Spring Branch Independent School District

Sherwood Elementary School

2020-2021 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.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Subgroups	Number out of 450	Percentage
African American	36	8%
Hispanic	318	71%
White	76	17%
Asian	10	2%
Two or More	9	2%
,American Indian-Alaskan Native	1	.22%
ESL	29	6%
Bilingual-One-Way DL	58	13%
Bilingual-Two-Way DL	238	53%
At-Risk	283	63%
GT	31	7%
SPED	50	11%
EE	10	2%
Economically Disadvantaged	281	62%
FRL	196	44%

Sherwood Elementary is one of twenty-five elementary schools in Spring Branch ISD. The total enrollment at the end of the 2019-2020 school year was 450. Our students represent a wide variety of ethnicities. The ethnic distribution, per PEIMS Snapshot Date, is as follows:

- African American 8%
- Hispanic 71%
- White 17%
- Asian 2%
- Two or More Races .22%

Of our students, 62% are economically disadvantaged, 63% of our students are English Language Learners, and 63% of our students are considered at-risk. We are a Title I school, with 61% of our students receiving free/reduced lunch. SWE serves students from all across the district. We have 40 teachers with a wide range of experience and 53 instructional staff members total.

Demographics Strengths

Sherwood has a very diverse population with varying student needs.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Students zoned to Sherwood, their neighborhood school, do not choose to attend public school. **Root Cause:** The community is not connected to the school.

Student Achievement

Student Achievement Summary

2019 Sherwood Elementary Data

Grades 3-5 STAAR Testing

	Approaches	Meets	Masters
Reading Total	72%	40%	24%
Math Total	62%	34%	15%
Writing Total	63%	35%	8%
Science Total	70%	36%	11%

Grades K-5 MAP Results

Grade Level	Reading Met CGI	2018-2019 Comparison	Math Met CGI	2018-2019 Comparison	SBISD Average Reading	SBISD Average Math
Kindergarten	54%	+12	67%	+17%		
1st Grade	46%	-12%	55%	-4%		
2nd Grade	64%	+13%	47%	+6%		
3rd Grade	45%	+4%	56%	0%		
4th Grade	53%	+17%	26%	-20%		
5th Grade	44%	+3%	68%	+13%		
Total	51%	+6%	54%	+3%	53%	60%

*CGI-Conditional Growth Index

Student Achievement Strengths

Strengths in the area of data include: (scores from 2019)

- STAAR reading and science totals, 72% and 70% respectively. Reading meets was 40% and masters was 24%.
- For MAP Reading, all grade levels, except 1st grade made gains. Total for the overal school gained 6%.

- For MAP Math, kindergarten, 2nd grade, and 5th grade made gains comparatively from Spring 2018. Total for the overall school gained 3%

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Math is an area for concern due to STAAR total being 62% of students meeting the approaches level. In addition, 3 of 5 grade levels went down in meeting the CGI in the area of MAP. SWE was 6% below the district average. **Root Cause:** A major focus at SWE has been reading and small group instruction. A large amount of funding has been dedicated to support this area, since it was a focus area. While reading is extremely critical to the success of a student, the area of math did not get as much attention with regards to teacher training/PLCs and intervention time for students.

Problem Statement 2: Writing is an area for growth due to STAAR writing total for 18-19 being 63%. Students who reached the Masters level were the lowest in writing at 8% out of all STAAR tests given. **Root Cause:** The root cause is a lack of focus on writing across the content areas. Professional development is needed, and all teachers need to view their positions as reading teachers and writing teachers, regardless of the content being taught.

School Culture and Climate

School Culture and Climate Summary

2019 Panorama Survey Results: School Connectedness

	2018	**2019**	**+/-**	**SBISD Avg**
Response Rate	94%	95%	+1%	79%
School Belonging	66%	68%	+2%	58%
School Climate	64%	63%	-1%	62%
School Rigorous Expectations	78%	76%	+2%	73%
School Safety	58%	67%	+9%	64%
School Teacher-Student Relationships	73%	79%	+6%	65%
Measure of Success	68%	71%	+3%	65%

School Culture and Climate Strengths

With regards to Panorama Results:

- 4 of 5 areas of measurement gained percentage points compared to Spring 2018.
- Sherwood was consistently above the district average in all areas measured.
- School safety gained 9% above all other areas of school connectedness.
- School teacher-student relationships gained 6% and was the second highest scored area.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: An area for targeted growth would be school climate. Looking at past data, there was a decrease in results from the previous year. **Root Cause:** Sherwood has had a lot of transition and change over the last year. The established principal left, an interim held the position for 3 months, and finally a new principal began in March 2019. As a new principal, the tenets of the PLC have been established, but more work needs to be done in order to improve the culture and climate.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Sherwood lost 6 teachers this year. 1) 3 left due to drive time, family obligations. 2) 1 left to transfer to another school in SBISD. 3) 1 left to advance in their career within SBISD. 4) 1 left to teach a desired grade level in another district. Staff culture has changed.

Staff Quality, Recruitment, and Retention Strengths

The hiring process involves teams of staff who have invested in the improvement of Sherwood. These teams believe in building capacity at SWE. Our hiring process allows us to meet several candidates. Sherwood was represented at the Virtual Job Fair this summer and participated in Student Teacher Interview Day. There is a comradery among staff when they are able to participate in the process.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Staff morale is beginning to change, but more work must be done. Previous to this year, there was a lack of consistent leadership. **Root Cause:** Change in leadership, vision and culture, could be a factor. There have been changes and staff are learning a common language of high expectations for all.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

This year (2029-2020) we worked toward writing effective content and language objectives, along with other components of the lesson planning process. A feedback rubric was developed in collaboration with teachers. All teams plan together, regardless, of the program (TWDL, OWDL, Mainstream/ESL). Planning together allowed for stronger alignment between classrooms, while allowing teachers to plan for the needs of their students. Opportunity Culture allows us to have MCLs for specific grade levels in order to support teachers with instruction.

Curriculum, Instruction, and Assessment Strengths

Sherwood staff are increasing their knowledge and understanding of how to use data to inform their instruction in order to meet the needs of their specific students. The Data Wise process has been introduced and used across the campus. MCLs have supported specific grade levels with the content, how to plan and have modeled for teachers in the classroom. PLCs are being fully implemented.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Teachers do not receive enough consistent support with instruction in the classroom. **Root Cause:** There are three MCLs who support specific grade levels. This does not allow for MCLs to help build capacity with teachers in their areas of strength.

Problem Statement 2: Assessment scores on PSAs have been low. Math scores (STAAR & PSAs) were low in 3rd & 4th grade (current 4th & 5th graders). **Root Cause:** A specific step by step math curriculum has not existed. Teachers need more guidance and training in the components of math workshop.

Parent and Community Engagement

Parent and Community Engagement Summary

We have an active, supportive PTA. We would like to see even more activity in the PTA. Parent involvement initiatives include: WatchDogs, Hands on Science, and PTA School Carnival. Opportunities to get involved as volunteers have been made available to parents and families. Parents have indicated a need for more training on parenting and how to support their children instructionally, especially through distance learning. A community picnic was held in the Fall of 2019 for families to get to know one another and feel connected to the school community.

Parent and Community Engagement Strengths

One strength is the SWE PTA. Safety is another strength that families have voiced. Parents and families say that the school has a nice, warm, small, family-like feel. Parents are interested in participating and engaging more.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Parents continue to say they would like more communication from teachers and the school. **Root Cause:** Although, there have been improvements in this area, there continues to be a need to be well-planned and organized when planning family events.

Problem Statement 2: According to surveys and focus groups, parents see a need for more communication from teachers regarding their children's progress and how to assist their children at home with instruction. **Root Cause:** Improvements have been made in this area, but there continues to be a need for consistency. There is not a parent liaison on campus.

School Context and Organization

School Context and Organization Summary

We are an Opportunity Culture school and have 3 MCLs who support specific grade levels. They lead their grade level PLCs and work iwth teams to conduct their planning and support intervention.

School Context and Organization Strengths

The multi-classroom leader position has been greatly supportive for teachers. The established intervention time, in which the MCLs have used data to plan for small group instruction has been helpful.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: The MCL role has been clarified. However, teachers still feel there is not consistency in support. **Root Cause:** By implementing the AIM (intervention time) for each grade level, MCLs have spent most of their time doing intervention groups, rather than in classrooms modeling for teachers and giving feedback.

Technology

Technology Summary

While more technology equipment was purchased during the 2019-2020 school year, Sherwood is not yet a one to one campus. In this age of virtual learning, and in order to offer an equitable education to all children, more technology equipment is needed.

Technology Strengths

The campus has access to technology equipment and it is utilized daily by students.

Problem Statements Identifying Technology Needs

Problem Statement 1: In order for students to receive an equitable education, Sherwood needs more technology equipment to meet the needs of every student. **Root Cause:** There is not enough technology equipment for students to have their own computer/ipad for online/distance learning.

Problem Statement 2: Use of technology applications for reading and math is not at an acceptable level for increasing student achievement. **Root Cause:** Teachers may need more training on the applications. Leadership needs to monitor usage of these programs to determine student success through data analysis.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- 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
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Targeted support Identification data
- Federal Report Card Data
- RDA data
- Alternative Education Accountability (AEA) data
- Local Accountability Systems (LAS) data
- Annual Measurable Achievement Objectives (AMAO) 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) and TELPAS Alternate 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
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Running Records results

- Observation Survey results
- Texas approved Prekindergarten and Kindergarten assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-PESS data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data

- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

Goals

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

Performance Objective 1: ACHIEVEMENT: By June 2021, Sherwood Elementary School will increase student performance on STAAR Grades 3-5 exams in reading and math by at least 15 points at each performance level (approaches, meets, masters).

2019-20: Not Rated due to COVID
2018-19: Reading: 73% (approaches), 41% (meets), 24% (masters); Math: 62% (approaches), 34% (meets), 16% (masters)
2017-18: Reading: 73% (approaches), 45% (meets), 16% (masters); Math: 74% (approaches), 30% (meets), 13% (masters)
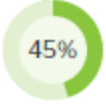
Targeted or ESF High Priority

Evaluation Data Sources: STAAR 3-8 Reports

Summative Evaluation: None

Strategy 1: SWE will participate in the practice of keeping class data binders and student goal setting. This focus on data will increase student ownership of their learning and progress.	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: Increase in MAP Reading and Math results Increase in Reading & Math STAAR results Reading Levels PSA Results Report Cards **Staff Responsible for Monitoring:** Administrators Counselor/C IS Teachers MCLs **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **Targeted Support Strategy** - **Results Driven Accountability** **Funding Sources:** Supplies & Materials for example: binders or folders - 211 - Title I, Part A - 6399 - $2,000, Math materials, Reading materials - 211 - Title I, Part A - 6339 - $8,000	**Nov** 40%	**Jan**	**Mar**	**June**

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	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: Campus/District Assessments Report Cards Progress Reports T-TESS MAP STAAR **Staff Responsible for Monitoring:** ILT Administrators Librarian CTR MCLs **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **Funding Sources:** Software Programs - 211 - Title I, Part A (FBG20 Carryover) - 6397 - $4,716, Software Subscriptions - 211 - Title I, Part A - 6397 - $7,915, Technology Equipment - 211 - Title I, Part A - 6398 - $5,000, Technology Equipment - 211 - Title I, Part A (FBG20 Carryover) - 6398 - $24,852	Nov	Jan	Mar	June
	60%			

Strategy 3: PLC-Instructional support /professional learning for teachers through the professional learning community. Focus may include: TEKS alignment, data analysis of formative & summative assessments which inform instruction, and supporting teachers with content area instructional strategies. Improvement in instructional practices, which may require materials, training, supplies and/or technology	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: MAP STAAR Reading Levels Report Cards Progress Reports Campus/District Assessments **Staff Responsible for Monitoring:** Administrators ILT Counselor MCLs Librarian Literacy Specialist **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - **Targeted Support Strategy** - **Results Driven Accountability** **Funding Sources:** Supplies and Materilas - 211 - Title I, Part A - 6399 - $5,000, Professional Development Materials - 211 - Title I, Part A - 6329 - $2,000, Professional Development - 211 - Title I, Part A - 6299 - $3,000, Substitutes - 199 PIC 11 - Instructional Services - 6112 - $2,500	Nov	Jan	Mar	June
	45%			

Strategy 4: RTI Intervention & Enrichment Groups: Interventionists and MCLs will support teachers with the planning and implementation of intervention groups based on data targeted toward student needs in the areas of reading and math. This may include analyzing TEKS for specific levels of rigor. Lead4Ward materials and training may be used/implemented.	**Reviews**			
	Formative			**Summative**
Strategy's Expected Result/Impact: Reading Levels Report Cards Progress Reports STAAR MAP Campus/District Assessments	**Nov**	**Jan**	**Mar**	**June**
	30%			
Staff Responsible for Monitoring: MCL Administrators Teachers Counselor CIS				
Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **Targeted Support Strategy**				
Funding Sources: Other Reading Materials (teacher) - 211 - Title I, Part A - 6329 - $5,000, Instructional Services - 199 PIC 11 - Instructional Services - $4,310, Special Education Materials - 199 PIC 23 - Special Education - $300				

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

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

Performance Objective 2: GAP-CLOSING: By June 2021, Sherwood Elementary School will increase overall performance on STAAR Grades 3-5 exams to narrow the gap or improve performance above the target by at least 15 percentage points for English Learners.
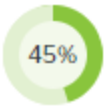
2019-20: Not Rated due to COVID
2018-19: English Learners 22%; non-English Learners 49%
2017-18: English Learners 27%; non-English Learners 45%

Targeted or ESF High Priority

Evaluation Data Sources: State Accountability Reports

Summative Evaluation: None

Strategy 1: PLC instructional support and professional learning will occur, specifically in the area of academic language support strategies. Resources: Dual language essentials training, district EL trainings, and consultation with Dr. Mercuri & Associates for professional development Funding for substitutes for teacher staff development days; purchase Dual Language Essentials book for all DL teachers.	Reviews			
	Formative			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase in TELPAS language proficiency levels Increase in STAAR results Reduction of EL/Non-EL gaps in achievement **Staff Responsible for Monitoring:** MCLs Administrators Teachers **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **Funding Sources:** Professional Development - 211 - Title I, Part A - 6299 - $4,500, - 211 - Title I, Part A (FBG20 Carryover) - 6299 - $12,500, Professional Development - 199 PIC 25 - ESL/Bilingual - 6299 - $4,580, Teacher reading materials - 211 - Title I, Part A - 6329 - $3,000, Teacher Professional Books - 211 - Title I, Part A (FBG20 Carryover) - 6329 - $1,229	45%			

Strategy 2: RTI Intervention/Enrichment: Identify student needs and provide targeted instruction for progress and growth. Students needs will indicate the resources such as books, supplies, technology.	Reviews			
	Formative			**Summative**
Strategy's Expected Result/Impact: STAAR TELPAS PSAs Campus-based assessments MAP **Staff Responsible for Monitoring:** MCLs Administrators Teachers **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **Targeted Support Strategy** **Funding Sources:** Supplies & Materials - 211 - Title I, Part A - 6329 - $7,000	**Nov**	**Jan**	**Mar**	**June**
	30%			

Strategy 3: A systematic writing plan will be developed for the campus in order to support ELs and Non-ELs in writing proficiency. Funding for substitutes may be required for professional learning. This strategy will support writing throughout the content areas.	Reviews			
	Formative			**Summative**
Strategy's Expected Result/Impact: Increase in MAP STAAR TELPAS Writing **Staff Responsible for Monitoring:** Administrators Teachers MCLs **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **Funding Sources:** Supplies & Materials - 211 - Title I, Part A - 6299 - $2,000, Other Reading Materials-Teacher - 211 - Title I, Part A - 6329 - $2,000, Substitutes - 211 - Title I, Part A - 6112 - $2,000	**Nov**	**Jan**	**Mar**	**June**
	40%			

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

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Campus #119
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Goal 1: STUDENT ACHIEVEMENT. Every Sherwood Elementary School student will master rigorous academic standards to ensure college and career readiness.

Performance Objective 3: STUDENT GROWTH: By June 2021, Sherwood Elementary School will increase the % of students who meet or exceed conditional growth index (CGI) targets on Measures of Academic Progress: Reading (K-5) increase by 10 points, Math (K-5) increase by 10 points.
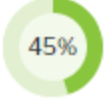
2019-20: Not Rated due to COVID
2018-19: Reading - 51% met CGI; Math - 54% met CGI
2017-18: Reading - 45% met CGI; Math - 51% met CGI

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

Summative Evaluation: None

Strategy 1: Students in grades 1-5 will participate in targeted intervention small groups for at least 30 minutes per day in order to close achievement gaps in reading, and math.	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: Campus-based assessments Report Cards District PSAs STAAR Reading levels MAP Rdg & Math **Staff Responsible for Monitoring:** Teachers Administrators MCLs **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **Additional Targeted Support Strategy** **Funding Sources:** Supplies & Materials - 211 - Title I, Part A - 6399 - $7,000, Supplies and Materials - 199 PIC 99 - Undistributed - $9,980	Nov	Jan	Mar	June
	40%			

Strategy 2: All Language Arts teachers will receive training on the components of balanced literacy through professional learning communities (PLC). Teachers will receive materials to implement the TC curriculum.	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: Reading Levels MAP Campus-based Reading Assessments District Reading PSAs TELPAS **Staff Responsible for Monitoring:** MCLs Administrators Literacy Specialist **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **Additional Targeted Support Strategy** **Funding Sources:** Professional Development - 211 - Title I, Part A - 6299 - $4,700, Teachers College Materials & Supplies - 211 - Title I, Part A (FBG20 Carryover) - 6399 - $807.48, Supplies for Teachers College - 211 - Title I, Part A - 6329 - $300	Nov	Jan	Mar	June
	55%			

Strategy 3: Multi-Classroom Leaders will support teachers with instructional strategies to ensure students are reading on grade level or above.	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: Reading Levels MAP Report Cards Campus/District Assessments STAAR T-TESS **Staff Responsible for Monitoring:** MCLs Administrators	Nov	Jan	Mar	June
	45%			

Strategy 4: Students will receive book bags and math manipulatives for school and home use in order to promote reading and math practice at their specified levels.	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: Reading Levels/Math Proficiency MAP Report Cards Campus/District Assessments STAAR Rdg Math T-TESS **Staff Responsible for Monitoring:** Classroom Teachers MCLs Administrators **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 **Funding Sources:** Math Manipulatives/Reading Materials - 199 PIC 30 - At Risk School Wide SCE - 6329 - $4,000	Nov	Jan	Mar	June
	30%			

Strategy 5: PK-5 teachers will receive training on how to implement the math workshop model in order to personalize learning for students. ST Math will be used as a resource for technology.	**Reviews**			
Strategy's Expected Result/Impact: STAAR Math		**Formative**		**Summative**
District Math PSAs	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: MCLs Administrators Academic Dept. **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **Targeted Support Strategy** **Funding Sources:** Substitutes - 211 - Title I, Part A - 6112 - $5,000, Math Support Materials for Teachers - 199 PIC 11 - Instructional Services - 6329 - $5,000, Math Professional Development - 199 PIC 11 - Instructional Services - 6299 - $10,000, Math Professional Development - 199 PIC 11 - Instructional Services - 6239 - $1,000	35%			

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

Goal 2:

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

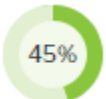**Performance Objective 1:** SCHOOL CONNECTEDNESS: By June 2021, the % of Sherwood Elementary School students who feel connected as both individuals and learners will increase by at least 5 points.
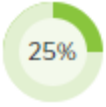
2019-20: Not Rated due to COVID
2018-19: 71% School Connectedness
2017-18: 68% School Connectedness

Evaluation Data Sources: Panorama Student Survey

Summative Evaluation: None

Strategy 1: Teachers will implement community circles in the classroom in order to help foster positive relationships with students.	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: Panorama Survey Results Discipline Referral Counts	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Teachers MCLs Administrators Counselor CIS	45%			
Title I Schoolwide Elements: 3.1, 3.2 - **TEA Priorities:** Recruit, support, retain teachers and principals				
Funding Sources: Teacher Support Materials - 199 PIC 30 - At Risk School Wide SCE - $1,840, Character Strong Materials - 211 - Title I, Part A - 6329 - $2,000				

Strategy 2: All school staff will receive training on Project Class social skills strategies to implement with students in the classroom. This will be part of our Positive Behavior Support Initiative.	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: Panorama Survey Results Reduction of Discipline Referrals	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Teachers MCLs Administrators Counselor CIS Dean of Student Support	65%			
Title I Schoolwide Elements: 3.1, 3.2				
Funding Sources: Project Class - 211 - Title I, Part A - 6299 - $7,500				

Strategy 3: Students will participate in movement activities in the Action-Based Learning Lab in order to increase the amount of focus time and attention on activities in the classroom and to further develop reading and math skills in the classroom.	**Reviews**			
	Formative			**Summative**
Strategy's Expected Result/Impact: Panorama Survey Results Reduction of Discipline Referrals	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: ABL Lab Teacher Administrators Teachers	20%			
Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2				
Funding Sources: ABL Teacher Salary - 211 - Title I, Part A - 6119 - $35,000				

Strategy 4: Parent and community involvement: Information sessions will be provided for parents focused on how to support their children in the area of social-emotional development. School events may include: Principal coffee, parent learning sessions, academic nights, library nights, open house, meet the teacher and parent involvement events. Teachers will create and send home weekly newsletters to parents informing them of school content being taught and how to support their child. This will strengthen the school-home connection. Parent involvement events will require materials and supplies.	**Reviews**			
	Formative			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Panarama Survey Results	25%			
Staff Responsible for Monitoring: Administrators PTA ILT Teachers				
Title I Schoolwide Elements: 3.1, 3.2				
Funding Sources: Other Reading Materials - 211 - Title I, Part A - 6329 - $1,000, Snacks for Parent Meetings - 211 - Title I, Part A - 6499 - $1,000, Webinar - 211 - Title I, Part A - 6499 - $1,000				

0% No Progress	100% Accomplished	➡ Continue/Modify	❌ Discontinue
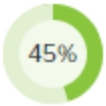
Goal 2:
STUDENT SUPPORT. Every Sherwood Elementary School student will benefit from an aligned system that supports his/her academic and social-emotional needs.

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

Evaluation Data Sources: Training materials and attendance rosters

Summative Evaluation: None
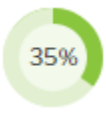
Strategy 1: The campus will participate in Character Strong, a character building curriculum, in order to develop skills within students.	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: Discipline Referrals Community Circles	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Counselor CIS	45%			
Title I Schoolwide Elements: 3.1, 3.2 - **TEA Priorities:** Recruit, support, retain teachers and principals				
Funding Sources: Character Strong Materials - 211 - Title I, Part A - 6329 - $2,000				

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

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

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

Evaluation Data Sources: Campus Safety Committee roster

Summative Evaluation: None

Strategy 1: CAMPUS SAFETY COMMITTEE: Establish Campus Safety Committees composed of a cross section of stakeholders to look at matters related to campus safety.	Reviews			
Strategy's Expected Result/Impact: Each Campus principal will recruit a safety team and provide a roster. Each campus team will meet three times per year so that all campuses will be able to refine safety practices.	Formative			Summative
	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Administrators	35%			

Strategy 2: HARRIS COUNTY DEPARTMENT OF EDUCATION: Participate in the Harris County Department of Education (HCDE) campus safety audit.	Reviews			
Strategy's Expected Result/Impact: Campus will develop action plans to address any deficiencies as a result of safety audits.	Formative			Summative
	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Administrators Safety Committee	30%			

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

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

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

Evaluation Data Sources: Campus Emergency Operation Procedures Documents

Summative Evaluation: None
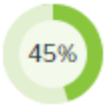
Strategy 1: EMERGENCY OPERATIONS PROCEDURES: Campus EOP will align to the best practices from the Texas School Safety Center and the Standard Operating Procedures, such as the "I Love You Guys" Foundation.		Reviews			
Strategy's Expected Result/Impact: Campus EOP is turned in and filed by September 1st. **Staff Responsible for Monitoring:** Administrators **Funding Sources:** Safety Equipment for Operations of School - 199 PIC 99 - Undistributed - $3,000		Formative			Summative
		Nov	Jan	Mar	June
		70%			

Strategy 2: EMERGENCY OPERATIONS PROCEDURES: Update campus EOP annually and train staff at the start of each school year.		Reviews			
Strategy's Expected Result/Impact: Campus procedures maintained in campus EOPs. Staff training documents maintained. EOP submitted by September 1st. **Staff Responsible for Monitoring:** Administrators Safety Committee		Formative			Summative
		Nov	Jan	Mar	June
		70%			

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

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

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

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

Summative Evaluation: None

Strategy 1: Conduct frequent budget meetings with Administrative Assistant to review and manage money.	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: Error free records. Documentation of purchases and orders.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Principal Administrative Assistant	45%			
Title I Schoolwide Elements: 3.1				
	0% No Progress	100% Accomplished	➡ Continue/Modify	✖ Discontinue

Campus Funding Summary

<table>
<tr><td colspan="6" align="center">199 PIC 11 - Instructional Services</td></tr>
<tr><th>Goal</th><th>Objective</th><th>Strategy</th><th>Resources Needed</th><th>Account Code</th><th>Amount</th></tr>
<tr><td>1</td><td>1</td><td>3</td><td>Substitutes</td><td>6112</td><td>$2,500.00</td></tr>
<tr><td>1</td><td>1</td><td>4</td><td>Instructional Services</td><td></td><td>$4,310.00</td></tr>
<tr><td>1</td><td>3</td><td>5</td><td>Math Support Materials for Teachers</td><td>6329</td><td>$5,000.00</td></tr>
<tr><td>1</td><td>3</td><td>5</td><td>Math Professional Development</td><td>6299</td><td>$10,000.00</td></tr>
<tr><td>1</td><td>3</td><td>5</td><td>Math Professional Development</td><td>6239</td><td>$1,000.00</td></tr>
<tr><td colspan="4"></td><td align="right">Sub-Total</td><td>$22,810.00</td></tr>
<tr><td colspan="4"></td><td align="right">Budgeted Fund Source Amount</td><td>$22,810.00</td></tr>
<tr><td colspan="4"></td><td align="right">+/- Difference</td><td>$0.00</td></tr>
<tr><td colspan="6" align="center">199 PIC 23 - Special Education</td></tr>
<tr><th>Goal</th><th>Objective</th><th>Strategy</th><th>Resources Needed</th><th>Account Code</th><th>Amount</th></tr>
<tr><td>1</td><td>1</td><td>4</td><td>Special Education Materials</td><td></td><td>$300.00</td></tr>
<tr><td colspan="4"></td><td align="right">Sub-Total</td><td>$300.00</td></tr>
<tr><td colspan="4"></td><td align="right">Budgeted Fund Source Amount</td><td>$300.00</td></tr>
<tr><td colspan="4"></td><td align="right">+/- Difference</td><td>$0.00</td></tr>
<tr><td colspan="6" align="center">199 PIC 25 - ESL/Bilingual</td></tr>
<tr><th>Goal</th><th>Objective</th><th>Strategy</th><th>Resources Needed</th><th>Account Code</th><th>Amount</th></tr>
<tr><td>1</td><td>2</td><td>1</td><td>Professional Development</td><td>6299</td><td>$4,580.00</td></tr>
<tr><td colspan="4"></td><td align="right">Sub-Total</td><td>$4,580.00</td></tr>
<tr><td colspan="4"></td><td align="right">Budgeted Fund Source Amount</td><td>$4,580.00</td></tr>
<tr><td colspan="4"></td><td align="right">+/- Difference</td><td>$0.00</td></tr>
<tr><td colspan="6" align="center">199 PIC 30 - At Risk School Wide SCE</td></tr>
<tr><th>Goal</th><th>Objective</th><th>Strategy</th><th>Resources Needed</th><th>Account Code</th><th>Amount</th></tr>
<tr><td>1</td><td>3</td><td>4</td><td>Math Manipulatives/Reading Materials</td><td>6329</td><td>$4,000.00</td></tr>
<tr><td>2</td><td>1</td><td>1</td><td>Teacher Support Materials</td><td></td><td>$1,840.00</td></tr>
<tr><td colspan="4"></td><td align="right">Sub-Total</td><td>$5,840.00</td></tr>
<tr><td colspan="4"></td><td align="right">Budgeted Fund Source Amount</td><td>$5,840.00</td></tr>
</table>

199 PIC 30 - At Risk School Wide SCE					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
				+/- Difference	$0.00

199 PIC 99 - Undistributed					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	3	1	Supplies and Materials		$9,980.00
3	2	1	Safety Equipment for Operations of School		$3,000.00
				Sub-Total	$12,980.00
				Budgeted Fund Source Amount	$12,980.00
				+/- Difference	$0.00

211 - Title I, Part A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Supplies & Materials for example: binders or folders	6399	$2,000.00
1	1	1	Math materials, Reading materials	6339	$8,000.00
1	1	2	Software Subscriptions	6397	$7,915.00
1	1	2	Technology Equipment	6398	$5,000.00
1	1	3	Supplies and Materilas	6399	$5,000.00
1	1	3	Professional Development Materials	6329	$2,000.00
1	1	3	Professional Development	6299	$3,000.00
1	1	4	Other Reading Materials (teacher)	6329	$5,000.00
1	2	1	Professional Development	6299	$4,500.00
1	2	1	Teacher reading materials	6329	$3,000.00
1	2	2	Supplies & Materials	6329	$7,000.00
1	2	3	Supplies & Materials	6299	$2,000.00
1	2	3	Other Reading Materials-Teacher	6329	$2,000.00
1	2	3	Substitutes	6112	$2,000.00
1	3	1	Supplies & Materials	6399	$7,000.00
1	3	2	Professional Development	6299	$4,700.00
1	3	2	Supplies for Teachers College	6329	$300.00
1	3	5	Substitutes	6112	$5,000.00
2	1	1	Character Strong Materials	6329	$2,000.00

211 - Title I, Part A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	1	2	Project Class	6299	$7,500.00
2	1	3	ABL Teacher Salary	6119	$35,000.00
2	1	4	Other Reading Materials	6329	$1,000.00
2	1	4	Snacks for Parent Meetings	6499	$1,000.00
2	1	4	Webinar	6499	$1,000.00
2	2	1	Character Strong Materials	6329	$2,000.00
				Sub-Total	$124,915.00
				Budgeted Fund Source Amount	$124,915.00
				+/- Difference	$0.00
211 - Title I, Part A (FBG20 Carryover)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2	Software Programs	6397	$4,716.00
1	1	2	Technology Equipment	6398	$24,852.00
1	2	1		6299	$12,500.00
1	2	1	Teacher Professional Books	6329	$1,229.00
1	3	2	Teachers College Materials & Supplies	6399	$807.48
				Sub-Total	$44,104.48
				Budgeted Fund Source Amount	$62,274.00
				+/- Difference	$18,169.52
276 Instructional Continuity Grant					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$6,649.00
				+/- Difference	$6,649.00
				Grand Total	$215,529.48

Addendums