

Spring Branch Independent School District
Shadow Oaks Elementary School
2021-2022 Campus Improvement Plan



Mission Statement

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

Vision

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

Core Values

Every Child: We put students at the heart of everything we do.

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

Collaborative Spirit: We believe in each other and find joy in our work.

Limitless Curiosity: We never stop learning and growing.

Moral Compass: We are guided by strong character, ethics and integrity.

Core Characteristics of a T-2-4 Ready Graduate

Academically Prepared: Every Child finds joy in learning, has a learner's mindset and is motivated and equipped with the knowledge, skills and competencies to succeed in life.

Ethical & Service-Minded: Every Child acts with integrity, is personally responsible for their actions and is a civically-engaged community member.

Empathetic & Self-Aware: Every Child appreciates differences, forms secure relationships and cares for their own and others' emotional, mental and physical health.

Persistent & Adaptable: Every Child is fueled by their own passions, interests and goals and perseveres with confidence and courage.

Resourceful Problem-Solver: Every Child thinks critically and creatively and applies knowledge to find and solve problems.

Communicator & Collaborator: Every Child skillfully conveys thoughts, ideas, knowledge and information and is a receptive and responsive listener.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Shadow Oaks Elementary enrollment will be approximately 500 students for PK-5th grades. Our demographics are as follows:

African American- 5.8%

American Indian- .2%

Asian- .05%

Hispanic-86.4%

White- 6.7%

Two or more races- .5%

Economically Disadvantaged- 96.2%

English Language Learners- 70.6%

At-Risk- 90.3%

Immigrant Population- 60 students

Mobility Rate- 16.3%

Special Education- 12.4%

Gifted and Talented- .9%

Demographics Strengths

Shadow Oaks Elementary demographics are fairly unchanged from the previous year. Our families come from over the world and bring with them diverse strengths. Our students attendance is a strength(prior to the pandemic). We service our students through RTI, in-class support, resource, lifeskills and APPLE specialized classrooms.

Problem Statements Identifying Demographics Needs

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

Student Learning

Student Learning Summary

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

Due to COVID19, our students did not take the 2020 STAAR tests. While students did take the 2021 STAAR tests, schools will not receive a rating. Our last rating was given in 2018-2019 and we received a 'C'. Students made significant growth in their reading levels as measured by running records. Students also maintained and/or grew in reading, math, science performance despite the interruptions to the school experience.

2020-2021 STAAR

	Reading	Math
Approaches	55%	57%
Meets	25%	28%
Masters	11%	11%

Shadow Oaks did close the gap for two targets:

1. Math Target for our Special Ed students (Goal was 23%; Reality was 27%)
2. TELPAS Progress Rate (Goal was 36%; Reality was 62%)

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

We have a strong focus on literacy and tracking our progress on student growth in their reading levels. Here is how Shadow Oaks did during 2019-2020 on their running records:

All Grade Levels	% by Month		
	October	December	May
Below Grade Level	62%	58%	37%
Approaches Grade Level	19%	16%	13%
On Grade Level	9%	16%	17%
Above Grade Level	9%	10%	33%

Student Learning Strengths

Multiple measures show growth through common assessments, immediate response from teachers based on data, student tracking their data and goal setting. Teachers operate in Professional Learning Communities. We will be narrowing our focus in literacy and creating a structure during our Professional Learning Communities to ensure that we are all digging deep into our four questions. Our students will engage in small groups, intervention and enrichment opportunities throughout the week.

Shadow Oaks Elementary did not show an increase in student growth on the MAP assessment. Students are receiving individualized and small group instruction along with daily adaptive software instruction in the areas of reading and math. 54% of students showed growth on their math MAP assessment during the 20-21 school year compared to 57% during the 19-20 school year. 38% of students showed growth on their reading MAP assessment during the 20-21 school year compared to 52% during the 19-20 school year.

Our TELPAS Data shows the following growth from 2019-2020:

	Lower/Same Level	1 Level Higher	2 Levels Higher
2nd Grade	55.56%	40%	4.44%
3rd Grade	72.73%	27.27%	0%
4th Grade	53.85%	46.15%	0%
5th Grade	53.85%	46.15%	0%

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Students in 3rd and 4th grade did not increase performance in approaches or meets grade level. **Root Cause:** Many students remained virtual throughout the school year and some interventions were limited due to not being able to mix students for safety purposes.

School Processes & Programs

School Processes & Programs Summary

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

School Processes & Programs Strengths

Over the past four years, Shadow Oaks has implemented the Professional Learning Community and will continue doing so. Our PLCs have a strong focus on the individualized growth of every student and collectively for the entire grade level/campus. Teachers gather, analyze and respond to data on a weekly basis. The shared leadership among the organizational leadership allows ownership and development of teacher leaders.

We are incorporating Adventure Time this year to support all students and meet HB3 requirements. All students will be participating daily in additional small groups for intervention or enrichment. Teams are working with thier instructional leaders who are also hands on during this time to support small group activities. Our vision is to close gaps and ensure full engagement from each student.

Problem Statements Identifying School Processes & Programs Needs

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

Perceptions

Perceptions Summary

This data is from 2018-2019 due to the Pandemic.

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

School Rigorous Expectations	88% (Decrease of 1% from previous year)
School Teacher Relationships	87% (Increase of 1% from previous year)
School Belonging	78% (Increase of 3% from previous year)
School Climate	77% (Increase 2% from previous year)
School Safety	69% (Increase 2% from previous year)

Perceptions Strengths

Shadow Oaks has a collaborative culture that focuses on Every Child. We have established common schoolwide expectations. Our campus is committed to building positive relationships with all students and building an environment where all students feel they belong. Our campus has implemented school wide classroom community time this year. We are providing opportunities for students to display their leadership skills: 5th grade as our safety patrol; 4th grade as our hallway monitors; and 2nd grade as our Reading Buddies to 2nd graders.

Problem Statements Identifying Perceptions Needs

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

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements
- Covid-19 Factors and/or waivers

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
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card Data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- (STAAR) current and longitudinal results, including all versions
- 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
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Running Records results

- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

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

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

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

Goals

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

Performance Objective 1: ACHIEVEMENT: By June 2022, Shadow Oaks Elementary School will increase student performance on STAAR Grades 3-5 exams in reading and math by 5 or more points at each performance level (approaches, meets, masters).


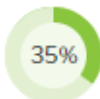
2020-21: Reading: 58% (approaches), 25% (meets), 11% (masters); Math: 65% (approaches), 32% (meets), 11% (masters)






2019-20: Not Rated due to COVID

2018-19: Reading: 68% (approaches), 28% (meets), 11% (masters); Math: 73% (approaches), 34% (meets), 12% (masters)

2017-18: Reading: 60% (approaches), 20% (meets), 8% (masters); Math: 71% (approaches), 27% (meets), 8% (masters)

Evaluation Data Sources: STAAR 3-8 Reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Each week in PLC's, grade level teams, with the support of MCLs, interventionists, district specialists and administrators, will identify priority TEKS and engage in cycles of data driven instruction (developing standards-aligned common assessments and lesson plans, data analysis, reflection, and re-teaching). Strategy's Expected Result/Impact: The end result will be improved academic achievement by students on readiness standards. Staff Responsible for Monitoring: MCLs, interventionists, district specialists and administrators 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 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Funding Sources: Employee Travel (Principal) - 211 - Title I, Part A - 211.23.6411 - \$2,500, Employee Travel (Teacher) - 211 - Title I, Part A - 211.13.6411 - \$5,000	Formative		
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Strategy 2 Details	Formative Reviews		
Strategy 2: All teachers of record will utilize the Teacher's College ELA curriculum and district Math programs to ensure that lessons provide opportunities for all students to master grade level appropriate literacy and numeracy skills. Strategy's Expected Result/Impact: Improve academic performance of students and increase percentage of students performing at the meets level of STAAR. Staff Responsible for Monitoring: MCLs, interventionists, district specialists and administrators 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, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Funding Sources: Instructional Materials - 282 ARP21 (ESSER III Campus Allocations) - \$20,000	Formative		
	Oct	Jan	Apr
			







Strategy 3 Details	Formative Reviews		
Strategy 3: Students will track their own data and create SMART goals to show growth on their MAP assessments, running records, campus and district assessments. Students will be able to share with parents during parent conferences in order to build students' ability to advocate for their own academic needs. Parents will also contribute to the parental engagement policy as we discuss student growth. Strategy's Expected Result/Impact: Students understand where they are in their own learning and what they need to do to be proficient in essential skills. Increase parent engagement in the area of student performance. Staff Responsible for Monitoring: Teachers and administrators Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative		
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Goal 1: STUDENT ACHIEVEMENT. Every Shadow Oaks Elementary School student will master rigorous academic standards to ensure college and career readiness.

Performance Objective 2: EARLY LITERACY: By June 2022, Shadow Oaks Elementary School will increase the combined % of students reading On Grade Level or Above Grade Level on the End-of-Year Running Records assessment in each primary grade, K, 1, and 2, by 25 percentage points or \geq to 85%.

2020-21: Kindergarten 53% On Grade Level or Above Grade Level; 1st Grade: 35% On Grade Level or Above Grade Level; 2nd Grade: 48% On Grade Level or Above Grade Level

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers in kinder, 1st and 2nd grades will implement teachers college, small groups, and massive practice with targeted skill interventions. Strategy's Expected Result/Impact: Students participating in Kinder, 1st and 2nd grade curriculum will progress in their reading levels while increasing the percentage of students reading on grade level or higher. Staff Responsible for Monitoring: Admin, Instructional Specialist, Teachers, and Teacher Assistants Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Funding Sources: Reading Materials - 282 ARP21 (ESSER III Campus Allocations) - \$20,000	Formative		
	Oct	Jan	Apr
			
Strategy 2 Details	Formative Reviews		
Strategy 2: K-3 teachers and administrators will participate in the HB3 Reading Academy by completing modules, attending professional development, and planning instruction to support foundational reading skill development. Strategy's Expected Result/Impact: Increase in K-3 reading levels; increase in the percentage of students reading at or above grade level. Staff Responsible for Monitoring: K-3 teachers, interventionists, and administrators 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, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative		
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Goal 1: STUDENT ACHIEVEMENT. Every Shadow Oaks Elementary School student will master rigorous academic standards to ensure college and career readiness.



Performance Objective 3: GAP-CLOSING: By June 2022, Shadow Oaks 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 13 percentage points or more for English Learners.






2020-21: English Learners 27%; non-English Learners 42%

2019-20: Not Rated due to COVID

Evaluation Data Sources: State Accountability Report Domain 1

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: All teachers will participate in professional learning focused on ELPS and effective ESL/bilingual instructional strategies throughout the year to assist teachers in providing instruction that strengthens both languages.</p> <p>Strategy's Expected Result/Impact: Growth on running records, writing samples, MAP and TELPAS</p> <p>Staff Responsible for Monitoring: MCLs, Classroom Teachers, Admin</p> <p>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, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: ESL/Bilingual Supplies and Materials - 199 PIC 25 - ESL/Bilingual - 199.11.6399 - \$7,420, Substitutes - 211 - Title I, Part A - 211.11.6112 - \$3,000</p>	Formative		
	Oct	Jan	Apr
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Participate in Texas Opportunity Culture by utilizing Title I Funds and Staffing Units to support the funding of Multi-classroom Leaders, Instructional Support Specialist (.49) and Associate Teachers to support the PLC planning and implementation of classroom instruction and provide support through the RtI model.</p> <p>Monitor and Track Co-teaching opportunities of MCLs.</p> <p>Conduct weekly side by side coaching and instructional rounds (in-person and/or virtual) with all teachers, instructional specialists and administrators.</p> <p>Resource: Leverage Leadership and Getting Better Faster, PLC Process (ILT)</p> <p>Provide substitutes for support staff when absent.</p> <p>Strategy's Expected Result/Impact: Increase in student performances on informal and formal assessments throughout the year.</p> <p>Staff Responsible for Monitoring: MCLs, Teachers, interventionists, and admin team</p> <p>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 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: Supplies and Materials (Office) - 199 PIC 99 - Undistributed - 199.23.6399, Payroll Cost - 211 - Title I, Part A - 211.11.6119 - \$176,944.87, Substitutes (Support Staff) - 199 PIC 99 - Undistributed - 199.23.6122, Overtime (Custodial) - 199 PIC 99 - Undistributed - 199.51.6121</p>	Formative		
	Oct	Jan	Apr
			

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Implement an effective RTI system that allows us to identify students not showing growth in essential grade level skills. Ensure all students receive on grade level Tier I instruction and small group interventions and extensions. Ensure small group instruction in each content area for Tier I and II instruction. Tier II and III groups will be developed through the use of proficiency scales, common assessment data, MAP data, gaps/strengths). Monitor progress of students failing to meet grade level expectations or from previous academic year and provide targeted interventions.</p> <p>Strategy's Expected Result/Impact: Agendas/Minutes PLC Meeting Agendas/Minutes ILT Meeting Lesson Plans Master Calendar Lead4ward Planning Documents Classroom Walk Throughs Eduphoria Aware Data MAP Data</p> <p>Staff Responsible for Monitoring: Instructional Leadership Team Campus Improvement Team Team Leaders Classroom Teachers</p> <p>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 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: Special Education Resources - 199 PIC 23 - Special Education - 199.11.6399 - \$370, Supplies and Materials - 199 PIC 30 - At Risk School Wide SCE - 199.11.6399 - \$4,000</p>	Formative		
	Oct	Jan	Apr
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Implement Weekly Student Huddle to provide support and guide RtI process for students focusing on academic, health, attendance, behavior and social/emotional needs. Identify and implement support & support groups for counselor, CIS, CYS, and Systems of Care to provide support, resource, training, and counseling to students and families in need including those identified as homeless, migrant, economically disadvantaged and at-risk.</p> <p>Strategy's Expected Result/Impact: Agendas/Minutes ILT Meeting RtI Documentation Eduphoria Aware Data LEP Data MAP Data</p> <p>Staff Responsible for Monitoring: Instructional Leadership Team Team Leaders Classroom Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: Supplies and Materials (Counselor) - 199 PIC 30 - At Risk School Wide SCE - 199.11.6399 - \$2,500</p>	Formative		
	Oct	Jan	Apr
			

Strategy 5 Details	Formative Reviews		
Strategy 5: Title I funds will pay for after-school tutorials. Tutorials take place to help provide additional intervention for students that previously did not pass STAAR as well other students performing below grade level. Strategy's Expected Result/Impact: Improved student performance on campus and district assessments and STAAR. Staff Responsible for Monitoring: Teachers and administration 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, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Funding Sources: Tutorials - 211 - Title I, Part A - 211.11.6116 - \$16,000	Formative		
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	 30%		
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Goal 1: STUDENT ACHIEVEMENT. Every Shadow Oaks Elementary School student will master rigorous academic standards to ensure college and career readiness.

Performance Objective 4: STUDENT GROWTH: By June 2022, Shadow Oaks 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 15 points, Math (K-5) increase by 10 or more points.


2020-21: Reading - 38% met CGI; Math - 54 % met CGI







2019-20: Not Rated due to COVID

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

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

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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Students and teachers will track student progress towards meeting academic growth and SEL goals by 1) measuring progress towards projected RIT scores at fall, winter, and spring MAP administrations and behavior goals at specified intervals. Student-Teacher conferences will be held to discuss goal-setting and progress.</p> <p>Participate in Professional Development TCRWP Units of Study and Istation and Leader in Me.</p> <p>Continue staff development opportunities through faculty meetings, grade level planning meetings, individual coaching and planning, vertical teams, and book clubs.</p> <p>Maintain and purchase materials to support reading instruction to include: Istation, Leader in Me and Literacy Libraries and other reading materials.</p> <p>Strategy's Expected Result/Impact: Students will meet projected growth targets on the BOY and EOY MAP assessment.</p> <p>Staff Responsible for Monitoring: Instructional Leadership Team Team Leaders Classroom Teachers</p> <p>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 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: Software - 211 - Title I, Part A - 211.11.6397 - \$19,184, Supplies and Materials - 199 PIC 11 - Instructional Services - 199.11.6399 - \$5,000, Other Reading Material (Students) - 199 PIC 11 - Instructional Services - 199.11.6329 - \$5,000</p>	Formative		
	Oct	Jan	Apr
			

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Using Title I and general funding for instructional materials and supplies to support LA, Math, Science, and Social Studies curriculum to improve and support student achievement and English Language acquisition. These supplies will include tangible and digital resources.</p> <p>Strategy's Expected Result/Impact: Impact student academic performance on CAs, PSAs, and STAAR.</p> <p>Staff Responsible for Monitoring: Instructional Leadership Team Team Leaders Classroom Teachers</p> <p>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 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: Supplies and Materials - 199 PIC 11 - Instructional Services - 199.11.6399, Supplies and Materials - 211 - Title I, Part A - 211.11.6399 - \$18,762.13</p>	Formative		
	Oct	Jan	Apr
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Literacy instruction will be supported through a robust collection of books and resources available in the school library. New books and resources will be purchased for the library based on selection criteria: Reflect the needs of the school and the community; Meet high standards of quality in factual content, presentation, artistic and technical quality; Be age-appropriate for the grade and interest level at which they are used; Have aesthetic, literary, or social value.</p> <p>Strategy's Expected Result/Impact: Interest in reading topics will increase student reading performance and enjoyment at all reading levels and grades.</p> <p>Staff Responsible for Monitoring: Teachers, reading interventionists/specialists and admin</p> <p>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 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: Other Reading Materials (Students) - 199 PIC 99 - Undistributed - \$7,000</p>	Formative		
	Oct	Jan	Apr
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			







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

Performance Objective 5: ENGLISH LANGUAGE ACQUISITION PROGRESS: By June 2022, the rate of English Learners increasing at least one Composite Score level will increase by 10 percentage points or $\geq 80\%$.

2020-21: TELPAS Progress Rate 62%

2019-20: Not Rated due to COVID

Evaluation Data Sources: State Accountability Report Domain 3

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers will utilize the ELPS and TELPAS rubrics to design instruction that support English language development, specifically opportunities to promote listening, speaking, reading, and writing. Strategy's Expected Result/Impact: Increase in reclassification rates; increases in domain performance Staff Responsible for Monitoring: Teachers, MCLs, Interventionists, Admin 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, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Funding Sources: Language Instructional Materials - 282 ARP21 (ESSER III Campus Allocations) - \$10,000	Formative		
	Oct	Jan	Apr
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Teachers will incorporate activities, tasks, and experiences that support English language development throughout the content areas and during extended learning times once a week. Strategy's Expected Result/Impact: Increase in reclassification rates; increases in domain performance Staff Responsible for Monitoring: Teachers, MCLs, Interventionists, Admin, Special Teachers, Counselor and Librarian 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, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Funding Sources: Supplies and Materials - 199 PIC 11 - Instructional Services - 199.11.6399 - \$10,000	Formative		
	Oct	Jan	Apr
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 2:

STUDENT SUPPORT. Every Shadow Oaks 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 2022, the % of Shadow Oaks Elementary School students who feel connected as both individuals and learners will increase by at least 2 points or more.







2020-21: School Belonging 73%; School Climate 75%; School Rigorous Expectations 83%; School Safety 70%; School Teacher-Student Relationships 82%
2019-20: Not Rated due to COVID

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

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

Evaluation Data Sources: Panorama Student Survey

Strategy 1 Details	Formative Reviews		
Strategy 1: We will engage families throughout the school year. We will at least one time a month encourage family and community partnership through activities such as: Open House, Meet the Teacher, Literacy Nights, Math/Science Nights, Book Fair Events, SEL Learning, Fall Festival, etc. Strategy's Expected Result/Impact: Students and families feel an increase in ownership and belonging at our school. (Panorama survey) Staff Responsible for Monitoring: All Staff and administration Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.2 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Funding Sources: Family Snacks - 211 - Title I, Part A - 211.61.6499 - \$500, Family Snacks and Materials - 282 ARP21 (ESSER III Campus Allocations) - \$3,000	Formative		
	Oct	Jan	Apr
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Teachers and staff will build and sustain a sense of community within each classroom and across the campus that promotes inclusion and diversity by engaging in ongoing professional learning, implementing adventure time, collaboratively developed behavior expectations, SEL curricula, and other district recommended activities. Our Specialists' teachers will implement extended learning and clubs for students each nine weeks to promote a stronger sense of belonging. Strategy's Expected Result/Impact: An increase of student participation and sense of ownership and belonging through our panorama Survey Staff Responsible for Monitoring: All Staff and administration 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 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Funding Sources: Supplies and Materials - 211 - Title I, Part A - \$5,000, Supplies and Materials - 199 PIC 11 - Instructional Services - 199.11.6399 - \$5,000	Formative		
	Oct	Jan	Apr
			






Strategy 3 Details	Formative Reviews		
Strategy 3: Reinforce high expectations for student achievement by providing access to rigorous experiences, resources, and materials that promote the district T-2-4 goal, including College Week. Instructional materials and supplies aligned to these activities will be provided to support 2nd Language Acquisition, LA, Math, Science, and Social Studies curricula. Strategy's Expected Result/Impact: An increase of student participation and sense of ownership and belonging through our panorama Survey Staff Responsible for Monitoring: Counselor, teachers and admin 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 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Funding Sources: Supplies and Materials - 199 PIC 30 - At Risk School Wide SCE - 199.11.6399 - \$3,460	Formative		
	Oct	Jan	Apr
			
Strategy 4 Details	Formative Reviews		
Strategy 4: Shadow Oaks will build and strengthen the home-school connection by establishing consistent school-wide modes of communication, in-person/virtual activities, and providing resources, events, and materials to support parent education. Maintain and purchase items to support the classes for parents. Strategy's Expected Result/Impact: Increase parent involvement and ownership in their child's education. Staff Responsible for Monitoring: All staff, CIS, administration Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.2 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Funding Sources: Parent Supplies and Materials - 211 - Title I, Part A - 211.61.6329 - \$1,989, Supplies and Materials - 199 PIC 99 - Undistributed - \$3,000	Formative		
	Oct	Jan	Apr
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 2:

STUDENT SUPPORT. Every Shadow Oaks 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

Strategy 1 Details	Formative Reviews		
Strategy 1: To help increase our students' school connectedness and school safety awareness, the guidance counselor, with support from administration, will provide teachers and staff with Community Circle topics that promote and increase connectedness, facilitate guidance lessons on anti-bullying, and our 7 habits. Strategy's Expected Result/Impact: Ensure positive social interactions and students know how to problem solve effectively and safely. Staff Responsible for Monitoring: Counselor, Teachers and Administration Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.2 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Funding Sources: Supplies and Materials - 199 PIC 11 - Instructional Services - 199.33.6399 - \$4,765, Social Emotional Materials - 282 ARP21 (ESSER III Campus Allocations) - \$7,000	Formative		
	Oct	Jan	Apr
	 40%		
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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

Strategy 1 Details	Formative Reviews		
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: 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. Staff Responsible for Monitoring: Administrators	Formative		
	Oct	Jan	Apr
			
Strategy 2 Details	Formative Reviews		
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	Formative		
	Oct	Jan	Apr
			
 No Progress  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

Strategy 1 Details	Formative Reviews		
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 Funding Sources: Safety Materials and Software - 282 ARP21 (ESSER III Campus Allocations) - \$3,800	Formative		
	Oct	Jan	Apr
			
Strategy 2 Details	Formative Reviews		
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	Formative		
	Oct	Jan	Apr
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 4: FISCAL RESPONSIBILITY. Shadow Oaks 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)

Strategy 1 Details	Formative Reviews		
Strategy 1: Conduct frequent budget meetings with Administrative Assistant to review and manage money. 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	Formative		
	Oct	Jan	Apr
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Meals and snacks will be provided during campus professional development days. Strategy's Expected Result/Impact: Faculty/Professional Development Day Sign In Sheet, Agenda Staff Responsible for Monitoring: Admin Assistant and Administration TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture Funding Sources: Supplies and Materials - 199 PIC 99 - Undistributed - 199.23.6499 - \$2,220	Formative		
	Oct	Jan	Apr
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Campus Funding Summary

199 PIC 11 - Instructional Services					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	1	Supplies and Materials	199.11.6399	\$5,000.00
1	4	1	Other Reading Material (Students)	199.11.6329	\$5,000.00
1	4	2	Supplies and Materials	199.11.6399	\$0.00
1	5	2	Supplies and Materials	199.11.6399	\$10,000.00
2	1	2	Supplies and Materials	199.11.6399	\$5,000.00
2	2	1	Supplies and Materials	199.33.6399	\$4,765.00
Sub-Total					\$29,765.00
Budgeted Fund Source Amount					\$29,765.00
+/- Difference					\$0.00
199 PIC 23 - Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	3	Special Education Resources	199.11.6399	\$370.00
Sub-Total					\$370.00
Budgeted Fund Source Amount					\$370.00
+/- Difference					\$0.00
199 PIC 25 - ESL/Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	ESL/Bilingual Supplies and Materials	199.11.6399	\$7,420.00
Sub-Total					\$7,420.00
Budgeted Fund Source Amount					\$7,420.00
+/- Difference					\$0.00
199 PIC 30 - At Risk School Wide SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	3	Supplies and Materials	199.11.6399	\$4,000.00
1	3	4	Supplies and Materials (Counselor)	199.11.6399	\$2,500.00
2	1	3	Supplies and Materials	199.11.6399	\$3,460.00
Sub-Total					\$9,960.00

199 PIC 30 - At Risk School Wide SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Budgeted Fund Source Amount					\$9,960.00
+/- Difference					\$0.00
199 PIC 99 - Undistributed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	2	Supplies and Materials (Office)	199.23.6399	\$0.00
1	3	2	Substitutes (Support Staff)	199.23.6122	\$0.00
1	3	2	Overtime (Custodial)	199.51.6121	\$0.00
1	4	3	Other Reading Materials (Students)		\$7,000.00
2	1	4	Supplies and Materials		\$3,000.00
4	1	2	Supplies and Materials	199.23.6499	\$2,220.00
Sub-Total					\$12,220.00
Budgeted Fund Source Amount					\$12,220.00
+/- Difference					\$0.00
211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Employee Travel (Principal)	211.23.6411	\$2,500.00
1	1	1	Employee Travel (Teacher)	211.13.6411	\$5,000.00
1	3	1	Substitutes	211.11.6112	\$3,000.00
1	3	2	Payroll Cost	211.11.6119	\$176,944.87
1	3	5	Tutorials	211.11.6116	\$16,000.00
1	4	1	Software	211.11.6397	\$19,184.00
1	4	2	Supplies and Materials	211.11.6399	\$18,762.13
2	1	1	Family Snacks	211.61.6499	\$500.00
2	1	2	Supplies and Materials		\$5,000.00
2	1	4	Parent Supplies and Materials	211.61.6329	\$1,989.00
Sub-Total					\$248,880.00
Budgeted Fund Source Amount					\$248,880.00
+/- Difference					\$0.00

282 ARP21 (ESSER III Campus Allocations)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Instructional Materials		\$20,000.00
1	2	1	Reading Materials		\$20,000.00
1	5	1	Language Instructional Materials		\$10,000.00
2	1	1	Family Snacks and Materials		\$3,000.00
2	2	1	Social Emotional Materials		\$7,000.00
3	2	1	Safety Materials and Software		\$3,800.00
Sub-Total					\$63,800.00
Budgeted Fund Source Amount					\$63,800.00
+/- Difference					\$0.00
Grand Total					\$372,415.00

Addendums