

Spring Branch Independent School District

Spring Shadows Elementary School

2020-2021 Campus Improvement Plan



Mission Statement

Spring Shadows Elementary provides a safe and loving environment where personalized learning challenges the whole child to fulfill their academic and social potential.

Vision

At Spring Shadows Elementary we educate learners to build confidence, have social responsibility, and strive for academic excellence.

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

Revised/Approved: August 13, 2020

Demographics

Demographics Summary

Spring Shadows Elementary serves a diverse and vibrant community in northwest Houston. The campus is located near the intersection of Kempwood Street and Campbell Road. The majority of our students reside in the Waterford Place and Miami Gardens multi-family complexes.

In 2019-2020, the campus served 669 students in grades K-5. The largest ethnic group, Hispanic-Latino, comprised 85% of our student population. Black/African American students comprised 9%, White 4%, Asian 1% and Multi-Race 1%.

Spring Shadows is a school-wide Title 1 campus with 95% of students considered as Economically Disadvantaged for state reporting purposes.

Additionally, the majority of our student population are served through programs that support English acquisition (57% bilingual and 9% ESL).

14% of our students were served through special education last school year, and 4% were considered homeless or displaced.

83% of students are considered at-risk, and 12% are immigrants. 26% of students receive interventions.

Demographics Strengths

Our students bring rich and varied experiences to our campus, and the staff has been trained to provide culturally relevant and responsive learning experiences. The staff demographics also reflect student demographics.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Male students are disproportionately sent to the office for discipline. **Root Cause:** Lack of cultural awareness and/or gender bias

Student Learning

Student Learning Summary

State assessments (STAAR) were not administered last school year due to COVID and school closures. However, the campus did administer TELPAS as well as local and campus assessments.

TELPAS (state assessment of English proficiency)

- 51% of 5th grade students progressed at least one proficiency level
- 18% of 4th grade students progressed at least one proficiency level
- 33% of 3rd grade students progressed at least one proficiency level
- 49% of 2nd grade students progressed at least one proficiency level
- 36% of 1st grade students progressed at least one proficiency level

Student Learning Strengths

More than half of our 5th graders progressed at least one proficiency level on TELPAS.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 63% of EL students did not progress at least one proficiency level on TELPAS in Spring 2020 **Root Cause:** Lack of instructional frameworks and delivery of best practices for language acquisition

Problem Statement 2: ____ % of students were reading below benchmark in December 2019 as measured by MAP **Root Cause:** Inconsistent implementation of literacy framework (district curriculum)

Problem Statement 3 (Prioritized): In spring 2020, thirty-six 5th grade students who had been in US schools since Kindergarten had not transitioned to English as their primary language of instruction and assessment **Root Cause:** Lack of framework and expectations for English acquisition.

Problem Statement 4 (Prioritized): 5th grade STAAR science achievement was 47% approaches grade level **Root Cause:** Staffing, teacher capacity, and inconsistent implementation of science curriculum

Problem Statement 5 (Prioritized): English Writing STAAR achievement in 4th grade was 44% approaches grade level in 2019 **Root Cause:** Staffing, teacher capacity, and inconsistent implementation of writing workshop across all grade levels

School Processes & Programs

School Processes & Programs Summary

Programs:

Spring Shadows has a number of programs on campus to support the academic and social-emotional needs of students:

- One-way dual language program across two-thirds of the campus
- Special education services: resource, inclusion, life skills, speech
- RtI to support students that need academic and/or behavioral interventions
- Newcomer interventions designed to support English acquisition for students in grades 3-5
- Project Class to support students and teachers with social skills and a framework for classroom management

Processes:

- Campus Care Team is designed to support students with extra counseling and social skills support.
- Multi-tiered supports (MTSS) provide a framework for supporting best practices for students needing behavior interventions
- Response to Intervention (RtI) supports the identification of students needing extra support
- Structures and resources to support learning and collaboration across the campus, including team leaders, instructional leadership, instructional coaches, and intentional/extended periods of time for planning

School Processes & Programs Strengths

The campus has deployed extensive levels of support for both academic and social skill development. Students receive services in a timely manner. In addition to the supports in place, the campus has articulated specific roles and responsibilities for all staff members.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Students identified for Tier 2 & Tier 3 interventions do not make adequate progress. **Root Cause:** Students are not receiving timely and consistent interventions.

Perceptions

Perceptions Summary

Staff surveys given in May 2020 indicate a strong sense of pride in the community and the school. The majority of staff believe students and families have a positive perception of the school and that students enjoy coming to school.

Perceptions Strengths

Students and staff have positive relationships with one another. Additionally, the campus benefits from strong partnerships like Communities in Schools that help connect the campus with families and other community stakeholders.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Students and families struggled with online learning experiences in the spring of 2020. **Root Cause:** The campus attempted to provide schooling in a crisis, and many teachers did not receive the training needed to support online learning.

Priority Problem Statements

Problem Statement 2: Students identified for Tier 2 & Tier 3 interventions do not make adequate progress.

Root Cause 2: Students are not receiving timely and consistent interventions.

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: 63% of EL students did not progress at least one proficiency level on TELPAS in Spring 2020

Root Cause 3: Lack of instructional frameworks and delivery of best practices for language acquisition

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Students and families struggled with online learning experiences in the spring of 2020.

Root Cause 4: The campus attempted to provide schooling in a crisis, and many teachers did not receive the training needed to support online learning.

Problem Statement 4 Areas: Perceptions

Problem Statement 5: Male students are disproportionately sent to the office for discipline.

Root Cause 5: Lack of cultural awareness and/or gender bias

Problem Statement 5 Areas: Demographics

Problem Statement 6: In spring 2020, thirty-six 5th grade students who had been in US schools since Kindergarten had not transitioned to English as their primary language of instruction and assessment

Root Cause 6: Lack of framework and expectations for English acquisition.

Problem Statement 6 Areas: Student Learning

Problem Statement 8: 5th grade STAAR science achievement was 47% approaches grade level

Root Cause 8: Staffing, teacher capacity, and inconsistent implementation of science curriculum

Problem Statement 8 Areas: Student Learning

Problem Statement 9: English Writing STAAR achievement in 4th grade was 44% approaches grade level in 2019

Root Cause 9: Staffing, teacher capacity, and inconsistent implementation of writing workshop across all grade levels

Problem Statement 9 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Quantifiable goals for student performance in reading and math PreK-3(HB 3)
- Campus goals
- Quantifiable goals for measures of CCMR(HB 3)
- 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
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- 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
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Migrant population, including performance, discipline, attendance, and mobility
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless 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
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus leadership data

Parent/Community Data

- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Budgets/entitlements and expenditures data

Goals

Revised/Approved: August 13, 2020

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

Performance Objective 1: ACHIEVEMENT: By June 2021, Spring Shadows Elementary School will increase student performance on STAAR Grades 3-5 exams in reading and math by at least 7 points at each performance level (approaches, meets, masters).

2019-20: Not Rated due to COVID


2018-19: Reading: 66% (approaches), 31% (meets), 10% (masters); Math: 67% (approaches), 30% (meets), 12% (masters)




2017-18: Reading: 57% (approaches), 23% (meets), 9% (masters); Math: 63% (approaches), 29% (meets), 7% (masters)


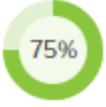




Targeted or ESF High Priority

Evaluation Data Sources: STAAR 3-8 Reports

Summative Evaluation: None

	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 1: Consistent implementation of balanced literacy components and district curriculum, including Units of Study. Ensure all classrooms have necessary supplies and resources needed as well as staff development consultant costs and substitutes.</p> <p>Strategy's Expected Result/Impact: Increased student performance on STAAR, MAP and local assessments</p> <p>Staff Responsible for Monitoring: Principal, MCL, LIS, Instructional Specialist</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Student Achievement 1</p> <p>Funding Sources: Substitutes for Professional Development - 211 - Title I, Part A - 11 6112 - \$6,000, Classroom Supplies other than books - 211 - Title I, Part A - \$19,205, Classroom Supplies - 199 PIC 11 - Instructional Services - \$12,000, Books for Classroom Libraries - 211 - Title I, Part A - 11 6329 - \$27,000</p>				

Strategy 2: Purchase materials and supplies that will enhance student achievement in all content areas, including, but not limited to manipulatives, science materials, consumables, books, consumable workbooks, small groups instructional materials, professional books/resources, teacher materials/resources, and office supplies. Strategy's Expected Result/Impact: Increased student engagement and performance as measured by STAAR, MAP, and local assessments Staff Responsible for Monitoring: Principal, Instructional Specialist Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: Student Learning 4, 5 Funding Sources: Supplies & Materials for Classrooms - 211 - Title I, Part A (FBG20 Carryover) - \$55,290	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
Strategy 3: Implement systems of academic support and intervention (RtI) using district Common Formative Assessment, running records, and priority standards assessments Strategy's Expected Result/Impact: Increased student performance and achievement Staff Responsible for Monitoring: CAIS, Assistant Principal Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: School Processes & Programs 1 Funding Sources: Intervention Teachers (full-time, partial funded & stipend for MCL) - 211 - Title I, Part A - \$115,872, Additional Paraprofessional - 211 - Title I, Part A - \$34,748	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
Strategy 4: Ensure mathematics teachers have support, training and resources to consistently implement district curriculum, including professional learning opportunities. Strategy's Expected Result/Impact: Increased student achievement and engagement Staff Responsible for Monitoring: Assistant Principal, MCL Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: Student Achievement 2 Funding Sources: Substitutes for teacher professional learning - 211 - Title I, Part A - \$6,000, Professional Development for Math Teachers - 211 - Title I, Part A - 13 6299 - \$10,000, Substitutes for Teacher Professional Development - 199 PIC 11 - Instructional Services - \$6,000	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June

Strategy 5: Monitor progress of students failing to meet grade level requirements and/or master priority learning standards. Provide additional learning time opportunities (extended day and/or week). Strategy's Expected Result/Impact: Increased student performance and achievement Staff Responsible for Monitoring: Principal, CAIS Title I Schoolwide Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture - Targeted Support Strategy Problem Statements: Student Achievement 1, 2 - Student Learning 4, 5 Funding Sources: Extra Duty pay for staff, including paraprofessionals - 211 - Title I, Part A - 11 6116, 6121, 6125 - \$23,000	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Support and establish consistent school-wide structures and routines for teacher daily schedules and lesson plans to align with district curriculum standards and frameworks. Strategy's Expected Result/Impact: Increased student engagement and achievement. Staff Responsible for Monitoring: Principal, Assistant Principal, MCL's, Instructional Specialist, LIS Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum - Targeted Support Strategy Problem Statements: Student Achievement 1, 2 - Student Learning 1, 3, 5 - School Processes & Programs 1	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
Strategy 7: Recruit and retain highly qualified teachers through various events, including new teacher mentor and buddy support. Strategy's Expected Result/Impact: Maintain high quality teaching staff. Staff Responsible for Monitoring: Principal, Lead Mentor Title I Schoolwide Elements: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals Problem Statements: Perceptions 1 Funding Sources: Reading Materials - 199 PIC 11 - Instructional Services - \$1,000	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: 63% of EL students did not progress at least one proficiency level on TELPAS in Spring 2020 Root Cause: Lack of instructional frameworks and delivery of best practices for language acquisition
Problem Statement 3: In spring 2020, thirty-six 5th grade students who had been in US schools since Kindergarten had not transitioned to English as their primary language of instruction and assessment Root Cause: Lack of framework and expectations for English acquisition.
Problem Statement 4: 5th grade STAAR science achievement was 47% approaches grade level Root Cause: Staffing, teacher capacity, and inconsistent implementation of science curriculum
Problem Statement 5: English Writing STAAR achievement in 4th grade was 44% approaches grade level in 2019 Root Cause: Staffing, teacher capacity, and inconsistent implementation of writing workshop across all grade levels

School Processes & Programs
Problem Statement 1: Students identified for Tier 2 & Tier 3 interventions do not make adequate progress. Root Cause: Students are not receiving timely and consistent interventions.
Perceptions
Problem Statement 1: Students and families struggled with online learning experiences in the spring of 2020. Root Cause: The campus attempted to provide schooling in a crisis, and many teachers did not receive the training needed to support online learning.

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

Performance Objective 2: GAP-CLOSING: By June 2021, Spring Shadows 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 10 percentage points for English Learners.

2019-20: Not Rated due to COVID

2018-19: English Learners 13%; non-English Learners 23%




2017-18: English Learners 13%; non-English Learners 15%




Targeted or ESF High Priority






HB3 Goal

Evaluation Data Sources: State Accountability Reports

Summative Evaluation: None

Strategy 1: Continue to refresh the school library with updated books and novels to meet the needs of English Learners. Purchase books for the school library. Strategy's Expected Result/Impact: All students will have access to updated reading material through the school library. Staff Responsible for Monitoring: Librarian Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum Problem Statements: Student Learning 1, 3 Funding Sources: Books for school library to support independent reading - 199 PIC 25 - ESL/Bilingual - \$9,507, Books and other reading materials - 199 PIC 99 - Undistributed - \$2,000	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2: Bilingual and ESL students will receive additional small group instruction by two newly hired teacher assistants (unit exchange). Strategy's Expected Result/Impact: Increased support and interventions for bilingual and ESL students Staff Responsible for Monitoring: Principal, Instructional Specialist Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy - Results Driven Accountability Problem Statements: Student Learning 1, 3 - School Processes & Programs 1	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3: Provide supplemental State Comp Ed funds and supports for students identified as At-Risk by way of tutoring, small group instruction, intervention, technology devices, and software programs. Strategy's Expected Result/Impact: Increased student achievement Staff Responsible for Monitoring: Principal, Instructional Specialist Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: Student Achievement 1 - Student Learning 5 - School Processes & Programs 1 Funding Sources: Supplies and Materials for classrooms - 199 PIC 30 - At Risk School Wide SCE - \$12,480	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Ensure the campus one-way dual language program is implemented with fidelity. Funds may be used to pay for professional development registration/travel or substitutes for professional learning and curriculum writing for staff. Strategy's Expected Result/Impact: Decreased achievement gaps between EL and Non-EL. Staff Responsible for Monitoring: Principal, CAIS Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: Student Learning 1 Funding Sources: Pay teachers for curriculum writing - 199 PIC 11 - Instructional Services - \$2,000, Registration/Travel for staff - 211 - Title I, Part A - 13 6411 - \$5,000	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: 63% of EL students did not progress at least one proficiency level on TELPAS in Spring 2020 Root Cause: Lack of instructional frameworks and delivery of best practices for language acquisition
Problem Statement 3: In spring 2020, thirty-six 5th grade students who had been in US schools since Kindergarten had not transitioned to English as their primary language of instruction and assessment Root Cause: Lack of framework and expectations for English acquisition.
Problem Statement 5: English Writing STAAR achievement in 4th grade was 44% approaches grade level in 2019 Root Cause: Staffing, teacher capacity, and inconsistent implementation of writing workshop across all grade levels
School Processes & Programs
Problem Statement 1: Students identified for Tier 2 & Tier 3 interventions do not make adequate progress. Root Cause: Students are not receiving timely and consistent interventions.

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

Performance Objective 3: STUDENT GROWTH: By June 2021, Spring Shadows 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 5 points.

2019-20: Not Rated due to COVID

2018-19: Reading - 41% met CGI; Math - 54% met CGI



2017-18: Reading - 33% met CGI; Math - 46% met CGI


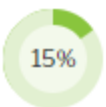




Targeted or ESF High Priority

HB3 Goal

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

Summative Evaluation: None

Strategy 1: At least quarterly, teacher teams will review, analyze and respond to formal and informal assessment data (MAP, running records, and local assessments). Strategy's Expected Result/Impact: Student academic progress, teacher team collective efficacy Staff Responsible for Monitoring: MCL, LIS, Instructional Specialist Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Additional Targeted Support Strategy Problem Statements: Student Achievement 1, 2	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
Strategy 2: K-5th Grade Teachers will use the gradual release model and Visible Learning high yield strategies to master math learning goals. Teachers will receive training and support for learning platforms, including Dreambox and IXL. Strategy's Expected Result/Impact: Increase collaborative learning through the Gradual Release Model. Increase student achievement and growth using map measures. Personalized Learning: Rigor, Voice, and Agency, and Data. Staff Responsible for Monitoring: Assistant Principal, MCL Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - Targeted Support Strategy Problem Statements: Student Achievement 2	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June

Strategy 3: Campus teachers will be supported through coaching cycles and opportunities for job-embedded professional learning. Teachers and school leaders will attend targeted and aligned professional development opportunities, including webinars. Teachers will be provided with reading materials as needed to support ongoing professional learning and curriculum needs. Strategy's Expected Result/Impact: Improve teaching and learning for all students Staff Responsible for Monitoring: Principal Title I Schoolwide Elements: 2.4 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers - Targeted Support Strategy Problem Statements: Student Achievement 1, 2 Funding Sources: Registration at Region 4 ESC - 211 - Title I, Part A - 6239 - \$1,500, Reading materials for staff development & Curriculum resources - 211 - Title I, Part A - \$5,500, Travel & Registration - 211 - Title I, Part A - \$7,500	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
Strategy 4: The performance and growth of special education students will be monitored and reviewed by staff. Case managers will meet with teachers responsible implementing IEP's. Materials and supplies will be purchased to ensure that all special education students have access to instructional materials specific to their IEP goals and/or accommodations. Strategy's Expected Result/Impact: Special education will make more than adequate progress and master their goals. Staff Responsible for Monitoring: Administration Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: Student Achievement 1, 2 Funding Sources: Supplies and Materials - 199 PIC 23 - Special Education - \$2,720	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 3 Problem Statements:

Goal 2: STUDENT SUPPORT. Every Spring Shadows 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 Spring Shadows Elementary School students who feel connected as both individuals and learners will increase by at least 10 points.



2019-20: Not Rated due to COVID

2018-19: 66% School Rigorous Expectations

2017-18: 74% School Rigorous Expectations

Evaluation Data Sources: Panorama Student Survey


Summative Evaluation: None





	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Provide professional development to teachers on Social Emotional Learning at the beginning of the year with Character Strong. Additionally, students in K-5th grade who are in need of an academic and/or social emotional boost are invited to participate in private Project Class sessions or work with the school counselor. Strategy's Expected Result/Impact: An overall feeling of a safe campus environment among teachers and students. Students will learn how to problem solve and be confident communicators. Staff Responsible for Monitoring: Campus Administrators CIS Counselor Project CLASS Title I Schoolwide Elements: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Targeted Support Strategy Problem Statements: Demographics 1 - School Culture and Climate 1 Funding Sources: Contract with Project Class - 211 - Title I, Part A - 11 6299 - \$12,500				
	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Highlight social and emotional skills used in transitions and breaks like stopping at the wildcat paws in the walkways, using a level 0-1 voice in the hallway, and walking in a straight line. Use the Project CLASS program to teach transitions in the classroom. Strategy's Expected Result/Impact: Increased positive behaviors from students across the campus. Reduction in office referrals Staff Responsible for Monitoring: Campus Administrators Teachers Title I Schoolwide Elements: 2.5 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Targeted Support Strategy Problem Statements: Demographics 1 - School Culture and Climate 1				

<p>Strategy 3: Study Trips: Each grade level will participate in at least two study trips connected with SBISD curriculum which provide an experience that could not happen in the classroom.</p> <p>Strategy's Expected Result/Impact: All study trips should anchor on ensuring future possibilities for learning and vocation for the learner. The trips should provide opportunity to empower to own their future. Examples of trips can include: Local Museums and Learning Venues Texas Parks and Recreational Areas Arboretums and Zoos Universities and colleges Local and State Government Agencies Geographical Points of Interest Historical Points of Interest</p> <p>Staff Responsible for Monitoring: Campus Administrators Team Leaders Health Fitness Instructor</p> <p>Title I Schoolwide Elements: 2.5 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction - Targeted Support Strategy</p> <p>Problem Statements: Demographics 1</p> <p>Funding Sources: Transportation & Fees - 211 - Title I, Part A - \$7,000, Transportation & Fees - 199 PIC 11 - Instructional Services - \$950</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4: Celebrating Student Success: Highlight student talents and accomplishments with Virtual Recognition Ceremonies such as: *Principal's Award (Leadership) *Virtual Wildcat Award (Character) *Academic Honor Rolls *Attendance *Raz-Kids The 2nd Grade will host a mid year Reading Incentive program for students that have shown growth on TCRWP reading levels. Highlight student who receives all A's & B's all year at the annual Bike Ceremony. Highlight a student who exemplifies character by participating in the district Character without Question Ceremony. Monthly Perfect Attendance Awards All perfect attendance are automatically entered to be in a monthly raffle that will highlight 2 students per grade level on the first week of the month. Strategy's Expected Result/Impact: Students feel honored, encouraged, and motivated for academic growth and accomplishments. On-going recognition contributes to a belief to keep working towards levels of proficiency in K-5th grade. Increased sense of accomplishment and self-worth. Parental Involvement Personalized Learning: Rigor Staff Responsible for Monitoring: Counselor Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum - Targeted Support Strategy Problem Statements: Demographics 1 - School Culture and Climate 1 - Perceptions 1 Funding Sources: Awards & Certificates for students - 199 PIC 11 - Instructional Services - \$2,000	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Leadership Opportunities: Ensure that teachers are using SEL strategies to build positive climate and culture in classrooms with: morning meeting, reading buddies, safety patrol, and student council. Strategy's Expected Result/Impact: Students build leadership skills through service learning. Personalized Learning: Rigor, Voice, Agency Staff Responsible for Monitoring: Campus Administrators Counselor Teachers Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1 - School Culture and Climate 1	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June



Strategy 6: Engage parents and community members in meaningful and ongoing collaboration & support through a variety of activities. Strategy's Expected Result/Impact: Increased parent satisfaction, engagement and confidence in online learning platforms. Staff Responsible for Monitoring: CIS, Administration Title I Schoolwide Elements: 3.1, 3.2 - ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 1 Funding Sources: Contracted Services - 211 - Title I, Part A - \$2,750, Supplies for parent meetings and communication - 211 - Title I, Part A - 61 6299 - \$2,865	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 1 Problem Statements:


Demographics
Problem Statement 1: Male students are disproportionately sent to the office for discipline. Root Cause: Lack of cultural awareness and/or gender bias
Perceptions
Problem Statement 1: Students and families struggled with online learning experiences in the spring of 2020. Root Cause: The campus attempted to provide schooling in a crisis, and many teachers did not receive the training needed to support online learning.





Goal 2: STUDENT SUPPORT. Every Spring Shadows 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: Ensure all staff receives services and professional development from counselor about social service partnerships and trauma response. Strategy's Expected Result/Impact: Students have additional resources for improves emotional support Staff Responsible for Monitoring: Counselor Title I Schoolwide Elements: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1 - School Culture and Climate 1 Funding Sources: Supplies & Materials - 199 PIC 99 - Undistributed - \$500	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 2 Problem Statements:

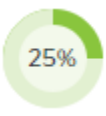




Demographics
Problem Statement 1: Male students are disproportionately sent to the office for discipline. Root Cause: Lack of cultural awareness and/or gender bias

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. Strategy's Expected Result/Impact: The 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. Supplies and resources will be purchased from local budgets. Staff Responsible for Monitoring: Administrators Funding Sources: School Safety supplies - 199 PIC 99 - Undistributed - \$2,500	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
Strategy 2: HARRIS COUNTY DEPARTMENT OF EDUCATION: Participate in the Harris County Department of Education (HCDE) campus safety audit. Strategy's Expected Result/Impact: Campus will develop action plans to address any deficiencies as a result of safety audits. Staff Responsible for Monitoring: Administrators Safety Committee	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Virtual Learning Safety: Staff has professional learning opportunities on anti- bullying, cyber safety, and mental health concerns. Strategy's Expected Result/Impact: Students have a feeling of a safe virtual learning environment. Staff are able to conduct lessons free of virtual learning distractions. Staff Responsible for Monitoring: Campus Leadership Team Teachers Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Perceptions 1	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
Strategy 4: COVID19/Pandemic: All school personnel will be trained on safety protocols and expectations from the LearnSBISD return to school plan. School will purchase supplies for classrooms, including face masks, shields, and sanitizer. School will purchase supplies for clinic. Strategy's Expected Result/Impact: Consistent implementation of safety procedures and processes across the campus. Staff Responsible for Monitoring: Safety Office (Assistant Principal) Funding Sources: Supplies & Materials for safety - 199 PIC 99 - Undistributed - \$8,328	Reviews			
	Formative			Summative
	Nov 	Jan 	Mar 	June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

Perceptions











Problem Statement 1: Students and families struggled with online learning experiences in the spring of 2020. **Root Cause:** The campus attempted to provide schooling in a crisis, and many teachers did not receive the training needed to support online learning.

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. Strategy's Expected Result/Impact: Campus EOP is turned in and filed by September 1st. Staff Responsible for Monitoring: Administrators	Reviews			
	Formative			Summative
	Nov 	Jan 	Mar 	June
Strategy 2: EMERGENCY OPERATIONS PROCEDURES: Update campus EOP annually and train staff at the start of each school year. 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	Reviews			
	Formative			Summative
	Nov 	Jan 	Mar 	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: FISCAL RESPONSIBILITY. Spring Shadows 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 all budgets. Ensure budget lines and codes support campus priorities. Strategy's Expected Result/Impact: Error free records. Documentation of purchases and orders. Staff Responsible for Monitoring: Principal Administrative Assistant Title I Schoolwide Elements: 3.1	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2: Provide opportunities for all staff to receive training in best practices for customer service, financial services, and safety procedures. Provide for coverage for all staff as needed. Strategy's Expected Result/Impact: 100% compliance with local, state and federal guidelines for programs and safety. Staff Responsible for Monitoring: Principal, Admn Asst. TEA Priorities: Recruit, support, retain teachers and principals Funding Sources: Coverage (substitutes) - 199 PIC 11 - Instructional Services - \$6,380	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

2020-2021 Campus BLT

Committee Role	Name	Position
Administrator	Raymond Stubblefield	Principal
Administrator	Cynthia Gardner	Assistant Principal
Classroom Teacher	Gloria Benton	Special Education Teacher
Classroom Teacher	April Guykens	Teacher
Community Representative	Jasmin LaTony	CIS
Classroom Teacher	Zetta Denson	5th Grade Team Leader
Classroom Teacher	Raul Espejo	1st Grade Teacher
Classroom Teacher	Sarah Hill	1st Grade Teacher
Classroom Teacher	Heidi Hudman	3rd Grade Team Leader
Classroom Teacher	Jakerian Colvin	CAIS
Parent	Chantal Bryan	Parent
Parent	Rocio Jimenez	Parent
Parent	Daniela Salas	Parent
Community Representative	Granger Durdin	Community Representative
District-level Professional	Joyce Evans	Director of Humanities

Campus Funding Summary

199 PIC 11 - Instructional Services					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Classroom Supplies		\$12,000.00
1	1	4	Substitutes for Teacher Professional Development		\$6,000.00
1	1	7	Reading Materials		\$1,000.00
1	2	4	Pay teachers for curriculum writing		\$2,000.00
2	1	3	Transportation & Fees		\$950.00
2	1	4	Awards & Certificates for students		\$2,000.00
4	1	2	Coverage (substitutes)		\$6,380.00
Sub-Total					\$30,330.00
Budgeted Fund Source Amount					\$30,330.00
+/- Difference					\$0.00
199 PIC 23 - Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	4	Supplies and Materials		\$2,720.00
Sub-Total					\$2,720.00
Budgeted Fund Source Amount					\$2,720.00
+/- Difference					\$0.00
199 PIC 25 - ESL/Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Books for school library to support independent reading		\$9,507.00
Sub-Total					\$9,507.00
Budgeted Fund Source Amount					\$9,507.00
+/- Difference					\$0.00
199 PIC 30 - At Risk School Wide SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	3	Supplies and Materials for classrooms		\$12,480.00
Sub-Total					\$12,480.00

199 PIC 30 - At Risk School Wide SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Budgeted Fund Source Amount					\$12,480.00
+/- Difference					\$0.00
199 PIC 99 - Undistributed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Books and other reading materials		\$2,000.00
2	2	1	Supplies & Materials		\$500.00
3	1	1	School Safety supplies		\$2,500.00
3	1	4	Supplies & Materials for safety		\$8,328.00
Sub-Total					\$13,328.00
Budgeted Fund Source Amount					\$13,328.00
+/- Difference					\$0.00
211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Substitutes for Professional Development	11 6112	\$6,000.00
1	1	1	Classroom Supplies other than books		\$19,205.00
1	1	1	Books for Classroom Libraries	11 6329	\$27,000.00
1	1	3	Intervention Teachers (full-time, partial funded & stipend for MCL)		\$115,872.00
1	1	3	Additional Paraprofessional		\$34,748.00
1	1	4	Substitutes for teacher professional learning		\$6,000.00
1	1	4	Professional Development for Math Teachers	13 6299	\$10,000.00
1	1	5	Extra Duty pay for staff, including paraprofessionals	11 6116, 6121, 6125	\$23,000.00
1	2	4	Registration/Travel for staff	13 6411	\$5,000.00
1	3	3	Registration at Region 4 ESC	6239	\$1,500.00
1	3	3	Reading materials for staff development & Curriculum resources		\$5,500.00
1	3	3	Travel & Registration		\$7,500.00
2	1	1	Contract with Project Class	11 6299	\$12,500.00
2	1	3	Transportation & Fees		\$7,000.00
2	1	6	Contracted Services		\$2,750.00
2	1	6	Supplies for parent meetings and communication	61 6299	\$2,865.00

211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Sub-Total					\$286,440.00
Budgeted Fund Source Amount					\$286,440.00
+/- Difference					\$0.00
211 - Title I, Part A (FBG20 Carryover)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Supplies & Materials for Classrooms		\$55,290.00
Sub-Total					\$55,290.00
Budgeted Fund Source Amount					\$51,026.00
+/- Difference					-\$4,264.00
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					\$410,095.00

Addendums