parent transition meetings for incoming Pre-K and Kindergarten students will be held at SWE. This will include the two-way dual language orientation and the New Eagle (PK/K) Roundup. Funds may be needed for early learning materials, snacks or advertisement/promotions.

Strategy's Expected Result/Impact: Increased interest in SWE's TWDL Choice Program
Increased connection between the school and the neighborhood/community

Staff Responsible for Monitoring: Parent Liaison

ILT

Counselor

Administrators

Teachers

Title I:

2.4, 2.6, 4.2

- **TEA Priorities:**

Build a foundation of reading and math

- **ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Funding Sources: Misc Operating Expenses - 199 PIC 11 - Instructional Services - 199.11.6499.000.119.32.0.119 - \$1,000

Goal 2: STUDENT SUPPORT. Sherwood Elementary School students will benefit from multi-tiered systems of support.

Performance Objective 2: INTERVENTIONS: By June 2024, Sherwood Elementary School will implement TIER interventions with students identified as needing academic or behavioral supports.

Evaluation Data Sources: Multiple measures

Strategy 1 Details

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.

Strategy's Expected Result/Impact: Increased STAAR scores

Increased Reading Levels

Increased PSA scores

Staff Responsible for Monitoring: MCLs

Intervention Specialist

Administrators

Title I:

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: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments,

Lever 5: Effective Instruction

- **Results Driven Accountability**

Funding Sources: Substitutes-Support Staff - 199 PIC 11 - Instructional Services - 199.11.6122.000.119.11.0.119 - \$2,450

Strategy 2 Details

Strategy 2: The intervention specialist, in collaboration with the MCLs, administration and teachers will identify students in need of intervention services. The teachers/administrators will implement SSC/RTI meetings for each student in need of assistance.

Strategy's Expected Result/Impact: Early intervention
Increased student achievement in reading & math (STAAR, PSAs, Reading Levels)

Staff Responsible for Monitoring: Intervention specialist
MCLs
Administrators
Teachers

Title I:

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 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

- Results Driven Accountability

Goal 2: STUDENT SUPPORT. Sherwood Elementary School students will benefit from multi-tiered systems of support.

Performance Objective 3: STUDENT ATTENDANCE: By June 2024, student attendance at Sherwood Elementary School will increase or will be $\geq 98\%$.

Evaluation Data Sources: Skyward data, TAPR

Strategy 1 Details

Strategy 1: Identify and respond to grade level and student sub-population patterns. Teachers and staff will follow up with parent communication after students have 3 consecutive absences.

Strategy's Expected Result/Impact: Increased attendance and participation in school

Staff Responsible for Monitoring: Teachers & Staff

Administrators
Attendance Committee

Title I:

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 3: Positive School Culture, Lever 5: Effective Instruction

Strategy 2 Details

Strategy 2: Establish an attendance committee to address campus attendance and tardies. Awards/prizes will be given for perfect attendance by nine weeks grading period.

Strategy's Expected Result/Impact: Increased campus attendance and reduced tardies

Staff Responsible for Monitoring: Attendance Specialist

Nurse
Counselor
Assistant Principal
CIS

Title I:

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 3: Positive School Culture, Lever 5: Effective Instruction

Funding Sources: Supplies & Materials - 199 PIC 99 - Undistributed - 199.31.6399.000.119.99.0.119 - \$300

Strategy 3 Details

Strategy 3: A parent liaison position will be funded to support attendance, academics and parent involvement. The parent liaison will collaborate with students' families to offer support, guidance and parent education courses.

Strategy's Expected Result/Impact: Increase parent involvement

Staff Responsible for Monitoring: Administrator

Parent Liaison

Counselor

CIS

Title I:

2.6, 4.1, 4.2

- TEA Priorities:

Build a foundation of reading and math, Improve low-performing schools

- ESF Levers:

Lever 3: Positive School Culture

Funding Sources: Support Personnel - 211 - Title I, Part A - 211.61.6129.000.119.30.0.000FBG24 - \$29,000

Goal 3: SAFE SCHOOLS. Sherwood Elementary School will ensure a safe and secure learning 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

Strategy 1: Teachers and staff 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. Grade level teams will communicate their team discipline rewards/consequences plan with involved stakeholders. Funds may be needed for rewarding positive student choices.

Strategy's Expected Result/Impact: Positive behavior choices on campus

Decrease in Skyward discipline referrals

Staff Responsible for Monitoring: Counselor

Administrators-Behavior Coordinator

Teachers

Title I:

2.5, 2.6

- **ESF Levers:**

Lever 3: Positive School Culture

Funding Sources: Supply-Counselor - 199 PIC 99 - Undistributed - 199.31.6399.000.119.99.0.119 - \$1,000, Supplies-Office - 199 PIC 99 - Undistributed - 199.23.6399.000.119.99.0.119 - \$500

Goal 3: SAFE SCHOOLS. Sherwood Elementary School will ensure a safe and secure learning 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 and calendar

Strategy 1 Details
<p>Strategy 1: The campus principal and safety officer will recruit a safety team and provide a roster. The SWE Campus Safety Committee will meet 6 times per year in order to refine safety practices.</p> <p>Strategy's Expected Result/Impact: Increased safety of students and staff on the campus</p> <p>Staff Responsible for Monitoring: Administrators Safety Officer</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: Safety Updates-Supplies & Materials - 199 PIC 99 - Undistributed - 199.52.6399.000.119.99.0.119 - \$1,000</p>

Goal 3: SAFE SCHOOLS. Sherwood Elementary School will ensure a safe and secure learning 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

Strategy 1: The campus safety committee will meet following all drills to debrief on procedures and modify as needed. Funds for training and supplies & materials may be needed.

Strategy's Expected Result/Impact: Increased safety on the campus

Staff Responsible for Monitoring: Administrators-Campus Safety Officer
Campus Safety Committee

Title I:

2.5

Funding Sources: Supply-Clinic - 199 PIC 99 - Undistributed - 199.33.6399.000.119.99.0.119 - \$700, Travel-Employee (Nurse Training) - 199 PIC 99 - Undistributed - 199.33.6411.000.119.99.0.119 - \$300

Strategy 2 Details

Strategy 2: The campus safety officer will conduct weekly sweeps to identify safety vulnerabilities. A record of this action will be kept on file in the front office. Campus staff will report any concerns to the campus safety officer immediately.

Strategy's Expected Result/Impact: Increased safety for staff and students on the campus

Staff Responsible for Monitoring: Administrators-Campus Safety Officer
Teachers & Staff

ESF Levers:

Lever 3: Positive School Culture

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
<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>

Campus Funding Summary

199 PIC 11 - Instructional Services					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Supplies & Materials	199.11.6399.000.119.0.119	\$1,000.00
1	1	2	Technology Equipment	199.11.6398.000.119.11.0	\$2,000.00
1	1	3	Substitutes	199.11.6112.000.119..11.0.000	\$950.00
1	1	3	Supplies & Materials	199.11.6399.000.119.11.0.119	\$1,000.00
1	1	3	Region IV Services	199.11.6239.000.119.11.0	\$200.00
1	1	3	Employee Travel	199.11.6411.000.119.11.0.119	\$550.00
1	1	3	Misc Operating Expense	199.11.6499.000.119.32.0.119	\$1,000.00
1	1	5	Supplies & Materials	199.11.6399.000.119.11.0.119	\$2,000.00
1	3	1	Supplies & Materials	199.11.6399.000.119.11.0.119	\$2,000.00
1	3	1	Substitutes	199.11.6112.000.119.11.0.119	\$2,000.00
1	3	2	Supplies & Materials	199.11.6399.000.119.11.0.119	\$1,780.00
1	3	2	Student Transport	199.11.6494.000.119.11.0.119	\$1,500.00
1	3	2	Misc Contract Services	199.11.6299.000.119.11.0.119	\$500.00
1	4	1	Substitutes-Support Staff	199.11.6122.000.119.23.0.119	\$530.00
1	5	1	Substitutes-Support Staff	199.11.6122.000.119.34.0.119	\$500.00
1	5	1	Other Reading Materials	199.11.6329.000.119.11.0.119	\$500.00
1	5	1	Early Literacy Materials-Supplies & Materials	199.11.6399.000.119,11.0.119	\$2,000.00
1	6	1	Early Math Supplies & Materials	199.11.6399.000.119.11.0.119	\$2,000.00
2	1	3	Employee Travel	199.11.6411.000.119.11.0.119	\$300.00
2	1	4	Misc Operating Expenses	199.11.6499.000.119.32.0.119	\$1,000.00
2	2	1	Substitutes-Support Staff	199.11.6122.000.119.11.0.119	\$2,450.00
Sub-Total					\$25,760.00
Budgeted Fund Source Amount					\$25,760.00
+/- Difference					\$0.00

199 PIC 23 - Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	1	Special Education Supplies & Materials	199.11.6399.000.119.23.0.119	\$560.00
Sub-Total					\$560.00
Budgeted Fund Source Amount					\$560.00
+/- Difference					\$0.00
199 PIC 25 - ESL/Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	1	Supplies & Materials	199.11.6399.000.119.25.0.119	\$4,460.00
Sub-Total					\$4,460.00
Budgeted Fund Source Amount					\$4,460.00
+/- Difference					\$0.00
199 PIC 30 - At Risk School Wide SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2	Instructional Supplies Materials for math, science & language arts	199.11.6399.000.119.30.0.119	\$6,180.00
Sub-Total					\$6,180.00
Budgeted Fund Source Amount					\$6,180.00
+/- Difference					\$0.00
199 PIC 99 - Undistributed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Region IV Services	199.23.6299.000.119.99.0.119	\$700.00
1	1	4	Employee Travel	199.13.6411.000.119.99.0.119	\$1,500.00
1	3	2	Student Travel	199.11.6412.000.119.11.0.119	\$1,000.00
1	4	3	Misc Operating Expenses	199.23.6499.000.119.99.0.119	\$480.00
1	7	1	Other Reading Materials-Library	199.12.6329.000.119.99.0.119	\$2,000.00
1	7	1	OtherSupplies-Library	199.12.6399.000.119.99.0.119	\$1,000.00
2	1	2	Custodial and/or Police Services-Overtime	199.51.6121.000.119.99.0.119	\$200.00
2	3	2	Supplies & Materials	199.31.6399.000.119.99.0.119	\$300.00
3	1	1	Supplies-Office	199.23.6399.000.119.99.0.119	\$500.00
3	1	1	Supply-Counselor	199.31.6399.000.119.99.0.119	\$1,000.00
3	2	1	Safety Updates-Supplies & Materials	199.52.6399.000.119.99.0.119	\$1,000.00
3	3	1	Supply-Clinic	199.33.6399.000.119.99.0.119	\$700.00

199 PIC 99 - Undistributed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	3	1	Travel-Employee (Nurse Training)	199.33.6411.000.119.99.0.119	\$300.00
Sub-Total					\$10,680.00
Budgeted Fund Source Amount					\$10,680.00
+/- Difference					\$0.00
211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Technology Equipment	211.11.6398.000.119.30.0.000.FBG24	\$1,000.00
1	1	2	Technology Equipment	211.11.6398.000.119.11.0.000.FBG24	\$5,100.00
1	1	2	Supplies & Materials	211.11.6399.000.119.30.0.000.FBG24	\$500.00
1	1	2	Software	211.11.6397.000.119.30.0.000.FBG24	\$12,500.00
1	1	3	Professional Development-Region IV	211.23.6239.000.119.30.0.000.FBG24	\$200.00
1	1	3	Professional Development-Region IV	211.13.6239.000.119.30.0.000.FBG24	\$500.00
1	1	3	Substitutes	211.11.6112.000.119.30.0.000.FBG24	\$1,300.00
1	1	3	Employee Travel-Teachers	211.13.6411.000.119.30.0.000.FBG24	\$3,000.00
1	1	3	Employee Travel-Principals	211.23.6411.000.119.30.0.000.FBG24	\$600.00
1	1	3	Supplies & Materials	211.11.6399.000.119.30.0.000.FBG24	\$1,000.00
1	1	3	Professional Development	211.13.6299.000.119.30.0.000.FBG24	\$18,300.00
1	1	4	Strong School Leadership Development & Planning Training	211.13.6299.000.119.30.0.000.FBG24	\$4,000.00
1	1	4	Professional Books	211.13.6329.000.119.30.0.000.FBG24	\$1,000.00
1	1	5	Backpacks for Summer Home Use	211.61.6329	\$21,000.00
1	1	5	Book Bags & Math Supplies	211.11.6399.000.119.30.0.000.FBG24	\$1,000.00
1	3	1	Supplies & Materials	211.11.6399.000.119.0.000.FBG24	\$200.00
1	3	2	Student Travel	211.11.6412.000.119.30.0.000.FBG24	\$2,000.00
1	3	2	Supplies & Materials-glasses to view eclipse	211.11.6399.000.119.30.0.000.FBG24	\$600.00
1	3	2	Transportation	211.11.6494.000.119.30.0.000.FBG24	\$400.00
1	3	2	Student Travel	211.11.6412.000.119.11.0.119	\$7,000.00
1	3	3	Supplies & Materials	211.11.6399.000.119.0.000	\$1,402.00
1	3	3	Other Payroll Payments	211.11.6116.000.119.30.0.000.FBG24	\$24,423.00
1	4	1	Professional Books	211.13.6329.000.119.30.0.000.FBG24	\$300.00
1	4	2	Professional Books	211/13.6329.000.119.30.0.000.FBG24	\$1,500.00

211 - Title I, Part A

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	3	Professional Development	211.13.6299.000.119.30.0.000FBG24	\$15,000.00
1	4	3	Professional Books	211.13.6329.000.119.30.0.000FBG24	\$200.00
1	4	3	Substitutes	211.11.6112.000.119.30.0.000FBG24	\$1,400.00
1	4	3	Other Reading Materials	211.11.6329.000.119.30.0.000FBG24	\$25,000.00
1	5	1	Professional Development	211.13.6411.000.119.30.0.000.FBG24	\$500.00
1	5	1	Other Reading Materials	211.11.6329.000.119.30.0.000.FBG24	\$5,550.00
1	5	1	Region IV	211.13.6239.000.119.30.0.000.FBG24	\$500.00
2	1	2	Supplies & Materials-Family Engagement	211.61.6399.000.119.30.000FBG24	\$5,869.00
2	1	2	Misc Operating Expenses	211.61.6499.119	\$2,531.00
2	3	3	Support Personnel	211.61.6129.000.119.30.0.000FBG24	\$29,000.00
Sub-Total					\$194,375.00
Budgeted Fund Source Amount					\$194,375.00
+/- Difference					\$0.00
Grand Total Budgeted					\$242,015.00
Grand Total Spent					\$242,015.00
+/- Difference					\$0.00