

Spring Branch Independent School District

Shadow Oaks Elementary School

2019-2020 Campus Improvement Plan



Mission Statement

Shadow Oaks believes **every student** has the right to realize their **potential** by committing to their **academic** and **social emotional** success in order to be **impactful leaders in our world**. Each student **deserves** to be **confident, important and valued**.

Vision

Shadow Oaks Owls are empowered, learners and complex problem solvers. They are empathetic collaborators who lead with character.

Core Values

Every Child

We put students at the heart of everything we do.

Collective Greatness

We, as a community, leverage our individual strengths to reach challenging goals.

Collaborative Spirit

We believe in each other and find joy in our work.

Limitless Curiosity

We never stop learning and growing.

Moral Compass

We are guided by strong character, ethics and integrity.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Shadow Oaks Elementary enrollment is approximately 650 students in PK-5 grade. Our population continues to be a diverse combination of cultures from around the world predominately Hispanic. Our percentage of economically disadvantaged students had increased to 98%. Seventy-two of our students are English Language Learners. Our recent immigrant population has grown to 60 students from 16 counties. Our mobility rate is approximately 18%. We service 31 students identified as homeless. Shadow Oaks's percentage of students served in special education is 10.5%. We service students through in-class support, resource, lifeskills and APPLE specialized classrooms. The majority of our neighborhood consists of six multi-unit apartment complexes and an older residential area. Our attendance rate is 96.5%.

Demographics Strengths

Shadow Oaks Elementary demographics are fairly unchanged from the previous year. Our families come from over the world and bring with them diverse strengths. Our students attendance is a strength.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Ninety-eight percent of our learners come from poverty, with seventy-two percent coming with limited English language proficiency. **Root Cause:** The majority of our families live in poverty with their primary language other than English.

Student Academic Achievement

Student Academic Achievement Summary

Shadow Oaks Elementary exceeded the National Average on the MAP end of year testing. Fifty-four percent of our students met their projected growth index in reading. This is a 12 point increase from the previous school year. Fifty-nine percent of our students met their projected growth index in math. This is a 6 point increase from the previous school year.

Shadow Oaks Elementary met the standards on the state accountability system. Shadow Oaks received a " C" rating (71% increase of 5% from previous year).

Index 1: Student Achievement: 58% (increase of 4% from previous year)

Index 2A: Student Progress: 72% (increase of 5% from previous year)

Index 2B: Comparison: 63% (increase of 8% from previous year)

Index 3: Post-secondary Readiness: 70% (increase of 5% from previous year)

TELPAS data shows increases in the composite scores comparing current grade level scores to last year's grade level scores and also cohorts of students from previous school year to current school year. However, 3rd - 5th grade are not progressing at an accelerated level to reach targets of 3rd Advanced and 4th/5th Advanced High on the composite score, includes listening, speaking reading and writing.

Kinder (Target Beginner)

First Grade (Target Beginner)

Second Grade (Target Intermediate)

Third Grade (Target Advanced)

Fourth Grade (Target Advanced High) 10% met or exceeded advanced high level

Fifth Grade (Target Advanced High) 23% met or exceeded advanced high level

Student Academic Achievement Strengths

Multiple measures show growth through common assessments, immediate response from teachers based on data, student tracking their data and goal setting. Teachers operate in Professional Learning Communities and utilize Lead4ward tools for planning.

Shadow Oaks Elementary is showing growth on the MAP test. Students are receiving individualized and small group instruction along with daily adaptive software instruction in the areas of reading and math.

STAAR assessment is showing growth in the number of students who achieved the "met" and "masters" level of performance.

TELPAS data shows increases in the composite scores comparing current grade level scores to last year's grade level scores and also cohorts of students from previous school year to current school year.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Although our students are showing growth in the approaches, meets and masters level of performance, accelerated growth in meets is needed. **Root Cause:** Eliminate focus on approaches and set the minimum level of proficiency at the meets level.

School Processes & Programs

School Processes & Programs Summary

Shadow Oaks Elementary has multiple positive organizational leadership structures. Our campus is a part of the Opportunity Culture Texas initiative. This allows us to optimize staffing to include a Multi-classroom facilitator, three multi-classroom leaders and an instructional specialist. This leadership team works directly with grade levels and are responsible for the growth and success of our teachers and students. In addition, through general and title funds, we have two associate teachers and a part time instructional specialist to support the academic success of our students. Further, we have a full time counselor, nurse, and two Community In Schools social workers. Shadow Oaks contracts with Project Class for two days of behavior intervention support. Our campus works closely with our SBISD Systems of Care Coach to support the social/emotional needs of our students. All teachers are members of a Professional Learning Community. Each grade level meets multiple times per week, including a weekly extended planning time, to thoughtfully and timely respond to data and build plans based on the findings. The Leadership Team and Campus Improvement Team, facilitate the work of the campus improvement plan. All faculty and staff are members of committee to implement the plan.

School Processes & Programs Strengths

Over the past three years, Shadow Oaks has implemented the Professional Learning Community and DataWise process. Our PLCs have a strong focus on the individualized growth of every student and collectively for the entire grade level/campus. Teachers gather, analyze and respond to data on a weekly basis. In addition, our work on PLCs, Kindness and appreciations has increased the collaborative culture of our campus. The shared leadership among the organizational leadership allows ownership and development of teacher leaders.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: The needs of our students academically, social/emotionally, and "whole" child are significant. It is challenging to ensure we address all students, all the time to effectively provide personalized learning. **Root Cause:** Opportunities to increase the "time" with students.

Perceptions

Perceptions Summary

This is Shadow Oaks Elementary's third year to participate in the Panorama Survey for our 3rd - 5th graders. We continue to see growth in all areas: Teacher-Student Relationships, Rigorous Expectations, School Belonging, School Climate and School Safety, with our overall score 80%. In all five areas we scored in the 80th - 99th percentile nationally.

School Rigorous Expectations 88% (Decrease of 1% from previous year)

School Teacher Relationships 87% (Increase of 1% from previous year)

School Belonging 78% (Increase of 3% from previous year)

School Climate 77% (Increase 2% from previous year)

School Safety 69% (Increase 2% from previous year)

Perceptions Strengths

Shadow Oaks has a collaboratively culture that focuses on Every Child. We have established common schoolwide expectations. Our campus committed to building positive relationships with all students and building an environment where all students feel they belong. Our campus implemented school wide classroom community circles this past year. We have extended our plan for this school year to include "Empowerment Time" to increase relationships, belonging, expectations and celebration as a result of our School Redesign work. Through the empathy surveys and redesign work, we identified our graduate aims: Empathetic Collaborator, Complex Problem Solver, Curious Learner, Character. Kindness and appreciations are at the core of our practices. We celebrate our faculty, staff and students through weekly thank you letters to teachers, staff and students during Leadership and PLC meetings, weekly faculty meeting Shout Outs, Monthly Owlstanding leaders, weekly newsletter and posting on GroupMe.

We are adding Leader In Me to our campus to address our commitment to our Graduate Aims.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Shadow Oaks students continue to develop skills to address confidence and growth mindset. **Root Cause:** Students have limited experiences to explore and gain self confidence.

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Local diagnostic math assessment data
- Student failure and/or retention rates

- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved Prekindergarten and Kindergarten 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
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data

- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- TTESS data
- T-PESS data
- Equity data

Parent/Community Data

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

Support Systems and Other Data

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

Goals

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




Performance Objective 1: By June 2020, at least 62% of SOE students will meet or exceed MAP growth expectations in math and 55% of SOE students will meet or exceed growth expectations in reading.







2018-19: Reading - 52% met CGI; Math - 57 % met CGI

2017-18: Reading - 40% met CGI; Math - 52% met CGI

Evaluation Data Source(s) 1: MAP EOY Data




Summative Evaluation 1:




Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
TEA Priorities Build a foundation of reading and math 1) Opportunity Culture: Participate in TX Opportunity Culture by implementing a Multi Classroom Leader for grades 3 - 5. Monitor and Track Co-teaching opportunities of MCLs. Conduct weekly side by side coaching and instructional rounds with all teachers, instructional specialists and administrators. Resource: Leverage Leadership and Getting Better Faster, PLC Process (ILT)	2.4, 2.5, 2.6	Instructional Leadership Team, Multi Classroom Leaders, Classroom Teachers	Agendas/Minutes PLC Meeting Agendas/Minutes ILT Meeting Agendas/Minutes Lesson Plans Classroom Walk Throughs Coaching Agendas/Minutes/Schedule Eduphoria Aware Data All In Learning Common Assessments Data LEP Data MAP Data T-TESS Goals			
Funding Sources: 199 PIC 99 - Undistributed - 1000.00						







Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<p>2) Reading: Ensure each PK-5th grade classroom is fully implementing rigorous and relevant instruction using the balanced literacy format.</p> <p>Emphasis on Teachers College Reading and Writing Program. Implementation of the Units of Study for Writing and Reading.</p> <p>Students will read independently 20 minutes per day during class, before school during RISE Time, throughout transition times during the day and homework.</p> <p>Use STAAR, TELPAS, MAP, and Common Assessment data to vertically align balanced literacy and workshop across all grade levels.</p>	2.4, 2.5, 2.6	Instructional Leadership Team, Team Leaders, Classroom Teachers Literacy Committee	Agendas/Minutes PLC Meeting Agendas/Minutes ILT Meeting Agendas/Minutes Lesson Plans Classroom Walk Throughs Coaching Agendas/Minutes/Schedule Eduphoria Aware Data All In Learning Common Assessments Data LEP Data MAP Data T-TESS Goals Work Samples Reading Logs			
<p>3) Reading Continued: Implement school wide independent reading program. Campus goal will measure the number of minutes read throughout the year.</p> <p>Implement online resources: Istation, Razkids.</p> <p>Professional Development: TCRWP Units of Study, Lead4ward, and Analysis Pyramid.</p> <p>Lead4ward Professional Development Plan: TEK Clusters Expository and Fiction.</p> <p>Maintain and purchase materials to support reading instruction.</p> <p>Purchase Mentoring Minds and technology software for Istation and Razkids.</p> <p>Resource: Units of Study</p>	2.4, 2.5, 2.6	Instructional Leadership Team, Team Leaders, Classroom Teachers Literacy Committee	Agendas/Minutes PLC Meeting Agendas/Minutes ILT Meeting Agendas/Minutes Lesson Plans Classroom Walk Throughs Coaching Agendas/Minutes/Schedule Eduphoria Aware Data All In Learning Common Assessments Data LEP Data MAP Data T-TESS Goals Work Samples Istation Data RazKids Data Reading Logs			

Funding Sources: 199 PIC 99 - Undistributed - 7000.00

Funding Sources: 211 - Title I, Part A - 18817.00, 199 PIC 11 - Instructional Services - 2845.00

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<p>4) Math: Ensure each PK - 5th grade classroom is implementing rigorous and relevant math instruction through the use of small group instruction, problem solving and technology rich instruction.</p> <p>Utilize STAAR, TELPAS, MAP, PSA and common assessment data to vertically align math instruction: number sense, model drawing, number bonds, math talks and homework.</p> <p>Implement online resources: Dream Box.</p> <p>Implement school wide math facts program. Integrate math facts through kinesthetic learning. Math facts will be the focus of homework.</p> <p>Provide Math Family Night.</p> <p>Lead4ward Professional Development Plan: TEK Clusters Representation and Comparison of Whole Numbers K-1, Whole Number Operations 2nd, Measurement 3-4 and Geometry & Measurement 5th.</p> <p>Continue staff development opportunities through faculty meetings, grade level planning meetings, individual coaching and planning, vertical teams, and book clubs.</p> <p>Purchase Mentoring Minds</p> <p>Maintain and purchase materials to support math instruction.</p>		<p>Instructional Leadership Team, Team Leaders, Classroom Teachers</p> <p>Math/Science and Kinesthetic Committee</p>	<p>Agendas/Minutes PLC Meeting</p> <p>Agendas/Minutes ILT Meeting Agendas/Minutes Lesson Plans Classroom Walk Throughs Coaching Agendas/Minutes/Schedule</p> <p>Eduphoria Aware Data</p> <p>All In Learning Common Assessments Data</p> <p>LEP Data</p> <p>MAP Data</p> <p>T-TESS Goals</p> <p>Work Samples</p> <p>Dream Box Data</p> <p>Math Facts Data</p>			
<p>Funding Sources: 211 - Title I, Part A - 3942.00</p>						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<p>5) Continue student goal setting opportunities in the academic and non-academic settings. Provide students opportunities to participate in rating scales (character strengths) and interest surveys (reading).</p> <p>Students will track progress through the implementation of Student Data Binders. Students will set SMART goals related to classroom instruction and assessments.</p> <p>Implement strategies to increase student efficacy, Growth Mindset and Grit.</p>		Instructional Leadership Team, Team Leaders, Classroom Teachers	Agendas/Minutes PLC Meeting Agendas/Minutes ILT Meeting Agendas/Minutes Lesson Plans Classroom Walk Throughs Coaching Agendas/Minutes/Schedule Eduphoria Aware Data All In Learning Common Assessments Data LEP Data MAP Data T-TESS Goals Data Binder Panorama Data Growth Mindset/Grit Survey Data Interest Inventories			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<p>6) Writing: Ensure each PK-5th grade classroom is fully implementing rigorous and relevant instruction using the balanced literacy format.</p> <p>Implement TCRWP Units of Study.</p> <p>Each Fourth grade teacher will ensure a designated daily 15-20 minute time to teach/develop the revising and editing TEKS. Fourth grade will develop common exit tickets to assess students on revising and editing TEKS.</p> <p>Use STAAR, TELPAS, and PSA data to vertically align writing instruction.</p> <p>Display all student writing throughout campus. Ensure a list of non-negotiable words for each grade level are implemented through all writing assignments and utilization of word wall. Students will be assessed on their use of non-negotiable words.</p> <p>Utilize common Writing Heading across campus.</p> <p>Continue staff development opportunities through faculty meetings, grade level planning meetings, individual coaching and planning, vertical teams, and book clubs. Share student writing samples at 1st extended planning each month. Consistently use the proficiency scales for writing in TELPAS.</p> <p>Purchase materials to support STAAR</p> <p>Maintain and purchase materials to support writing instruction.</p>		<p>Instructional Leadership Team, Team Leaders, Classroom Teachers</p> <p>Literacy Committee</p>	<p>Agendas/Minutes PLC Meeting</p> <p>Agendas/Minutes ILT Meeting Agendas/Minutes Lesson Plans Classroom Walk Throughs Coaching Agendas/Minutes/Schedule</p> <p>Eduphoria Aware Data</p> <p>LEP Data</p> <p>MAP Data</p> <p>T-TESS Goals</p> <p>Work Samples</p>			
<p>Funding Sources: 211 - Title I, Part A - 3942.00, 199 PIC 11 - Instructional Services - 4000.00</p>						
<div>  = Accomplished  = No Progress  = Discontinue </div>						

Goal 2: In order to achieve T-2-4, students will feel connected to their school community as both an individual and a learner.







Performance Objective 1: By June 2020, 3rd -5th graders will respond favorably to the Panorama survey: 90% Rigorous Expectations
90% Student-Teacher Relationships, 80% School Belonging, 80% School Climate, 80% School Safety



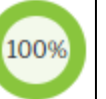









2018-19: School Belonging 78%; School Climate 77%; School Rigorous Expectations 88%; School Safety 69%;
School Teacher-Student Relationships 87%



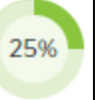


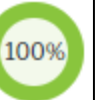
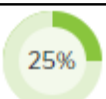

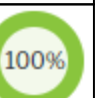
2017-18: School Belonging 75%; School Climate 75%; School Rigorous Expectations 87%; School Safety 67%;
School Teacher-Student Relationships 88%



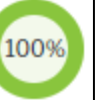


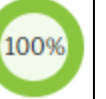


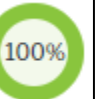
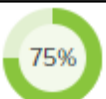

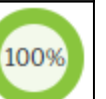



Evaluation Data Source(s) 1: Panorama Data EOY

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<p>1) Monitor weekly attendance (absences and tardies) and discipline to create monthly action plans to support students and parents.</p> <p>Continue to implement Classroom Tracking of 10 day attendance. Celebrate classrooms who meet 10 days of continuous attendance.</p> <p>As a campus, once we reach 5 days of 98%, the campus will have a free dress day.</p>	2.4, 2.5, 2.6	Instructional Leadership Team, Campus Improvement Team, Classroom Teachers, ADA, Project Class	Weekly Attendance Records ILT Agendas/Minutes CIT Agendas/Minutes Panorama Survey			
<p>2) Implement a School-wide Positive Behavior Support System. Utilize a tiered system to support classroom and individual student behaviors.</p> <p>Implement School Wide Procedures handbook. Implement teacher procedures to accompany student expectations.</p> <p>Implement CHAMPS strategies. Utilize Class Dojo.</p> <p>Continue school wide/grade level communication logs with parents</p>	2.4, 2.5, 2.6	Instructional Leadership Team, Campus Improvement Team, Team Leaders, Classroom Teachers	Discipline Data PLC Agendas/Minutes ILT Meeting Agendas/Minutes Lesson Plans Classroom Walk Throughs Panorama Survey			
Funding Sources: 199 PIC 99 - Undistributed - 750.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
3) Provide Project Class as a school-based social and relationship skills program for grades PK - 4th. Train all PK-4th grade, specials, intervention and support staff in order to effectively teach social skills. Project Class will provide weekly follow-up services to work directly with students, staff, and classrooms. (2 days per week)	2.4, 2.5, 2.6	Instructional Leadership Team, Campus Improvement Team, Team Leaders, Classroom Teachers	Discipline Data PLC Agendas/Minutes ILT Meeting Agendas/Minutes Lesson Plans Classroom Walk Throughs Project Class Referrals and Documentation			
Funding Sources: 211 - Title I, Part A - 11500.10						
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 4) Implement Leader In Me through professional, student and family learning: * 7 Habits Training for SOE faculty, staff, cafeteria, custodial and transportation teams. * Weekly 7 Habits lessons PK -5 * Launch event *Ribbon cutting event *Campus, grade level and classroom celebrations *Development leadership opportunities for students. * Parent training	2.4, 2.5, 2.6, 3.1, 3.2	Instructional Leadership Team, Campus Improvement Team, Team Leaders, Classroom Teachers, Specials Teachers Lighthouse Leaders and Leads	Discipline Data PLC Agendas/Minutes ILT Meeting Agendas/Minutes Lesson Plans Campus Walk Throughs Interest Surveys List of Leadership Opportunities Panorama Survey			
Funding Sources: 211 - Title I, Part A - 11850.90, 199 PIC 11 - Instructional Services - 12350.00						
5) Provide students the opportunity to participate in fine arts activities/performances on and off campus, such as, Rodeo Art, District Choir Performances, Spelling Bee, Junior Achievement, District Track Meet and Field Day.	2.4, 2.5, 2.6	Instructional Leadership Team, Campus Improvement Team, Team Leaders, Classroom Teachers, Specials Teachers	PLC Agendas/Minutes ILT Meeting Agendas/Minutes Lesson Plans Campus Walk Throughs Interest Surveys Calendar of Events Percentage of Student Participation Panorama Survey			
6) Highlight talents and accomplishments through monthly grade level showcases and other events: * Library * Music and Health Fitness Performances * Art Shows * Display of grade level social studies projects * Display of science projects * Honor Roll (2nd - 5th) * Kinder and 5th Grade Graduation * Talent Show Align Honor Roll with Leader In Me.	2.4, 2.5, 2.6	Instructional Leadership Team, Campus Improvement Team, Team Leaders, Classroom Teachers, Specials Teachers School Connectedness Committee	PLC Agendas/Minutes ILT Meeting Agendas/Minutes Lesson Plans Campus Walk Throughs Interest Surveys Calendar of Events Percentage of Student Participation Panorama Survey			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
TEA Priorities Connect high school to career and college 7) Create activities in alignment with the social studies and science TEKS that focus on careers; highlight careers within academic areas as noted in nine week plans, schedule community speakers throughout the year during and after school in alignment with the curriculum.	2.4, 2.5, 2.6	Instructional Leadership Team, Campus Improvement Team, Classroom Teachers Literacy and Math/Science Committee School Connectedness Committee	PLC Agendas/Minutes ILT Meeting Agendas/Minutes Lesson Plans Campus Walk Throughs Interest Surveys Calendar of Events Percentage of Student Participation Panorama Survey			
TEA Priorities Connect high school to career and college 8) Continue college of the month focus. Promote college through activities such as, college T'shirt day, pennants, displays, broadcast announcements, Owl Pride Assemblies, and guest speakers. Deliver college message to parents through all events, conferences, newsletters and meetings.		Instructional Leadership Team, Campus Improvement Team, Classroom Teachers College/Leadership Professional Learning Committee CIS	PLC Agendas/Minutes ILT Meeting Agendas/Minutes Lesson Plans Campus Walk Throughs Interest Surveys Calendar of Events Percentage of Student Participation Panorama Survey			
TEA Priorities Build a foundation of reading and math 9) Increase active involvement of parents in their children's education through campus wide home visits in the Fall and Spring. Develop plan for the recruitment, training, participation and celebration of classroom room parents. Implement Student Led Conferences.	2.4, 2.5, 2.6, 3.1, 3.2	Instructional Leadership Team, Team Leaders, Classroom Teacher Family Engagement Committee CIS	Attendance Records Discipline Data ILT Agendas/Minutes CIT Agendas/Minutes Home Visit Survey Data Panorama Survey			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
10) Increase active involvement of parents in their children's education through classes offered to parents: * Leader In Me *Reading Strategies *Writing Strategies * Math Strategies * English Classes * Technology * Nutrition/Healthy Lifestyle * Behavior Management * Growth Mindset Maintain and purchase items to support the classes for parents.	3.1, 3.2	Instructional Leadership Team, Team Leaders, Classroom Teachers CIS	CIT Agendas/Minutes Course Surveys Calendar of Events Percentage of Parent Participation Panorama Survey			
	Funding Sources: 211 - Title I, Part A - 2911.00					
11) Participate in SBISD "Share a Smile" customer service plan. * Identify and complete campus customer service activities * Implement customer service survey		Instructional Leadership Team, Campus Improvement Team, Classroom Teachers Office staff	Customer Surveys List of Activities			
12) Provide opportunities for students in during extended planning to participate in choice projects based on their interest and talents. (art projects, music, theatre, sports, Stem).		Instructional Leadership Team, Campus Improvement Team, Team Leaders, Classroom Teachers, Specials Teachers	PLC Agendas/Minutes ILT Meeting Agendas/Minutes Lesson Plans Campus Walk Throughs Interest Surveys Calendar of Events Percentage of Student Participation Panorama Survey			
13) Implement Empowerment Time daily to include: 1. Community Circle 2. STEM Activity 3. Data Dive 4. 7 Habit Training 5. Celebration	2.4, 2.5, 2.6	Instructional Leadership Team, Campus Improvement Team, Team Leaders, Classroom Teachers, Specials Teachers Lighthouse Leaders and Lead	PLC Agendas/Minutes ILT Meeting Agendas/Minutes Lesson Plans Campus Walk Throughs Interest Surveys Calendar of Events Percentage of Student Participation Panorama Survey			
<div>  = Accomplished  = No Progress  = Discontinue </div>						

Goal 3: In order to achieve, T-2-4, students will demonstrate college-ready academic performance.




Performance Objective 1: By June 2020, at least 30% of SOE students will perform at post-secondary ready levels on MAP (66-77th percentile reading, 70-84th percentile math in 3rd & 5th grades) and/or STAAR (meets grade level in 3rd & 5th grades).










2018-19: 25% performed at post-secondary readiness levels as defined by SBISD Measures of Success

2017-18: 23% performed at post-secondary readiness levels as defined by SBISD Measures of Success

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

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
TEA Priorities Build a foundation of reading and math 1) Utilize Lead4ward and Lead Learning Series: Evidence of Learning to support the Data Wise Improvement Process. (Lead4ward Planning, Intervention, Rockin' Review, Mash Up and Accountability) Attend Lead4ward Professional Development. Participate in Lead Learning Series: Evidence of Learning Webinars (ILT.) Utilize Lead4ward planning through PLC and Planning Opportunities. Utilize the Lead4ward Playlist for developing active learning. Focus on Quickchecks, Think It Up and Playlist. Continue Master Schedule to include weekly common planning time and weekly (2nd - 5th) and every other week (Kinder - 1st) extended planning time in addition to content planning days. Purchase materials related to the Lead4ward and Data Wise Process.	2.4, 2.5, 2.6	Instructional Leadership Team, Team Leaders, Classroom Teachers	Agendas/Minutes PLC Meeting Agendas/Minutes ILT Meeting Lesson Plans Master Schedule Lead4ward Planning Documents Lesson Plans Classroom Walk Throughs Coaching Agendas/Minutes/Schedule Eduphoria Aware Data LEP Data MAP Data PLC Team Rubric DataWise Rubric			
Funding Sources: 199 PIC 11 - Instructional Services - 2100.00, 211 - Title I, Part A - 6988.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
TEA Priorities Build a foundation of reading and math 2) Provide leadership training for all campus staff to build highly effective teams. Strengthen the practices of a Professional Learning Community. Attend All Things PLC and RtI (Solution Tree PD) Continue to expand leadership opportunities throughout the campus to increase shared leadership. Celebrate, showcase and connect as a SOE team by utilizing the Group Me App. Continue Peer Instructional rounds opportunities to observe "best" practices and build "next" practices.	2.4, 2.5, 2.6	Instructional Leadership Team, Campus Improvement Team, Classroom Teachers	Agendas/Minutes PLC Meeting Agendas/Minutes ILT Meeting Lesson Plans Master Schedule Campus Walk Throughs Coaching Agendas/Minutes/Schedule Peer Observation Records PLC Team Rubric DataWise Rubric			
	Funding Sources: 211 - Title I, Part A - 8512.00, 199 PIC 99 - Undistributed - 1300.00					
TEA Priorities Build a foundation of reading and math 3) Kinesthetic Learning: Integrate kinesthetic learning during transitions, through delivery of instruction, assessment and workstations. Collaborate with Action Based Instructional Specialist during extended planning opportunities. Purchase and Incorporate flexible seating in each classroom.	2.4, 2.5, 2.6	Instructional Leadership Team, Campus Improvement Team, Classroom Teachers Kinesthetic Committee	Agendas/Minutes PLC Meeting Agendas/Minutes ILT Meeting Lesson Plans Master Schedule Campus Walk Throughs Coaching Agendas/Minutes/Schedule Peer Observation Records PLC Team Rubric DataWise Rubric			
<div>  = Accomplished  = No Progress  = Discontinue </div>						

Goal 4: In order to achieve T-2-4, students will receive equitable opportunities resulting in the closing of existing achievement gaps.

Performance Objective 1: By June 2020, SOE will close existing gaps for post-secondary readiness by at least 5 % African American/non-African American, students with disabilities/non-students with disabilities, and English Learners/non-English Learners, while all performance improves in all content areas.

2018-19: African American 17%; non- African American 26%

2017-18: African American 0%; non- African American 24%

2018-19: Sped 4%; non-Sped 27%




2017-18: Sped 9%; non-Sped 25%




2018-19: EL 23%; non-EL 29%










2017-18: EL 22%; non-EL 25%










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







Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<p>1) Data Analysis: Participate in the District MAP, Priority Standards Assessments and STAAR Release Assessments.</p> <p>Utilize SBISD Curriculum Proficiency Scales.</p> <p>Develop and implement schedule for campus based assessments to include Exit Tickets and Work Samples. Use DataWise Improvement Process.</p> <p>Implement Effective Schools Framework</p> <p>Utilize All In Learning</p> <p>Conduct data conferences with administrators, instructional specialists and individual teachers in PK-5 grade following assessments to review, interpret, and thoughtfully plan for instruction. Planning will include acceleration and remediation to close the gaps indicated on the assessment data.</p> <p>Provide an extended planning block for all grade levels. Extended planning will focus on planning and intervention using Lead4ward, Data Wise Process and collaborative lesson planning.</p> <p>Focus on daily schedules to ensure bell to bell instruction.</p> <p>Utilize Teach Like a Champion Strategies.</p> <p>Book Study: Teach Like a Champion (ILT). Priority Standards (PLCs)</p> <p>Attend Region IV Effective Schools Framework Training.</p>		Instructional Leadership Team, Team Leaders, Classroom Teachers	<p>Agendas/Minutes PLC Meeting</p> <p>Agendas/Minutes ILT Meeting Lesson Plans</p> <p>Master Schedule</p> <p>Lead4ward Planning Documents</p> <p>Lesson Plans</p> <p>Classroom Walk Throughs</p> <p>Coaching Agendas/Minutes/Schedule</p> <p>Eduphoria Aware Data</p> <p>LEP Data</p> <p>MAP Data</p> <p>PLC Team Rubric</p> <p>DataWise Rubric</p>			
<p>Funding Sources: 211 - Title I, Part A - 6000.00, 199 PIC 11 - Instructional Services - 1500.00</p>						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<p>2) Second Language Development: Ensure each PK - 5th grade classroom implements rigorous and relevant instruction to increase the first and second language development.</p> <p>Utilize a Scope & Sequence to teach all Language TEKS across all grade levels.</p> <p>Participate in Dr. Mercuri's professional development and implement strategies from PD.</p> <p>Increase use of language stems.</p> <p>Implement a campus wide vocabulary focus across content. Utilize strategies such as the Marzano and Frayer models.</p> <p>Classrooms will develop a vocabulary word banks based on the SBISD guaranteed vocabulary and Lead4ward vocabulary.</p> <p>Monitor all LEP students based on the Reading MAP and TELPAS data.</p> <p>Utilize writing samples and running records along side the ELAR/ARLA data to monitor progress for TELPAS.</p> <p>Ensure writing instruction across all content areas. Increase opportunities for English Writing.</p> <p>Continue staff development opportunities through faculty meetings, grade level planning meetings, individual coaching and planning, vertical teams, and book clubs.</p> <p>Maintain and purchase materials to support ELL instruction.</p>		Instructional Leadership Team, Team Leaders, Classroom Teachers	<p>Agendas/Minutes PLC Meeting</p> <p>Agendas/Minutes ILT Meeting Lesson Plans</p> <p>Master Schedule</p> <p>Lead4ward Planning Documents</p> <p>Lesson Plans</p> <p>Classroom Walk Throughs</p> <p>Coaching Agendas/Minutes/Schedule</p> <p>Eduphoria Aware Data</p> <p>LEP Data</p> <p>MAP Data</p>			
<p>Funding Sources: 199 PIC 25 - ESL/Bilingual - 8420.00</p>						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<p>3) Utilize Title I Funds and Staffing Units to support the funding of grade level intervention specialists to support the planning and implementation of classroom instruction and provide support through the RtI model.</p> <p>PK - 2nd Grade: Professional Staff Development Specialist and Language Acquisition Instructional Specialist.</p> <p>3rd - 5th Grade: Mutli Classroom Leader</p> <p>Instructional Interventionist (.49) to support Meets and Masters targets.</p> <p>Provide substitutes for support staff when absent.</p>		Instructional Leadership Team, Campus Improvement Team	<p>Agendas/Minutes ILT Meeting</p> <p>Agendas/Minutes CIT Meeting</p> <p>Lesson Plans</p> <p>Master Schedule</p> <p>Lead4ward Planning Documents</p> <p>Lesson Plans</p> <p>Classroom Walk Throughs</p> <p>Coaching Agendas/Minutes/Schedule</p> <p>Eduphoria Aware Data</p> <p>LEP Data</p> <p>MAP Data</p> <p>PLC Team Rubric</p> <p>DataWise Rubric</p>			
Funding Sources: 211 - Title I, Part A - 195685.00, 199 PIC 11 - Instructional Services - 3000.00						
<p>4) Implement Weekly Student Huddle to provide support and guide RtI process for students focusing on academic, health, attendance, behavior and social/emotional needs.</p> <p>Identify and implement support groups for counselor, CIS and CYS.</p>		Instructional Leadership Team, Team Leaders, Classroom Teachers	<p>Agendas/Minutes ILT Meeting</p> <p>RtI Documentation</p> <p>Eduphoria Aware Data</p> <p>LEP Data</p> <p>MAP Data</p>			
<p>5) Continue Toddlers and Tales (early literacy) through bi-weekly library time for Shadow Oaks families with children ages 1-3.</p> <p>Continue library nights for our SOE families.</p> <p>Continue summer reading program for our SOE community.</p> <p>Continue distribution of books at all evening events to promote family libraries in the home.</p> <p>Maintain and purchase materials to support library outreach.</p>		<p>Instructional Leadership Team, Team Leaders, Classroom Teachers</p> <p>Literacy Committee</p>	<p>ILT Agenda/Minutes</p> <p>CIT Agenda/Minutes</p> <p>Committee Agenda/Minutes</p> <p>Family Survey</p>			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<p>6) Participate in campus and grade level Social Studies projects that will include the purposeful teaching of workforce skills, such as, collaboration, cultural awareness, empathy, global perspective, written and oral communication.</p> <p>Coordinate National and State celebration days, character strengths, and broadcast features.</p> <p>Provide one study trip per nine weeks for each grade level. Study trip with occur before unit of study to build prior knowledge, schema and vocabulary.</p>		Instructional Leadership Team, Team Leaders, Classroom Teachers	<p>Agendas/Minutes PLC Meeting</p> <p>Agendas/Minutes ILT Meeting</p> <p>Lesson Plans</p> <p>Calendar of Events/Speakers</p> <p>Lead4ward Planning Documents</p> <p>Lesson Plans</p> <p>Classroom Walk Throughs</p> <p>Eduphoria Aware Data</p> <p>LEP Data</p> <p>MAP Data</p>			
<p>TEA Priorities</p> <p>Build a foundation of reading and math</p> <p>Connect high school to career and college</p> <p>7) Provide after school programming to support the four common academic areas: language arts, math, science, and social studies, as well as the social and emotional growth of our at-risk students through paths of career clubs.</p>	2.4, 2.5, 2.6	Instructional Leadership Team, Campus Improvement Team, Team Leaders, Classroom Teachers	<p>Agendas/Minutes PLC Meeting</p> <p>Agendas/Minutes ILT Meeting</p> <p>Lesson Plans</p> <p>Master Calendar</p> <p>Lead4ward Planning Documents</p> <p>Lesson Plans</p> <p>Classroom Walk Throughs</p> <p>Eduphoria Aware Data</p> <p>LEP Data</p> <p>MAP Data</p>			
	Funding Sources: 211 - Title I, Part A - 17000.00, 199 PIC 11 - Instructional Services - 3205.00, 199 PIC 99 - Undistributed - 500.00					
<p>TEA Priorities</p> <p>Build a foundation of reading and math</p> <p>8) Refine Daily Schedules to include increased opportunities through personalized instruction:</p> <p>* Essential Time for uninterrupted time for delivery of new TEKS</p> <p>* Small group instruction</p> <p>* Wise Time (grade level grouping by proficiency scales, common assessment data, MAP, and gaps/strengths)</p> <p>* Adaptive software: Dreambox and Istation</p>	2.4, 2.5, 2.6	Instructional Leadership Team, Campus Improvement Team, Team Leaders, Classroom Teachers	<p>Agendas/Minutes PLC Meeting</p> <p>Agendas/Minutes ILT Meeting</p> <p>Lesson Plans</p> <p>Master Calendar</p> <p>Lead4ward Planning Documents</p> <p>Classroom Walk Throughs</p> <p>Eduphoria Aware Data</p> <p>MAP Data</p>			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<p>9) Science: Ensure each PK - 5th grade classroom is implementing rigorous, relevant and engaging science instruction though the use of 5 E Model, hands-on activities, project based learning and lab activities. Focus on the integration of science among other content areas and direct vocabulary instruction.</p> <p>Use STAAR, TELPAS, MAP and PSA data to vertically align science instruction. Administer</p> <p>Utilize common assessments and exit tickets.</p> <p>Lead4ward Professional Development: TEK Clusters Physical Properties of Matter, Force, Motion and Energy, and Organisms & Environments.</p> <p>Continue Science Family Night and Science Fair.</p> <p>Continue staff development opportunities through faculty meetings, grade level planning meetings, individual coaching and planning, vertical teams, and book clubs.</p> <p>Purchase Mentoring Minds</p> <p>Maintain and purchase materials to support science instruction.</p>		<p>Instructional Leadership Team, Team Leaders, Classroom Teachers</p> <p>Math/Science Committee</p>	<p>Agendas/Minutes PLC Meeting</p> <p>Agendas/Minutes ILT Meeting Agendas/Minutes Lesson Plans Classroom Walk Throughs Coaching Agendas/Minutes/Schedule</p> <p>Eduphoria Aware Data</p> <p>LEP Data</p> <p>MAP Data</p> <p>Work Samples</p> <p>Master Calendar</p>			
	<p>Funding Sources: 211 - Title I, Part A - 3942.00</p>					
<p>10) Utilize Lead4ward/Staar4ward planning and Intervention: Lead4ward Anchor Chart for End of Unit/Concept. Focus on Engaging Activity, Stimulus, and Evidence of Learning.</p> <p>Enhance Journaling: table of contents, labels, diagrams, and reasoning statements.</p> <p>Utilize Stemsscopes and Discovery Ed.</p> <p>Ensure use of Word Banks and Anchor Charts.</p> <p>Provide Science Camps.</p>		<p>Instructional Leadership Team, Team Leaders, Classroom Teachers</p> <p>Math/Science Committee</p>	<p>Agendas/Minutes PLC Meeting</p> <p>Agendas/Minutes ILT Meeting Agendas/Minutes Lesson Plans Classroom Walk Throughs Coaching Agendas/Minutes/Schedule</p> <p>Eduphoria Aware Data</p> <p>LEP Data</p> <p>MAP Data</p> <p>Work Samples</p> <p>Master Calendar</p>			










Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<div><div><div>100%</div><div>= Accomplished</div></div><div><div>0%</div><div>= No Progress</div></div><div><div>✗</div><div>= Discontinue</div></div></div>						










Goal 5: To remain in compliance with Federal and State law.













Performance Objective 1: Meet all compliance timelines and reporting requirements.










Evaluation Data Source(s) 1:
















Summative Evaluation 1:













Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) Conduct annual program evaluation (CATE, SCE G/T, LEP,) utilizing student performance data derived from special populations for the purpose of program review and revision.	2.4, 2.5, 2.6	Instructional Leadership Team, Team Leaders, Classroom Teachers	Eduphoria Aware Data LEP Data MAP Data PLC Team Rubric DataWise Rubric Teacher and Family Surveys At-Risk Data Attendance Data Retention Data			
TEA Priorities Build a foundation of reading and math 2) Develop/strengthen/monitor capacity of teachers, grade levels and departments to support measurable growth in reading proficiency as measured by an increase in the percentage of students in "Developing As Expected" and "Advanced Development" categories in the Reading Standards.	2.4, 2.5, 2.6	Instructional Leadership Team, Team Leaders, Classroom Teachers	Eduphoria Aware Data LEP Data MAP Data PLC Team Rubric DataWise Rubric Teacher and Family Surveys At-Risk Data Attendance Data Retention Data			
TEA Priorities Build a foundation of reading and math 3) Monitor progress of students failing to meet SSI promotion requirements in the previous academic year and provide remediation via supplemental materials and services. Progress will be recorded on the accelerated instruction plan; interim reports and opportunities to conference will be provided to parents of students identified.	2.4, 2.5, 2.6	Instructional Leadership Team, Team Leaders, Classroom Teachers	Eduphoria Aware Data LEP Data MAP Data PLC Team Rubric DataWise Rubric Teacher and Family Surveys At-Risk Data Attendance Data Retention Data			




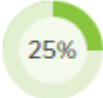





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
4) TECHNOLOGY - Provide opportunities, inclusive of professional development, to build capacity of teachers, principals, and other staff to integrate technology effectively into (a) challenging curricula and (b) related instructional strategies that are aligned to the Texas Essential Knowledge and Skills (TEKS) and the State of Texas Assessment of Academic Readiness (STAAR). Participate in mentor-mentee grant. Continue to provide support for new teachers through the induction program. Involve staff in recruiting and interviewing highly-qualified applicants.	2.4, 2.5, 2.6	Instructional Leadership Team, Team Leaders, Classroom Teachers Anytime Anywhere (Technology) Committee	Eduphoria Aware Data LEP Data MAP Data Agendas/Minutes PLC Mentor/Mentee Logs Applitrack			
5) Promote parent and community involvement in drug and violence prevention programs/ activities.	3.1, 3.2	Instructional Leadership Team, Team Leaders, Classroom Teachers, CIS	CIT Agendas/Minutes Course Surveys Calendar of Events Percentage of Parent Participation Panorama Survey			
6) Provide professional development based on level of expertise and need in the following areas: * Bullying Prevention * Conflict resolution * Resiliency/Developmental Assets * Prevention Curriculum training * No Place for Hate * CSHAC * SEL * Behavior Management	3.1, 3.2	Instructional Leadership Team, Team Leaders, Classroom Teachers, CIS	Discipline Data PLC Agendas/Minutes ILT Meeting Agendas/Minutes Lesson Plans Classroom Walk Throughs Professional Development Calendar Safe Schools Panorama Survey			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
TEA Priorities Build a foundation of reading and math 7) SPECIAL EDUCATION - Monitor LRE ratio. Develop campus capacity to support inclusive programming for students with disabilities. Evaluate campus LRE ratio. Strengthen systems to clearly communicate the expectations/roles for all teachers (focusing on specials team) servicing the student. Focus on Accommodations/Modifications in the classroom	2.4, 2.5, 2.6	Instructional Leadership Team, Team Leaders, Classroom Teachers, Special Education Team	PLC Agendas/Minutes ILT Meeting Agendas/Minutes Lesson Plans Classroom Walk Throughs Eduphoria Aware Data LEP Data MAP Data			
				Funding Sources: 199 PIC 23 - Special Education - 740.00		
TEA Priorities Build a foundation of reading and math 8) SPECIAL EDUCATION - Examine state assessment reports to evaluate progress of students with disabilities relative to ARD committee recommendations and predictions.	2.4, 2.5, 2.6	Instructional Leadership Team, Team Leaders, Classroom Teachers, Special Education Team	PLC Agendas/Minutes ILT Meeting Agendas/Minutes Lesson Plans Classroom Walk Throughs Eduphoria Aware Data LEP Data MAP Data			
TEA Priorities Build a foundation of reading and math 9) SPECIAL EDUCATION - Ensure that Special Education staff, building administrators, and counselors are trained on and adhere to Special Education time lines and compliance requirements. Provide staff development	2.4, 2.5, 2.6	Instructional Leadership Team, Team Leaders, Classroom Teachers, Special Education Team	Professional Development Log Safe Schools			
TEA Priorities Build a foundation of reading and math 10) STATE COMP ED - Provide supplemental At-Risk services/support in the content areas: * Language Arts * Math * Science * Social Studies * LEP Intervention Specialist	2.4, 2.5, 2.6	Instructional Leadership Team, Team Leaders, Classroom Teachers	Eduphoria Aware Data LEP Data MAP Data PLC Team Rubric DataWise Rubric At-Risk Data			
				Funding Sources: 199 PIC 30 - At Risk School Wide SCE - 11600.00		

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
TEA Priorities Build a foundation of reading and math 11) Identify At-Risk students; provide them with supplemental services; and monitor progress (including continual English language development for LEP students)	2.4, 2.5, 2.6	Instructional Leadership Team, Team Leaders, Classroom Teachers	Eduphoria Aware Data LEP Data MAP Data At-Risk Data Attendance Data Retention Data			
12) Develop, monitor, and evaluate campus volunteer/partnership programs that include: * recruitment * training/support * recognition of volunteers/partnerships	3.1, 3.2	Instructional Leadership Team, Campus Improvement Team, CIS Family Engagement Committee	Teacher and Family Survey Visitor and Volunteer Reports			
TEA Priorities Build a foundation of reading and math 13) TITLE II A - Provide professional development to CIT, teachers, and administrators that increases knowledge and skills related to: * vertical alignment * instructional strategies to meet the needs of diverse student populations * integration of technology into curricula and instruction for improving teaching, learning, and technology literacy * STAAR testing and the state curriculum standards (TEKS) in the content areas of English/Language Arts, social studies, and/or science, and/or math. * DDI * Bilingual Program * Co-Teach Training * Small Group Instruction * This includes opportunities for teachers to be coached, attend sustained training/in-services/workshops and/or conferences together with structured follow-up.	2.4, 2.5, 2.6	Instructional Leadership Team, Special Education Team Technology Professional Learning Committee Math/Science Professional Learning Committee Language Arts Professional Learning Committee,	Agendas/Minutes PLC Agenda/Minutes ILT Eduphoria Aware Data LEP Data MAP Data Teacher and Family Surveys At-Risk Data Attendance Data Retention Data Professional Development Calendar			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
TEA Priorities Build a foundation of reading and math 14) Teachers/Administrators/Staff will develop understanding of the (a) Professional Development Framework and continue participation in professional development in the areas of Teaching and Learning and Leadership for Results; including (b) The Process for Designing and Delivering Effective Instruction through differentiation and technology integration.	2.4, 2.5, 2.6	Instructional Leadership Team, Team Leaders, Classroom Teachers	Agendas/Minutes PLC Agenda/Minutes ILT Eduphoria Aware Data LEP Data MAP Data Teacher and Family Surveys At-Risk Data Attendance Data Retention Data Professional Development Calendar			
TEA Priorities Recruit, support, retain teachers and principals 15) Provide support for new teachers with ongoing mentoring and planning with certified staff.	2.6	Instructional Leadership Team, Lead Mentor	Master Calendar Mentor/Mentee Logs Teacher Retention Data			
TEA Priorities Recruit, support, retain teachers and principals 16) Recruit and retain highly-qualified staff, defined through state, No Child Left Behind (NCLB) and local criteria, by highlighting the school and its students on the website and by participating in job fairs. Provide recruitment information on website Participate in recruiting opportunities with Human Resources.	2.6	Instructional Leadership Team Front Office Staff Anytime, Anywhere (Technology) Committee	Master Calendar Website			
17) The CIT, teachers, administrators, other staff members, and parents will collaborate and coordinate planning efforts and implementation of staff development that will build ties between parents and school.	3.1, 3.2	Instructional Leadership Team, Campus Improvement Team Family Engagement Committee	Agenda/Minutes CIT Agenda/Minutes ILT Teacher and Family Survey			
18) PreK and K teachers develop transition strategies. Elementary campuses provide kindergarten orientation at different times and in a variety of settings. Kindergarten Round Up	2.6	Instructional Leadership Team, Pre-Kindergarten and Kindergarten Teachers	Master Calendar Agenda/Minutes ILT Agenda/Minutes PLC			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
19) GIFTED AND TALENTED - Provide opportunities for G/T professional development, based on level of expertise and need, in one of the following areas: a) Nature and needs of G/T students b) Assessing and identifying G/T student needs c) Differentiating Curriculum for G/T students d) Assessing social and emotional needs of G/T students e) Creativity and instructional strategies for G/T students.	2.4, 2.5	Instructional Leadership Team, Campus Improvement Team, Classroom Teachers, Counselor, Librarian	Professional Development Calendar			
20) GIFTED AND TALENTED - Implement and evaluate development of differentiated curriculum for meeting needs of gifted students using instructional techniques from gifted and talented education. Spiral, PGP and Differentiated Small Group Instruction.	2.4, 2.5	Instructional Leadership Team, Campus Improvement Team, Counselor, Librarian	Staff Development Calendar Agenda/Minutes PLC Agenda/Minutes ILT			
21) GIFTED AND TALENTED - Conduct annual G/T evaluation by following the district wide procedures for referral, testing and identification of students. Emphasis on finding and identifying minority G/T students, low SES G/T students, and those students showing great potential but who are difficult to identify as intellectually-gifted. Conduct Parent Meeting.	2.4, 2.5	Instructional Leadership Team, Campus Improvement Team, Counselor	GT Evaluation, Agenda/Minutes Parent Meeting			
22) COORDINATED SCHOOL HEALTH (CSH) and CIP - Steps to incorporate CSH - 1. Review the School Health Index completed by the C-SHAC 2. Identify focus area(s) for campus 3. Choose focus area(s) to place in this area of Required Elements See C-SHAC Plan Partner with Optivision and Dental Van to provide vision and oral care. Purchase materials for clinic.	2.4, 2.5, 2.6	Instructional Leadership Team, Campus Improvement Team CSHAC Committee	Agenda/ Minutes PLC School Health Index			
Funding Sources: 199 PIC 99 - Undistributed - 750.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
23) Review and revisit both the Home/School Compact and Parental Involvement Policy. *offer several opportunities for parent input. *develop, with parent input, current school year compact and policy in appropriate language(s) - English/Spanish. *share compact with parents and document. Open House and First Nine Week Parent Conferences. Reviewed at each Parent Conference	3.1, 3.2	Instructional Leadership Team, Campus Improvement Team, Classroom Teachers	Master Calendar Agenda/Minutes Open House Agenda/Minutes Parent Conference			
24) Increase parent attendance at Title I Annual Meeting to share: *standards and goals *parents' rights' *curriculum *School Report Card *Title I participation *Offer a flexible number of meetings. Open House and Parent Meetings	3.1, 3.2	Instructional Leadership Team, Campus Improvement Team	Master Calendar Agenda/Minutes Open House Agenda/Minutes Parent Conference			
<div>  = Accomplished  = No Progress  = Discontinue </div>						

Campus Funding Summary

199 PIC 11 - Instructional Services					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Supplies & Materials	11.6399 Supplies & Materials	\$2,500.00
1	1	3	Laminator Maintenance	11.6249 Other Contract Maintenance	\$345.00
1	1	6	Other Reading Materials	11.6329	\$1,500.00
1	1	6	Supplies & Materials	11.6399 Supplies & Materials	\$2,500.00
2	1	4	Leader In Me Standard Membership	11.6397 Software	\$10,350.00
2	1	4	Leader In Me Materials	11.6399 Supplies and Materials	\$2,000.00
3	1	1	Lead4ward STAAR Webinar	11.6299	\$1,100.00
3	1	1	Substitutes for Professionals	11.6112	\$1,000.00
4	1	1	Technology Equipment	11.6398 Technology Equipment	\$1,500.00
4	1	3	Substitutes	11.6122 Substitutes Support Staff	\$3,000.00
4	1	7	Transportation	11.6494 Transportation	\$3,205.00
Sub-Total					\$29,000.00
Budgeted Fund Source Amount					\$29,000.00
+/- Difference					\$0
199 PIC 23 - Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	7	Instructional Materials	11.6399 Supplies & Materials	\$740.00
Sub-Total					\$740.00
Budgeted Fund Source Amount					\$740.00
+/- Difference					\$0

199 PIC 25 - ESL/Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	2	Instructional Materials	11.6399 Supplies & Materials	\$8,420.00
Sub-Total					\$8,420.00
Budgeted Fund Source Amount					\$8,420.00
+/- Difference					\$0
199 PIC 30 - At Risk School Wide SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	10	Instructional Materials	11.6399 Supplies & Materials	\$11,600.00
Sub-Total					\$11,600.00
Budgeted Fund Source Amount					\$11,600.00
+/- Difference					\$0
199 PIC 99 - Undistributed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Supplies - Office	23.6399 Supplies - Office	\$1,000.00
1	1	2	Library Books	12.6329 Other Reading Materials	\$6,000.00
1	1	2	Library Supplies & Materials	12.6399 Other Supplies Library	\$1,000.00
2	1	2	Counselor Supplies & Materials	31.6399 Supplies & Materials	\$750.00
3	1	2	Professional Development - Principal	23.6411	\$1,300.00
4	1	7	Overtime - Custodial	51.6121 Overtime - Custodial	\$500.00
5	1	22	Clinic Supplies & Materials	33.6399 Supplies & Materials	\$750.00
Sub-Total					\$11,300.00
Budgeted Fund Source Amount					\$11,300.00
+/- Difference					\$0
211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Software	11.6397	\$14,875.00

211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Supplies & Materials	11.6399	\$3,942.00
1	1	4	Supplies & Materials	11.6399	\$3,942.00
1	1	6	Supplies & Materials	11.6399	\$3,942.00
2	1	3	Project Class	13.6299	\$11,500.10
2	1	4	Leader In Me	13.6299 Misc. Contract Services	\$11,850.90
2	1	10	Supplies for Parent Involvement Activities	61.6399 Supplies & Materials	\$2,411.00
2	1	10	Supplies & Snacks Items for Parent Involvement Activities	61.6499	\$500.00
3	1	1	Lead4ward Professional Development	13.6411 Employee Travel (Teacher)	\$5,866.00
3	1	1	Lead4ward Professional Development	Employee Travel (Principal)	\$1,122.00
3	1	2	Professional Development	13.6411 Employee Travel (Teacher)	\$4,134.00
3	1	2	Professional Development	23.6411 Employee Travel (Principal)	\$1,378.00
3	1	2	Professional Reading Material - Principal	23.6329 Other Reading Mateial	\$1,000.00
3	1	2	Professional Reading Material - Teacher	Other Reading Material	\$2,000.00
4	1	1	Substitutes for Data Conferences	13.6112 Substitute Teachers	\$6,000.00
4	1	3	Title I Intervention Personnel		\$195,685.00
4	1	7	Tutorials	11.6116 Extra Duty Professional	\$12,500.00
4	1	7	Tutorials	11.6125 Extra Duty Paraprofessional	\$3,000.00
4	1	7	Transportation	11.6494	\$1,500.00
4	1	9	Supplies & Materials	11.6399	\$3,942.00
Sub-Total					\$291,090.00
Budgeted Fund Source Amount					\$313,000.00
+/- Difference					\$21,910.00
Grand Total					\$352,150.00