Spring Branch Independent School District

Edgewood Elementary School

2021-2022 Campus Improvement Plan

Mission Statement

Mission Statement

Edgewood Elementary is a professional learning community with the mission of ensuring high levels of student achievement for every child.

La escuela primaria de Edgewood es una comunidad de aprendizaje, profesional, con la misión de asegurar altos niveles de logro estudiantil para cada uno de los estudiantes.

Vision

Vision Statement

We aspire to develop globally-conscious citizens of strong character who are critical thinkers and can contribute to the world.

Aspiramos desarrollar ciudadanos conscientes globalmente, de caráter fuerte quienes son pensadores críticos y que puedan contribuir al mundo.

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

Edgewood Elementary serves PK-5th. Due to COVID19 we did not receive end of year information for the 2019-2020 school year. Our Economically disadvantage percent is now 92% based on free and reduce lunch applications. The student campus population as showin in 2018-2019 TAPR is about 3% African American, Hispanic 85%, White 7%, Asian and other 5%, Economically Disadvantaged 84%, English Language Learners 60%, At Risk 85% and 66% of the students at the school are enrolled in the One Way Dual Language Bilingual Program or ESL . GT 3% and Special Ed. 7.4% Mobility rate 13%.

Our Economically Disadvantaged students increased from 83% to 85% from 2017 to 2018. At Risk students also increased from 83% to 85%. Enrollment for the 2014-2015 school year was 749, 2015-2016 school year was 678, 2016-2017 school year was 660, the 2017-2018 school year was 634 in October but increased and kept steady at 650 the rest of they school year. Our projection enrollment was 603 for the 2018-2019 school year but actually was 625. Our current 2019-2020 enrollment is 627 as of October 2019. There has been a steady decrease in student enrollment. Most of our students come from multi-family housing. Due to the revitalization of our attendance area and the increase in housing costs for our families, many students have been displaced or are living with families and friends.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Students in need of differentiated learning support based on SEL needs are not showing an increase in performance. **Root Cause:** Consistent implementation of support plans are needed in order to match the level of SEL support with academic growth.

Student Learning

Student Learning Summary

Due to COVID19 we did receive a end of year state rating for STAAR 2021.

In 2019, our end of year MAP showed significant growth and the highest scores in the past 2 years. All, but second graders, showed significant increases in both reading and math. An overall school growth of 10 points in reading from 38 to 48, and 13 points in math from 47 to 60. Specific grade levels percentages are shown below.

Grade Level Growth Percentage from 2018 to 2019

READING (38% to 48%)

Kindergarten 37% to 44%

First Grade 38% to 40%

Second Grade 40% to 46%

Third Grade 35% to 48%

Fourth Grade 44% to 53%

Fifth Grade 38% to 56%

MATH (47% to 60%)

Kindergarten 56% to 66%

First Grade 48% to 52%

Second Grade 49% to 47%

Third Grade 58% to 68%

Fourth Grade 47% to 64%

Fifth Grade 37% to 61%

In 2020, our end of year MAP data showed significant growth in Kindergarten, third and fourth grade. Some growth in 2nd. Not enough growth in 1st and 5th grade.

End of Year Percent of Students Reaching Growth Goal 2021

READING (42% of students met their growth goal)

Kindergarten 44%

First Grade 22%

Second Grade 42%

Third Grade 50%

Fourth Grade 52%

Fifth Grade 35%

MATH (58% of students met their growth goal)

Kindergarten 64%

First Grade 36%

Second Grade 42%

Third Grade 60%

Fourth Grade 53%

Fifth Grade 33%

Our rating will remain the same as in 2019 due to COVID19. In 2019, our STAAR A-F Rating rose from a D to a B. We showed significant increase in Domain 2 by the growth measure. We still need to make adjustments and improve overall passing in Domain 1. We are need to increase the percent of students meeting achievement in the meets and masters level.

Student Learning Strengths

Due to COVID19, we will not receive a new state rating. Our rating will remain based on the 2019 data in which we were rated a B.

In 2019, we were able to remain as a meets standard school. In March 2020, our students were all virtual learners and we began to learn how to best teach students in a virtual environment. As we opened the school year in August 2020, only 40% of our students came in-person for instruction. The rest remained as virtual learners. We began to see more students come to school in December. By the 3rd 9 weeks we had about 72% of our students learning on campus. We were able to have pockets of celebrations this year in MAP, running record data and student the learning environment. 64% of our Kindergarteners were able to meet their end of year math growth goal and 70% of our students in mainstream English classrooms met their reading growth goal. 65% of our third grade students met their math growth goal and 52% of them met their reading growth goal. 53% of our fourth grade students met their math growth goal and 52% of them met their reading growth goal.

Our teachers did a great job in reducing the below grade level (red) and increasing on grade level reading based on running record data as follows:

Kindergarten: from 28% to 50%

First Grade: from 19% to 55%

Second Grade: from 30% to 46%

Third Grade: from 22% to 60%

We also saw growth from our Practice STAAR tests given in March to the May STAAR testing dates. Third grade Reading PSTAAR data was at 34% and rose to 43% on STAAR. Fourth grade Reading PSTTAR data was 33% and rose to 42% on STAAR. Fifth grade PSTAAR data was 35% and rose to 54% on STAAR. In the area of math, third grade went from 19% to 46%, fourth grade rose from 27% to 44%, and fifth grade went from 41% to 56%.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Our students learning in Spanish did not show significant increase in MAP. **Root Cause:** The lack of consistent phonics instruction in our OWDL classrooms.

School Processes & Programs

School Processes & Programs Summary

We utilize a team approach to hire at Edgewoodl Elementary. We base our process to find, recruit and retain the best teaches that will support student learning for all students. Teachers are selected based on experience and their growth mindset. We want our school community to model the best qualities of a professional in order to help students with social-emotional aspects of daily interactions and long-term planning, and a pursuit of high levels of academic learning and performance. We are excited to have a few brand-new bilingual teachers. They student taught in Spring Branch ISD schools and are eager to support the One Way Dual Language Model of Bilingual Instruction. This is year 3 of our new literacy adoption. We are excited that our teachers have attended lots of literacy professional development through the options of virtual learning in the district through the Homegrown Institute and out of the district to support our learning goals.

School Processes & Programs Strengths

Our strengths include providing all students with books they can and want to read. We have student book bags and provide students books at their reading level and allow them to book shop every week. Teachers meet with the students and set goals for reading and math. They provide students with goal setting trackers and celebrate their progress. Teachers meet with students in small group instruction. We will have a district provided LIS, Literacy Instructional Specialist, and a MIS, Math Instructional Specialists this 2021-22 school year. They will support teachers by coaching, modeling and providing ongoing professional development. They will also meet with teachers to discuss data trends and set next steps.

Perceptions

Perceptions Summary

During Leadership U, we reviewed the Instructional Framework created by staff in the 2018-2019 school year. Members of the Guiding Coalition provided feedback. We also received feedback during the PLC conference this year in July 2021. Rubrics will be drafted out to use and determine the path to high levels of implementation of each component of the 3 sections: Planning/Design; Teaching/Learning and Reflection/Adjustment. Our Vision, Mission, Beliefs and Commitments are listed below.

We are committeed to creating masterpieces, students and staff, no two are the same.

Our Vision is that we aspire to develop globally conscious citizens of strong character who are critical thinkers and can contribute to the world.
Our Mission is that EWE is a professional learning community with the mission of ensuring high levels of student achievement for every child.
We believe that all students deserve: Authentic learning experiences that are rigorous, individualized and collaborative. The opportunity for their gifts and talents to be discovered and nurtured.

Belief statements

- Students achieve academic success when their social-emotional needs are met.
- Learning has to be personalized to be relevant and meaningful and meet each child's individual needs.
- Engagement of all members of the school community (parents, staff, students, community members) are important and necessary for positive outcomes.

Perceptions Strengths

We are held in high regard in our community. Edgewood Elementary has a good reputation of being a community centered school. Our parents trust us to do right by their students. They attend family nights, parent conferences, and celebrate our teachers for their hard work. We have established a PTA during the 2020-21 school year. They are invested in doing great work with us for our students.

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 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
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- 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 failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Texas approved Prekindergarten and Kindergarten assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data

- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- School safety data

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Other additional data

Goals

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

Performance Objective 1: ACHIEVEMENT: By June 2022, Edgewood Elementary School will increase student performance on STAAR Grades 3-5 exams in reading by 15 points and math by at least 12 points at each performance level (approaches, meets, masters).

2020-21: Reading: 46% (approaches), 14% (meets), 5% (masters); Math: 49% (approaches), 22% (meets), 8% (masters)
2019-20: Not Rated due to COVID
2018-19: Reading: 62% (approaches), 31% (meets), 14% (masters); Math: 76% (approaches), 45% (meets), 24% (masters)
2017-18: Reading: 67% (approaches), 34% (meets), 14% (masters); Math: 74% (approaches), 36% (meets), 16% (masters)

Targeted or ESF High Priority

Evaluation Data Sources: STAAR 3-8 Reports

Strategy 1 Details	Formative Reviews		
	Formative		
	Oct	Jan	Apr
Strategy 1: Students will go on field experiences that tie in with the instructional goals including attending study trips, listen to a variety of speakers, author visits, project based learning activities and other resources to provide enrichment opportunities for all students to excel. We will provide after school enrichment opportunities such as music, soccer and art. Parents will be given surveys in the activities participated to see the impact on the school parent policy. Virtual experiences may also be chosen to provide the enrichment opportunity for students and connect the classroom learning with real-life experience. **Strategy's Expected Result/Impact:** Increase the percent of students already mastering the standards and support students in need of additional motivation. Increase parent engagement and provide resources for parents to engage with their child. **Staff Responsible for Monitoring:** Specials Teachers Librarian Interventionists Teachers Counselor CIS Administrators **Title I Schoolwide Elements:** 2.4, 2.5, 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 - **ESF Levers:** Lever 3: Positive School Culture - **Comprehensive Support Strategy** - **Targeted Support Strategy** - **Additional Targeted Support Strategy** **Funding Sources:** Substitutes - 199 PIC 30 - At Risk School Wide SCE - 11.6112 - $2,000, After school instructional programs - 282 ARP21 (ESSER III Campus Allocations) - 6116; 6121 - $6,000, Substitutes - 282 ARP21 (ESSER III Campus Allocations) - 11.6112 - $4,000, Buses for study trips - 211 - Title I, Part A - 11.6494 - $3,000, Buses for study trips and parent/child field trips - 199 PIC 99 - Undistributed - 6494 - $3,000, Buses for study trips - 282 ARP21 (ESSER III Campus Allocations) - 6494 - $3,000	40%		

Strategy 2 Details	Formative Reviews		
	Formative		
	Oct	Jan	Apr
Strategy 2: Teachers and interventionists will provide tutorials after school, Saturday and enrichment opportunities to support student achievement. Teachers will track student performance and provide incentives as they meet their growth goals. Paraprofessional and front office staff will support after school and Saturday tutorials. **Strategy's Expected Result/Impact:** Increase student performance as reflected on MAP, Master Data Tracker, Student Trackers, All in Learning and Data Cards. **Staff Responsible for Monitoring:** Teachers Interventionists Administrators **Title I Schoolwide Elements:** 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **Funding Sources:** Extra duty pay, transportation, resources for tutorials and interventions - 211 - Title I, Part A - 6116, 6399, 6121, 6494, 6125 - $11,000, Tutorials, extra duty pay, transportation, snacks - 199 PIC 23 - Special Education - 6116, 6121, 6494 - $600, Tutorials - 282 ARP21 (ESSER III Campus Allocations) - 6116; 6121 - $18,352, Tutorials, extra duty pay, transportation, snacks - 199 PIC 30 - At Risk School Wide SCE - 6116, 6121, 6494 - $5,000	45%		

Strategy 3 Details	Formative Reviews		
	Formative		
	Oct	Jan	Apr
Strategy 3: Bilingual specialists and interventionists will work with teachers to continue to support implementation of OWDL and content/language objectives. **Strategy's Expected Result/Impact:** Increase capacity with OWDL and increase biliteracy through the use of content and language objectives and increase the number of students able to reclassify at the end of grade 4. **Staff Responsible for Monitoring:** Bilingual Teachers LIS Interventionists Administrators **Title I Schoolwide Elements:** 2.5, 2.6 - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum **Funding Sources:** Instructional read aloud books and literacy resources and supplies - 211 - Title I, Part A - 6329 - $2,000	40%		

Strategy 4 Details	Formative Reviews		
	Formative		
	Oct	Jan	Apr
Strategy 4: Students will track their own data and use it to goal set including, MAP, running record, campus and district assessments and share with parents during parent conferences in order to build students' ability to advocate for their own academic needs. During parent meetings we will share information about student goals and tracking based on MAP and running record data. Parents will also contribute to the parental engagement policy as we discuss student growth. **Strategy's Expected Result/Impact:** Increase in student-led parent conferences to set their goals and track their own performance. Increase parent engagement in the area of student performance. **Staff Responsible for Monitoring:** Students Teachers LIS CIS Counselor Interventionists Administrators **Title I Schoolwide Elements:** 2.4, 2.5, 2.6, 3.2 - **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum - **Comprehensive Support Strategy** - **Targeted Support Strategy** - **Additional Targeted Support Strategy** **Funding Sources:** Supplies, webinars - 211 - Title I, Part A - 61.6299; 61.6399, 61.6121 - $5,000, Supplies - 199 PIC 23 - Special Education - 6399 - $400	45%		

Strategy 5 Details	Formative Reviews		
	Formative		
	Oct	Jan	Apr
Strategy 5: Interventionists will work with teachers to plan, model, coach, and conduct small group instruction for students. Paraprofessional will work with small groups of students. **Strategy's Expected Result/Impact:** To increase capacity with coaching, model and professional development. To increase student achievement. **Staff Responsible for Monitoring:** LIS Interventionists Administrators **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:** Resources - 199 PIC 30 - At Risk School Wide SCE - 6399 - $6,000, Interventionists and Paraprofessionals - 211 - Title I, Part A - 6119, 6129 - $200,605	55%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

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

Performance Objective 2: EARLY LITERACY: By June 2022, Edgewood 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 20 percentage points or ≥ to 85%.

2020-21: Kindergarten 68% On Grade Level or Above Grade Level; 1st Grade: 53% On Grade Level or Above Grade Level; 2nd Grade: 43% On Grade Level or Above Grade Level

Targeted or ESF High Priority

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

Strategy 1 Details	Formative Reviews		
	Formative		
	Oct	Jan	Apr
Strategy 1: This is year 3 of the Units of Study implementation and we will participate in Reading Academy this year. Reading Academy will reinforce best practices in literacy for our campus. Our teachers will focus their work in the mini-lesson, small group instruction and phonics work. Teachers will refine their practice around their small group lessons and conferring with students as they use it to implement personalized literacy. Substitutes will be provided for teachers, administrators and staff to attend professional development sessions, travel to conferences, attend virtual trainings, meet with instructional specialists, and vertical alignment meetings to implement the best instructional strategies for students. Teachers will have opportunity to have extended planning and see other teachers implementing the classroom strategies. Teachers will use instructional resources to plan out interactive lessons for students using online instructional resources and other instructional workbook and activities. Teachers will use professional books to enhance their instructional strategies. **Strategy's Expected Result/Impact:** During the 2021-2022 school year, 80% of the teachers become proficient implementing small group instruction and goal setting with students. We will coach teachers using our LIS and campus staff to show evidence in planning small group and the use of student trackers and goal setting practices to increase student's reading levels. **Staff Responsible for Monitoring:** Teachers LIS Interventionists Administrators **Title I Schoolwide Elements:** 2.4, 2.6, 3.2 - **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 4: High-Quality Curriculum, Lever 5: Effective Instruction **Funding Sources:** Substitutes, supplies, professional development - 211 - Title I, Part A - 11.6112; 13.6239; 13.6399; 13.6499; 23.6411; 23.6499 - $12,413, Professional Development - 282 ARP21 (ESSER III Campus Allocations) - 6299; 6329 - $6,848, Professional development, literacy resources - 199 PIC 25 - ESL/Bilingual - 13.6239; 11.6112; 11.6329; 11.6399 - $3,777, Substitutes - 282 ARP21 (ESSER III Campus Allocations) - 11.6112 - $6,000, Instructional resources, supplies - 199 PIC 11 - Instructional Services - 11.6399 - $2,800	50%		

Strategy 2 Details	Formative Reviews		
	Formative		
	Oct	Jan	Apr
Strategy 2: Teachers will provide small group instruction for students, complete running records, track their progress and provide books at independent reading level. Teachers will also utilize RazKids and other online reading tools to support student reading achievement. Paraprofessionals will support small group instruction for Kindergarten, first and second grade students. **Strategy's Expected Result/Impact:** Increase the number of students reading at or above grade level. **Staff Responsible for Monitoring:** Teachers LIS Interventionists Administrators **Title I Schoolwide Elements:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Funding Sources:** Supplies and Materials - 211 - Title I, Part A - 11.6399 - $23,065	45%		

Strategy 3 Details	Formative Reviews		
	Formative		
	Oct	Jan	Apr
Strategy 3: Teachers in grades K, 1, and 2nd grade will engage in phonics professional development and utilize all of the phonics curriculum resources to provide students with strong literacy foundation. Teachers will also implement the resources learned from Reading Academy to support students reading at or above grade level. **Strategy's Expected Result/Impact:** Build teacher capacity around phonics instruction and student reading levels. **Staff Responsible for Monitoring:** LIS Interventionists Administrators **Title I Schoolwide Elements:** 2.4, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **Funding Sources:** Resources - 199 PIC 99 - Undistributed - 11.6399 - $3,309, PK Resources for literacy - 199 PIC 32 - Pre-Kindergarten - 6399 - $400, Professional Development, substitutes - 211 - Title I, Part A - 13.6299; 11.6399; 11.6112 - $4,000, Substitutes - 282 ARP21 (ESSER III Campus Allocations) - 6116 - $2,000	55%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

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

Performance Objective 3: GAP-CLOSING: By June 2022, Edgewood Elementary School will increase overall performance on STAAR Grades 3-5 exams by 10 points to narrow the gap or improve performance above the target for English Learners.

2020-21: English Learners 20%; non-English Learners 27%
2019-20: Not Rated due to COVID

Targeted or ESF High Priority

Evaluation Data Sources: State Accountability Report Domain 1

Strategy 1 Details	Formative Reviews		
	Formative		
	Oct	Jan	Apr
Strategy 1: Teachers will use additional resources and accommodations for all students and specifically students coded ELL. LPAC meetings will be held to monitor and support students. Special education teachers will collaborate with general education teachers to create plans that help students raise their academic performance by implementing the best instructional practices including social-emotional plans. **Strategy's Expected Result/Impact:** Increase the percent of students meeting standards on STAAR and increase their performance level. **Staff Responsible for Monitoring:** Special Ed Teachers General Ed Teachers Interventionists Diagnostician CIS Counselor Administrators **Title I Schoolwide Elements:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum **Funding Sources:** Supplies - 199 PIC 30 - At Risk School Wide SCE - 6399 - $3,140, Supplies and resources - 199 PIC 25 - ESL/Bilingual - 6399 - $2,003	55%		

Strategy 2 Details	Formative Reviews		
	Formative		
	Oct	Jan	Apr
Strategy 2: Teachers, administrators and staff will attend professional development sessions on campus, at the district level, Region 4 or other sessions that will help enhance the work we are doing to close the achievement gap with ELL students. Teachers, staff and administrators will travel to conferences, and attend virtual training sessions. **Strategy's Expected Result/Impact:** Increase the percent of students meeting standards on STAAR and increase their performance level. **Staff Responsible for Monitoring:** Special Ed Teachers General Ed Teachers Interventionists Diagnostician CIS Counselor Administrators **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction **Funding Sources:** Professional Development - 282 ARP21 (ESSER III Campus Allocations) - 6299; 6239 - $4,000, Substitutes, resources, supplies - 199 PIC 25 - ESL/Bilingual, Resources, webinars, trainings - 199 PIC 23 - Special Education - 6399, 6329, 6299, 6239, Professional Development - 282 ARP21 (ESSER III Campus Allocations) - 6239; 6299 - $4,000	55%		

Strategy 3 Details	Formative Reviews		
	Formative		
	Oct	Jan	Apr
Strategy 3: Teachers, administrators and staff will implement response to intervention (RTI) strategies in their classrooms based on student data. They will provide tiered supports to ensure students at all level are supported and to close achievement gaps for students performing below grade-level. Additional instructional resources will be purchased to facilitate and enhance the instruction. **Strategy's Expected Result/Impact:** Increase in academic achievement. **Staff Responsible for Monitoring:** Interventionists Special Education teachers, General Education teachers Administrators Counselor **Title I Schoolwide Elements:** 2.4 - **TEA Priorities:** 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 4: High-Quality Curriculum **Funding Sources:** Supplies - 199 PIC 23 - Special Education - 6399 - $535, Supplies, instructional resources - 199 PIC 25 - ESL/Bilingual - 6399, 6329, 6239 - $2,000, Supplies - 199 PIC 30 - At Risk School Wide SCE - 6399, 6329 - $4,000	50%		

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

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

Performance Objective 4: STUDENT GROWTH: By June 2022, Edgewood 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 8 points, Math (K-5) increase by 4 points.

2020-21: Reading - 40% met CGI; Math - 46% met CGI
2019-20: Not Rated due to COVID
2018-19: Reading - 48% met CGI; Math - 60 % met CGI
2017-18: Reading - 38% met CGI; Math - 47 % met CGI

Targeted or ESF High Priority

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

Strategy 1 Details	Formative Reviews		
	Formative		
	Oct	Jan	Apr
Strategy 1: Teachers will meet in PLCs with the support of the instructional specialists (interventionists), LIS, and MIS to discuss current data results using MAP, MAP Skills, Master Data Trackers, Data talks, running records and discuss upcoming standards, instructional strategies and create a plan to help students show progress on their assessments by backwards planning. **Strategy's Expected Result/Impact:** Increase percent of students showing growth on MAP and running records from BOY to EOY. **Staff Responsible for Monitoring:** Intervention Specialists Teachers 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 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	35%		

Strategy 2 Details	Formative Reviews		
	Formative		
	Oct	Jan	Apr
Strategy 2: Teachers will meet with students to create goals for each administration of MAP and running records. Students will determine their own performance goal and choose an incentive if they meet it. MAP data trackers provided by interventionists for students to use in a folder/binder to track progress. **Strategy's Expected Result/Impact:** Increase percent of growth goal from BOY to MOY on MAP and running records. **Staff Responsible for Monitoring:** Teachers Interventionists Administrators **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 4: High-Quality Curriculum, Lever 5: Effective Instruction **Funding Sources:** Resources and supplies - 211 - Title I, Part A - 6399 - $2,000	45%		

Strategy 3 Details	Formative Reviews		
	Formative		
	Oct	Jan	Apr
Strategy 3: We will purchase professional instructional books for teachers and administrators to continue to learn best instructional practices and resources to use with students. We will also provide opportunities for webinars and online trainings. **Strategy's Expected Result/Impact:** Increase teacher capacity around resources and instructional strategies. Provide students with additional standard-based instructional resources. **Staff Responsible for Monitoring:** Interventionists 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 4: High-Quality Curriculum, Lever 5: Effective Instruction **Funding Sources:** Reading materials for staff, webinars and instructional resources - 199 PIC 30 - At Risk School Wide SCE - 6299, 6329, 6399 - $6,000, Professional Development - 282 ARP21 (ESSER III Campus Allocations) - 6299; 6239 - $8,000, Instructional resources for students - 199 PIC 99 - Undistributed - 6329, 6299, 6399 - $4,000	45%		

Strategy 4 Details	Formative Reviews		
	Formative		
	Oct	Jan	Apr
Strategy 4: Purchase additional opportunities for personalized learning through the use of chrome books, technology applications and programs, data clickers, All in Learning, SeeSaw, RazKids, and online instructional resources so that students may access MAP skills, ItsLearning and other online applications to increase their levels of performance and have timely feedback. **Strategy's Expected Result/Impact:** Increase student access to technology and use of variety of personalized platforms. **Staff Responsible for Monitoring:** Interventionists Administrators **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Funding Sources:** Instructional resources, supplies, technology, software applications, substitutes, webinars - 199 PIC 30 - At Risk School Wide SCE - 6112, 6399, 6299 - $5,000, RazKids - 211 - Title I, Part A - 11.6397 - $4,947	45%		

Strategy 5 Details	Formative Reviews		
	Formative		
	Oct	Jan	Apr
Strategy 5: Teachers will use instructional resources dry erase boards, scantrons, machines (clickers) for assessments, assessment workbooks, scanners, online instructional resources, hands-on manipulatives, personalized book bags, exit tickets, itslearning, and other resources to help personalize learning for all students. **Strategy's Expected Result/Impact:** Increase student performance based on MAP, reading levels, checkpoints and data cards. **Staff Responsible for Monitoring:** Teachers Interventionists Administrators Counselor **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Funding Sources:** Instructional resources, supplies, software resource - 211 - Title I, Part A - 6398, 6399, Instructional resources, supplies, software resources - 199 PIC 30 - At Risk School Wide SCE - 6399, 6398	35%		

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

Goal 1: STUDENT ACHIEVEMENT. Every Edgewood 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 ≥ 80%.

2020-21: TELPAS Progress Rate 63%
2019-20: Not Rated due to COVID

Evaluation Data Sources: State Accountability Report Domain 3

Strategy 1 Details	Formative Reviews		
	Formative		
	Oct	Jan	Apr
Strategy 1: Teachers, administrators and staff will implement response to intervention (RTI) strategies in their classrooms based on student data. They will create an action plan to support ELL students in their academic goals and English acquisition levels. **Strategy's Expected Result/Impact:** Increase in English acquisition levels based on TELPAS. **Staff Responsible for Monitoring:** Bilingual Teachers Interventionists LIS MIS Administrators **Title I Schoolwide Elements:** 2.6 - **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum **Funding Sources:** Instructional resources, webinars - 211 - Title I, Part A - 11.6399, 13.6499, 23.6299 - $4,000	30%		

Strategy 2 Details	Formative Reviews		
	Formative		
	Oct	Jan	Apr
Strategy 2: We will focus professional development in the area of backwards planning to support content and language objectives using TELPAS descriptors in order to create a learning plan for students to increase their proficiency levels. **Strategy's Expected Result/Impact:** Increase the number of students ready and able to reclassify at the end of Grade 4. **Staff Responsible for Monitoring:** Bilingual Teachers Interventionists Administrators **Title I Schoolwide Elements:** 2.6 - **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers	20%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 2: STUDENT SUPPORT. Every Edgewood 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 Edgewood Elementary School students who feel connected as both individuals and learners will increase by at least 5 points.

2020-21: 53% School Safety
2019-20: Not Rated due to COVID
2018-19: 62% School Safety
2017-18: 47% School Safety

Evaluation Data Sources: Panorama Student Survey

Strategy 1 Details	Formative Reviews		
	Formative		
	Oct	Jan	Apr
Strategy 1: Teachers will use CHAMPS systems and procedures for transitions and activities. Systems of Care will support teachers through the SEL implementation. We will purchase additional books and resources to support our strategies for SEL to create a positive classroom and school culture. Teachers will also attend Region 4 trainings and other conferences for SEL. **Strategy's Expected Result/Impact:** To increase on task behavior and build positive classroom and school-wide relationships between students and adults. **Staff Responsible for Monitoring:** Counselor CIS staff SOC Teachers Interventionists Administrators **Title I Schoolwide Elements:** 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning **Funding Sources:** Supplies, webinars, reading materials, trainings, substitutes - 211 - Title I, Part A - 6494, 6112, 6116, 6239, 6329, 6499 - $2,000, Supplies and resources - 199 PIC 11 - Instructional Services - 6399 - $3,006, Supplies, webinars, reading materials, trainings, substitutes - 199 PIC 99 - Undistributed - 6494, 6112, 6116, 6239, 6329, 6499 - $2,000	25%		

Strategy 2 Details	Formative Reviews		
	Formative		
	Oct	Jan	Apr
Strategy 2: Counselor will lead teachers through CHAMPS, Panorama activities, Character Strong curriculum, and the resources from Mindset coach and playbook. CIS counselor and school counselor will meet with small groups of students for social-emotional learning opportunities. Character education lessons will be provided. Teachers will start the day with community circles. Systems of care will collaborate with our counselor and campus staff for students in need of Tier 2 and Tier 3 interventions. Panorama playbook activities would be used to provide support to students earlier in the year. **Strategy's Expected Result/Impact:** Decrease in negative student to student interactions. Increase in students using strategies to resolve difficult situations. **Staff Responsible for Monitoring:** Counselor CIS staff DePelchin Services CYS Teachers Administrators **Title I Schoolwide Elements:** 2.5 - **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture **Funding Sources:** Extra duty pay, resources, supplies, transportation, fees - 199 PIC 99 - Undistributed - 6399, 6116, 6112, 6121,62994 - $1,000	30%		

Strategy 3 Details	Formative Reviews		
	Formative		
	Oct	Jan	Apr
Strategy 3: Counselor and CIS staff will lead parent sessions to share SEL Strategies being used in the school and can be used at home. Monthly family nights will be scheduled to provide information to parents and create a community engagement opportunity. Parent/Child field trips, ESL classes, and parenting classes will also be offered. Parents will be given opportunities to offer input into schoolwide supports and on the policy and procedures for an effective campus. **Strategy's Expected Result/Impact:** Increase parental engagement in areas of SEL and academic performance. Increase school/home communication. **Staff Responsible for Monitoring:** Counselor CIS staff Administrators **Title I Schoolwide Elements:** 2.5, 3.1, 3.2 - **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **Funding Sources:** Supplies - 199 PIC 99 - Undistributed - 6399 - $500, Extra duty pay, supplies, flyers, communication, parent webinars, reading materials, - 211 - Title I, Part A - 61.6299, 6329, 6399, 6116, 6112, 6121, 6499 - $4,000	30%		

Strategy 4 Details	Formative Reviews		
	Formative		
	Oct	Jan	Apr
Strategy 4: We will use home communication folders, an electronic form of parent communication such as Class Dojo to increase consistent weekly communication with parents. Teachers will send newsletters home to keep parents informed on grade level expectations and upcoming events. Our school nurse will contact parents as necessary for the health of their child. Mailing letters home and report card progress. **Strategy's Expected Result/Impact:** Increase school/home communication and build positive relationships. **Staff Responsible for Monitoring:** Teachers Nurse Counselor CIS **Title I Schoolwide Elements:** 2.5, 3.1, 3.2 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** Stamps, mailing envelopes, and other supplies for communication - 199 PIC 99 - Undistributed - 6399 - $500, Supplies - 199 PIC 11 - Instructional Services - 6399 - $3,000, Stamps, mailing envelopes, and other supplies for communication - 211 - Title I, Part A - 61.6399, 11.6399 - $3,000	40%		

Strategy 5 Details	Formative Reviews		
	Formative		
	Oct	Jan	Apr
Strategy 5: The counselor will meet with students in small group for SEL strategies and social skill development. The counselor will guide grade levels in at least one Grade-level Assemblies each month to develop voice and leadership in their school community. Students in grades 4 and 5 will increasingly lead the Grade Level Assemblies as the year progresses. **Strategy's Expected Result/Impact:** Students will feel greater levels of ownership in their school community. **Staff Responsible for Monitoring:** Administrators Teachers Counselor **Title I Schoolwide Elements:** 2.5, 2.6 - **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 3: Positive School Culture	25%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 2: STUDENT SUPPORT. Every Edgewood 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		
	Formative		
	Oct	Jan	Apr
Strategy 1: Counselor will provide weekly focus lessons from Character Strong. **Strategy's Expected Result/Impact:** Increase in SEL in the classroom. Increase in student achievement. **Staff Responsible for Monitoring:** Counselor Instructional Leadership Team Leaders Administration **Title I Schoolwide Elements:** 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Connect high school to career and college - **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** General supplies - 211 - Title I, Part A - 6399 - $1,000	65%		

Strategy 2 Details	Formative Reviews		
	Formative		
	Oct	Jan	Apr
Strategy 2: The counselor will partner up with CIS to offer character education lessons from partner organizations such as: DePelchin, Phenix House and Santa Maria services. **Strategy's Expected Result/Impact:** Increase in SEL strategies for teachers and students to use. Increase in favorable response rates in end of year Panorama Survey. **Staff Responsible for Monitoring:** Counselor CIS Administrators **Title I Schoolwide Elements:** 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture - **Comprehensive Support Strategy**	5%		

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

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

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

Evaluation Data Sources: Campus Safety Committee roster

Strategy 1 Details	Formative Reviews		
	Formative		
	Oct	Jan	Apr
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	45%		

Strategy 2 Details	Formative Reviews		
	Formative		
	Oct	Jan	Apr
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	35%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

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

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

Evaluation Data Sources: Campus Emergency Operation Procedures Documents

Strategy 1 Details	Formative Reviews		
	Formative		
	Oct	Jan	Apr
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	60%		

Strategy 2 Details	Formative Reviews		
	Formative		
	Oct	Jan	Apr
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	80%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 4: FISCAL RESPONSIBILITY. Edgewood 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		
	Formative		
	Oct	Jan	Apr
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	50%		

Strategy 2 Details	Formative Reviews		
	Formative		
	Oct	Jan	Apr
Strategy 2: Maintain effective communication with CIT on both Title 1 and General Funds on budget allocations. **Strategy's Expected Result/Impact:** Title 1 budget free of error and balanced out year end budget. **Staff Responsible for Monitoring:** Title 1 Coordinator Administrative Assistant Principal **Title I Schoolwide Elements:** 3.1	45%		

Strategy 3 Details	Formative Reviews		
	Formative		
	Oct	Jan	Apr
Strategy 3: Budget allocations will reflect student needs based on data and expenditures. **Strategy's Expected Result/Impact:** Expenditures reflect the needs of the campus. **Staff Responsible for Monitoring:** ILT Administrative Assistant Principal Assistant Principal **Title I Schoolwide Elements:** 2.4, 2.6	35%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Campus Funding Summary

199 PIC 11 - Instructional Services					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	1	Instructional resources, supplies	11.6399	$2,800.00
2	1	1	Supplies and resources	6399	$3,006.00
2	1	4	Supplies	6399	$3,000.00
				Sub-Total	$8,806.00
				Budgeted Fund Source Amount	$8,806.00
				+/- Difference	$0.00

199 PIC 23 - Special Education					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2	Tutorials, extra duty pay, transportation, snacks	6116, 6121, 6494	$600.00
1	1	4	Supplies	6399	$400.00
1	3	2	Resources, webinars, trainings	6399, 6329, 6299, 6239	$0.00
1	3	3	Supplies	6399	$535.00
				Sub-Total	$1,535.00
				Budgeted Fund Source Amount	$1,535.00
				+/- Difference	$0.00

199 PIC 25 - ESL/Bilingual					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	1	Professional development, literacy resources	13.6239; 11.6112; 11.6329; 11.6399	$3,777.00
1	3	1	Supplies and resources	6399	$2,003.00
1	3	2	Substitutes, resources, supplies		$0.00
1	3	3	Supplies, instructional resources	6399, 6329, 6239	$2,000.00
				Sub-Total	$7,780.00
				Budgeted Fund Source Amount	$7,780.00
				+/- Difference	$0.00

199 PIC 30 - At Risk School Wide SCE					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Substitutes	11.6112	$2,000.00

199 PIC 30 - At Risk School Wide SCE					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2	Tutorials, extra duty pay, transportation, snacks	6116, 6121, 6494	$5,000.00
1	1	5	Resources	6399	$6,000.00
1	3	1	Supplies	6399	$3,140.00
1	3	3	Supplies	6399, 6329	$4,000.00
1	4	3	Reading materials for staff, webinars and instructional resources	6299, 6329, 6399	$6,000.00
1	4	4	Instructional resources, supplies, technology, software applications, substitutes, webinars	6112, 6399, 6299	$5,000.00
1	4	5	Instructional resources, supplies, software resources	6399, 6398	$0.00
				Sub-Total	$31,140.00
				Budgeted Fund Source Amount	$31,140.00
				+/- Difference	$0.00

199 PIC 32 - Pre-Kindergarten					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	3	PK Resources for literacy	6399	$400.00
				Sub-Total	$400.00
				Budgeted Fund Source Amount	$400.00
				+/- Difference	$0.00

199 PIC 99 - Undistributed					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Buses for study trips and parent/child field trips	6494	$3,000.00
1	2	3	Resources	11.6399	$3,309.00
1	4	3	Instructional resources for students	6329, 6299, 6399	$4,000.00
2	1	1	Supplies, webinars, reading materials, trainings, substitutes	6494, 6112, 6116, 6239, 6329, 6499	$2,000.00
2	1	2	Extra duty pay, resources, supplies, transportation, fees	6399, 6116, 6112, 6121,62994	$1,000.00
2	1	3	Supplies	6399	$500.00
2	1	4	Stamps, mailing envelopes, and other supplies for communication	6399	$500.00
				Sub-Total	$14,309.00
				Budgeted Fund Source Amount	$14,309.00
				+/- Difference	$0.00

211 - Title I, Part A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Buses for study trips	11.6494	$3,000.00
1	1	2	Extra duty pay, transportation, resources for tutorials and interventions	6116, 6399, 6121, 6494, 6125	$11,000.00
1	1	3	Instructional read aloud books and literacy resources and supplies	6329	$2,000.00
1	1	4	Supplies, webinars	61.6299; 61.6399, 61.6121	$5,000.00
1	1	5	Interventionists and Paraprofessionals	6119, 6129	$200,605.00
1	2	1	Substitutes, supplies, professional development	11.6112; 13.6239; 13.6399; 13.6499; 23.6411; 23.6499	$12,413.00
1	2	2	Supplies and Materials	11.6399	$23,065.00
1	2	3	Professional Development, substitutes	13.6299; 11.6399; 11.6112	$4,000.00
1	4	2	Resources and supplies	6399	$2,000.00
1	4	4	RazKids	11.6397	$4,947.00
1	4	5	Instructional resources, supplies, software resource	6398, 6399	$0.00
1	5	1	Instructional resources, webinars	11.6399, 13.6499, 23.6299	$4,000.00
2	1	1	Supplies, webinars, reading materials, trainings, substitutes	6494, 6112, 6116, 6239, 6329, 6499	$2,000.00
2	1	3	Extra duty pay, supplies, flyers, communication, parent webinars, reading materials,	61.6299, 6329, 6399, 6116, 6112, 6121, 6499	$4,000.00
2	1	4	Stamps, mailing envelopes, and other supplies for communication	61.6399, 11.6399	$3,000.00
2	2	1	General supplies	6399	$1,000.00
				Sub-Total	$282,030.00
				Budgeted Fund Source Amount	$282,030.00
				+/- Difference	$0.00

282 ARP21 (ESSER III Campus Allocations)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	After school instructional programs	6116; 6121	$6,000.00
1	1	1	Substitutes	11.6112	$4,000.00
1	1	1	Buses for study trips	6494	$3,000.00
1	1	2	Tutorials	6116; 6121	$18,352.00
1	2	1	Professional Development	6299; 6329	$6,848.00
1	2	1	Substitutes	11.6112	$6,000.00
1	2	3	Substitutes	6116	$2,000.00
1	3	2	Professional Development	6299; 6239	$4,000.00

282 ARP21 (ESSER III Campus Allocations)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	3	2	Professional Development	6239; 6299	$4,000.00
1	4	3	Professional Development	6299; 6239	$8,000.00
				Sub-Total	$62,200.00
				Budgeted Fund Source Amount	$62,200.00
				+/- Difference	$0.00
				Grand Total	$408,200.00

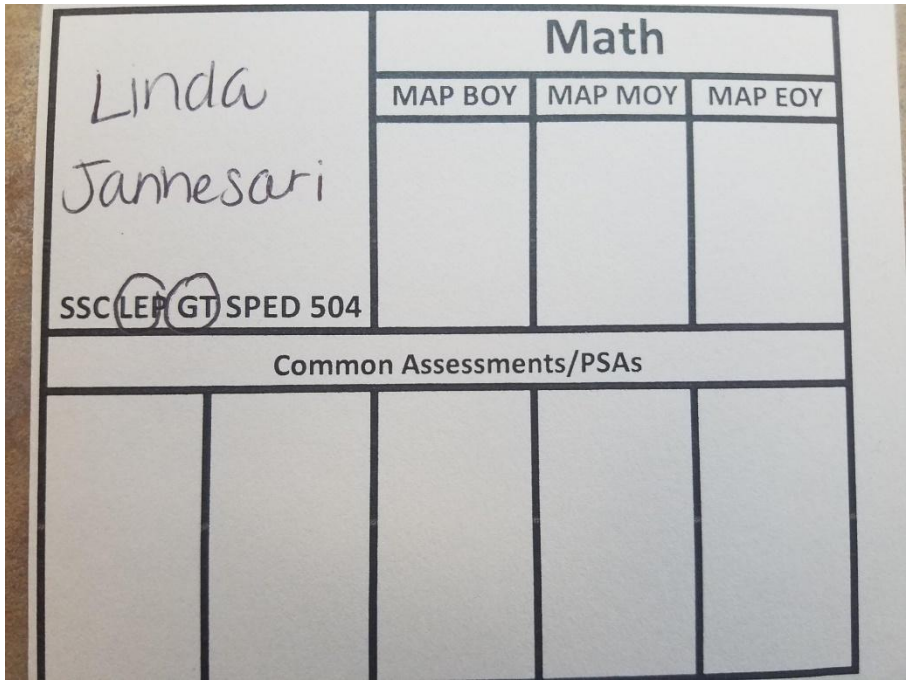
Addendums

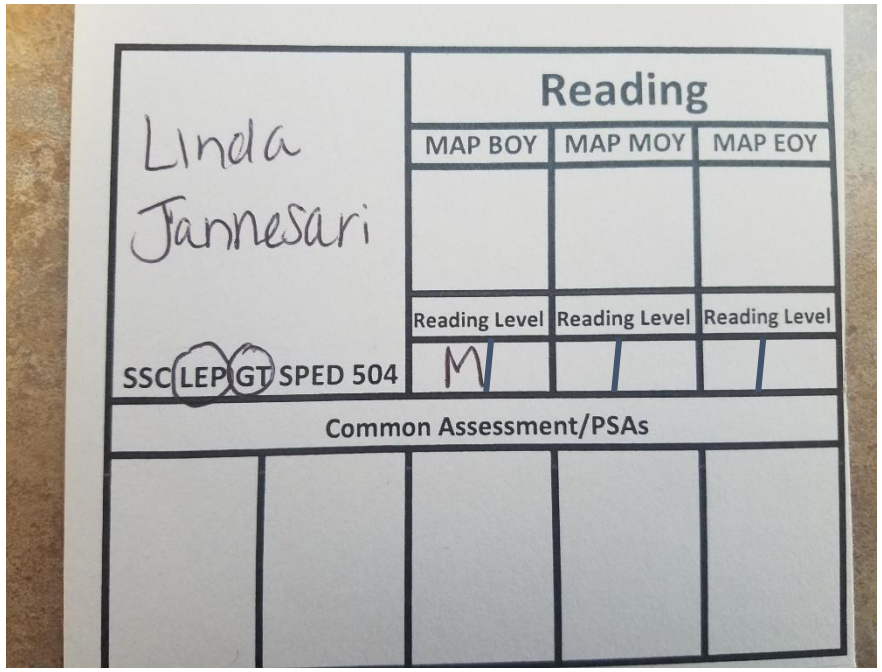
EWE **Data Cards**

Grades 2-5

Instructions for Data Cards (Student Info)

- Write name until pictures arrive
- Circle any student info that applies (GT, 504, SPED, LEP, SSC)
- Write the BOY reading level (if reading card)
  - Cut each reading level box in two with a vertical line😊





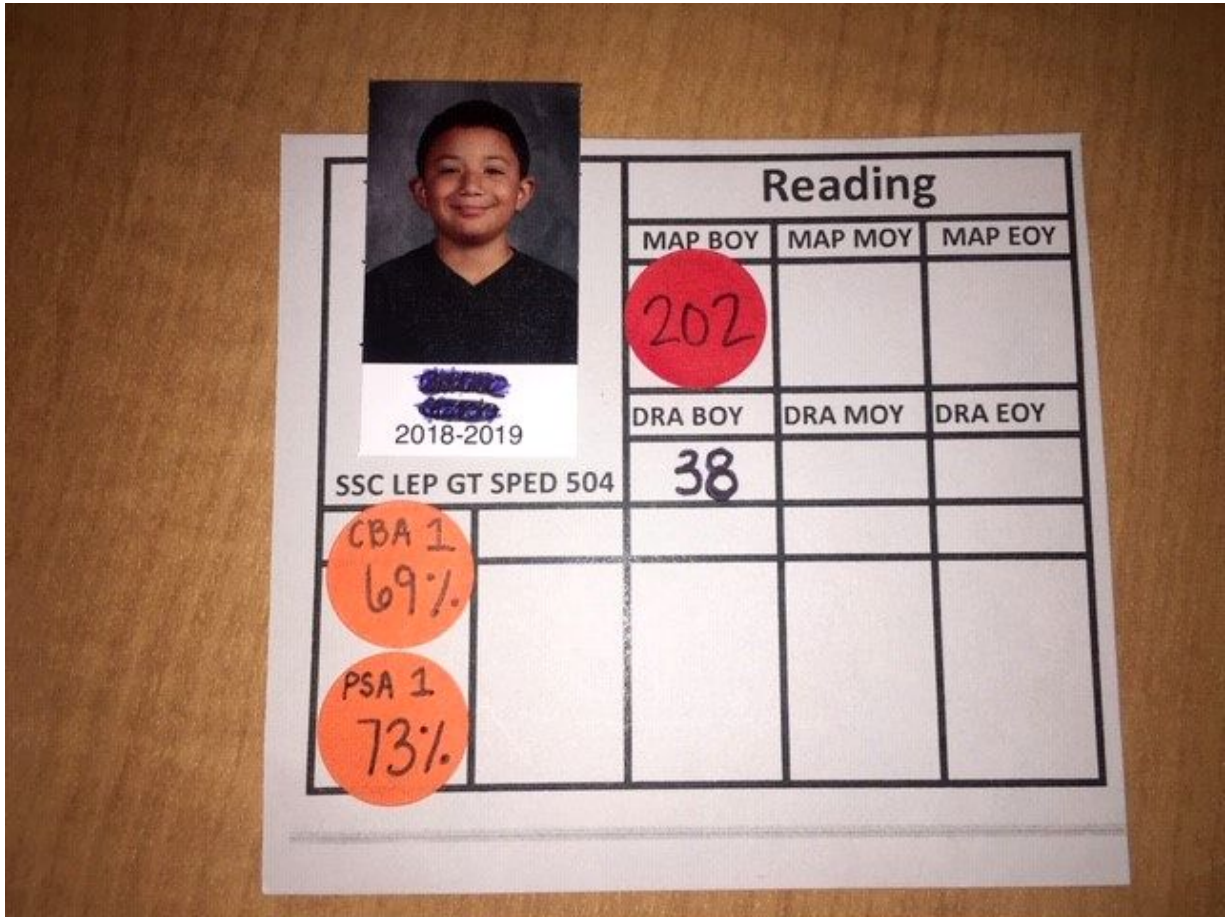
Instructions for Data Cards (MAP)

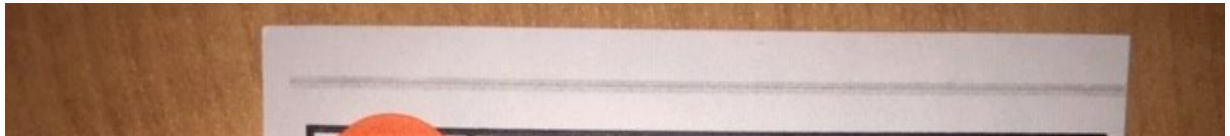
- Using the **Class Breakdown Report: Choose Projected Proficiency**

- Use the STAAR Projection to determine the color dot sticker
- Place the color coded dot sticker (**Did Not Meet**, **Approaches**, **Meets**, **Masters**) in the MAP BOY box
- Write the student's RIT score on top of the dot sticker with a black sharpie

SEE AN EXAMPLE ON THE NEXT SLIDE! 😊

MAP RIT 202 (Did Not Meet) Red Dot Sticker





Going Forward with Data Cards (CAs, PSAs, P-STAAR)

- Use All-In-Learning to pull your CA and PSA scores after each assessment
  - we are working on getting this up and running/hand score for now
- Use the tables on the following slides to determine what color dot sticker each student should get for each assessment
- Place the dot sticker at the bottom of the data card in the first unlabeled box

NOTE: There are only 5 boxes at the bottom of the card for CBA and PSA Assessments, but we would like to utilize each box for two assessments. So please place your CBA 1 dot sticker at the top of the box and the PSA 1 dot sticker at the bottom of the box

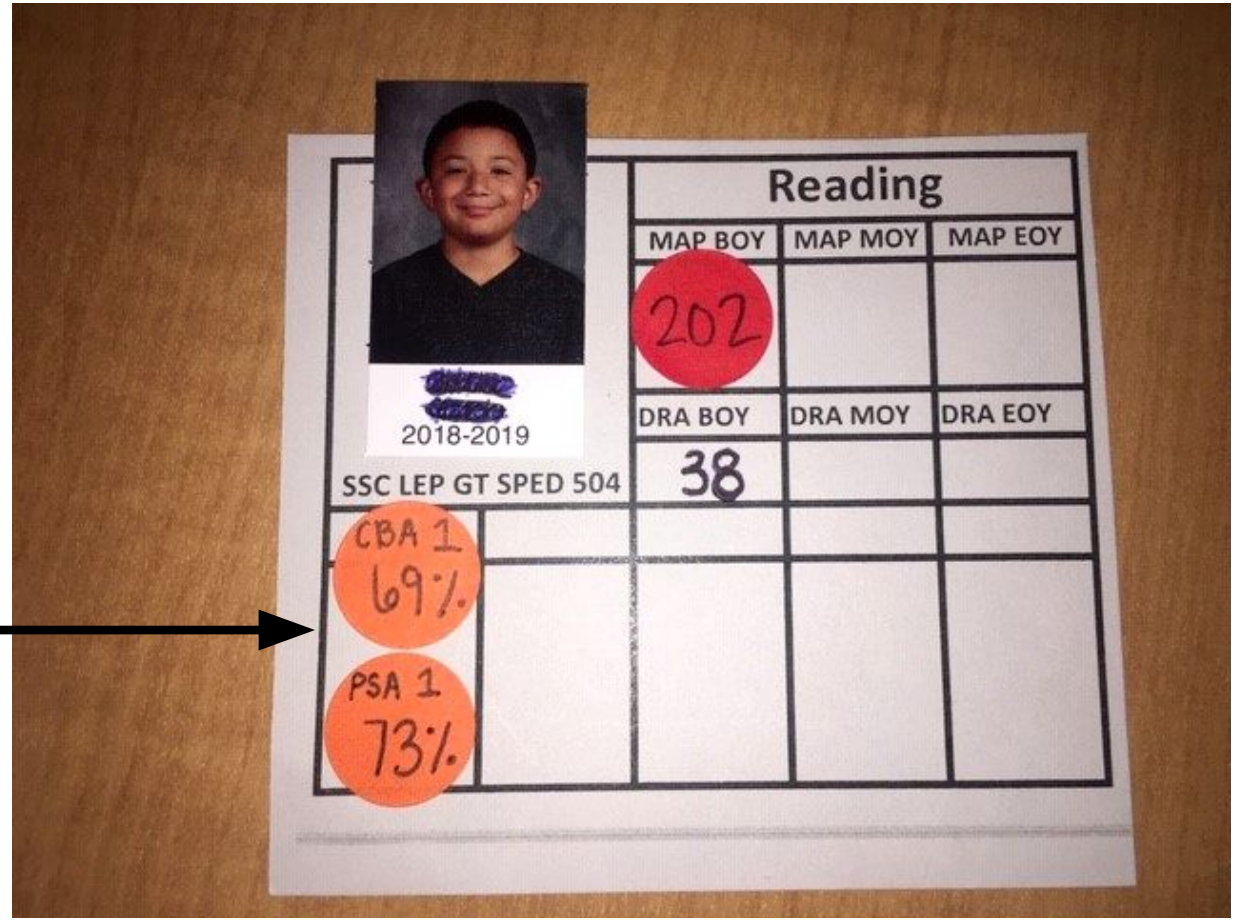
- Write the student's score on top of the dot stickers along with the name CA 1 or PSA 1 etc…
- If the test was take in Spanish please write an Sp on the dot also

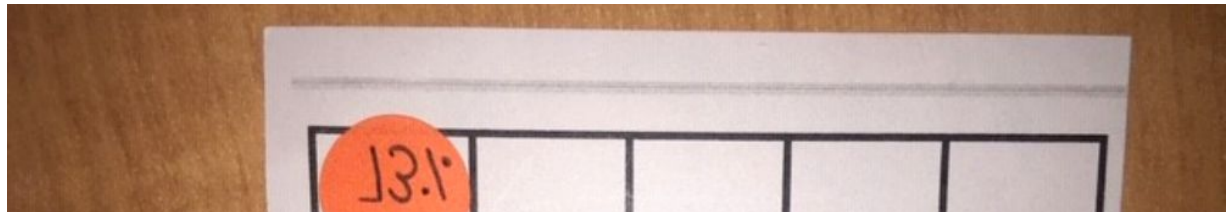
SEE AN EXAMPLE ON THE NEXT SLIDE! 😊

Data Card Example

Notice!!!
Dot stickers located at the top and bottom of the box with test name and score written on top.
***If Spanish test please write Sp**

All Unit/Common Assessments and PSAs are documented here for Math and Reading.





Begin analyzing your students as you are filling in their data.

For example, this student didn't have any EOY STAAR data (gray card), but he was projected not to meet standard on STAAR according to his BOY MAP Data (Red Sticker). Now, he is projected to approach according to his score on CBA 1 (orange sticker) and has already made growth on PSA 1 (orange sticker). 😊

Second and Third Grade

Test	Did Not Meet	Approaches	Meets	Masters
Reading English	Less Than 53%	53%-75%	76%-84%	85%-100%
Reading Spanish	Less Than 50%	51%-70%	71-81%	82%-100%
Math	Less Than 53%	53%-74%	75%-87%	88%-100%

Fourth Grade

Test	Did Not Meet	Approaches	Meets	Masters
Reading English	Less than 53%	53%-74%	75%-85%	86%-100%
Reading Spanish	Less than 56%	56%-74%	75%-85%	86%-100%
Math	Less than 50%	50%-70%	71%-81%	82%-100%
Writing	Less than 56%	56%-71%	72%-83%	84%-100%

Fifth Grade

Test	Did Not Meet	Approaches	Meets	Masters
Reading English	Less than 58%	58%-75%	76%-86%	87%-100%
Reading Spanish	Less then 50%	50%-67%	68%-83%	84%-100%
Math	Less than 50%	50-71%	72%-82%	83-100%
Science	Less than 61%	61%-77%	78%-88%	89%-100%

MEETING AGENDA

September 30th

Data Digs

TOPIC: Data Cards and Intervention Groups	**Attendees:** 2nd, 3rd ELA, 4th ELA, 5th ELA, Sandra, Linda (2nd), Gigi

MEETING OBJECTIVES:

- Create Data Cards for all students
- Begin discussing data create intervention groups for teachers and push in/pull out support

TO PREPARE FOR THIS MEETING, PLEASE:

- **Review how to create data cards slideshow :2-5 Data Cards**
    - You will be adding student info: MAP, RR, and PSTAAR
- Make sure running record tracker is **completed**
- **Have RR tracker pulled up to discuss students**
- **Print Class Breakdown by Projected proficiency** Report: See slide 3 for example
- **4-5: Print** PSTAAR data from Feb 2020 (Found Eduphoria) **How to VIdeo here**

Time	Activity

45 Minutes	• **Working on data cards**
	  ○ name/pic, demographics, MAP, RR
	  ○ 4th and 5th card color based on PSTAAR
	• **Discuss student's data cards and create intervention groups for teachers and push in/ pull out support.**

MEETING AGENDA

October 9th

Half Day Planning

TOPIC: Planning for the 2nd Nine Weeks	**Attendees:** 3-5 Math Content Leads, Jannesari, Hill, Cervantes

MEETING OBJECTIVES:

- Review Upcoming Common Assessment and 2nd weeks roadmap
- Create mini lessons, IP, and exit tickets in its learning for 2nd nine weeks

TO PREPARE FOR THIS MEETING, PLEASE:

- **Review 2nd Nine weeks content and CA**
- **Bring your Laptop and planning resource books (many are already in collaboration room)**

Time	Min	Activity
7:30	15	**Good morning Glows**
7:45	45	**Review the next CA in 2nd nine weeks/2nd nine weeks unit (Roadmap and create exemplar)**
8:30	170	**Write objectives based on roadmap (itsLearning)** **Find and create mini lesson resources to upload (itsLearning)** ● **flip charts, videos, read alouds etc...** **Add aligned assignments and exit tickets into Seesaw to link (itsLearning)** ● **Think UP, Engaging Mathematics etc...**
11:20	20	**Wrap Up**

Every Child

Collective Greatness

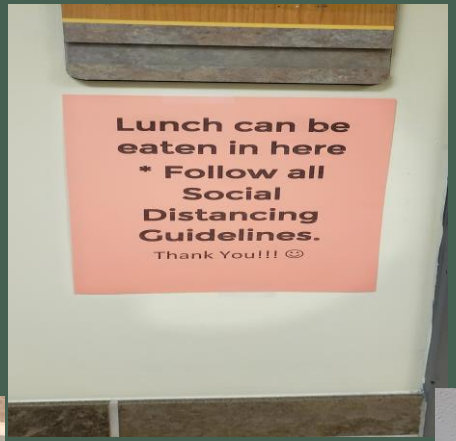
Collaborative Spirit

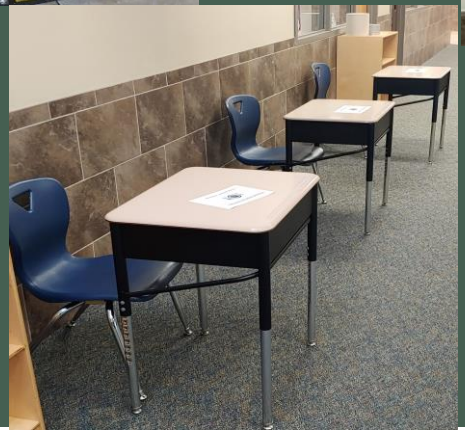
Limitless Curiosity

Moral Compass

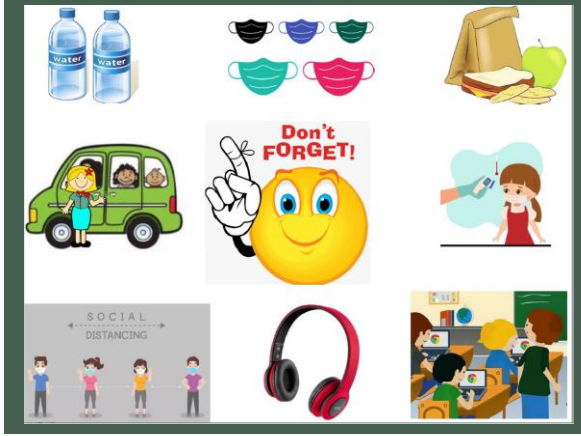
Our Values: The Spring Branch Way

Safety in EWE



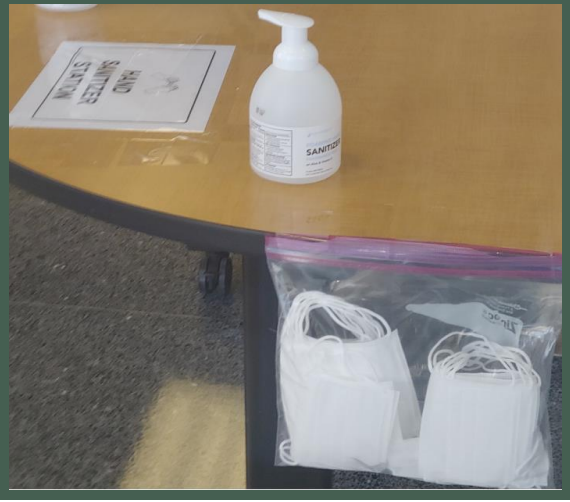


Safety in EWE

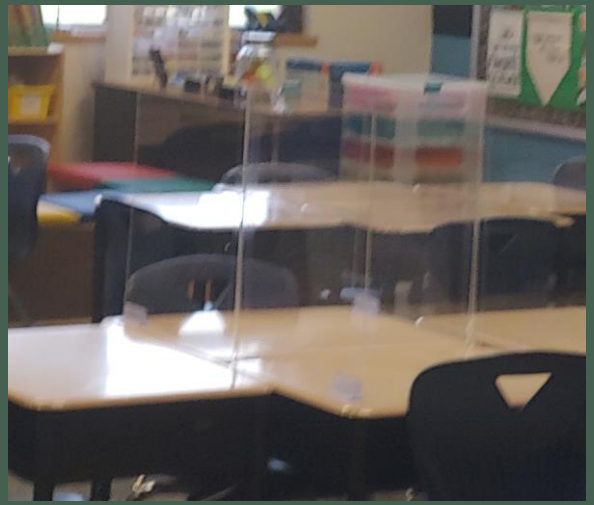


RESTROOM OCCUPANCY

NO MORE THAN _____ STUDENTS ARE PERMITTED IN THE RESTROOM AT ONE TIME.

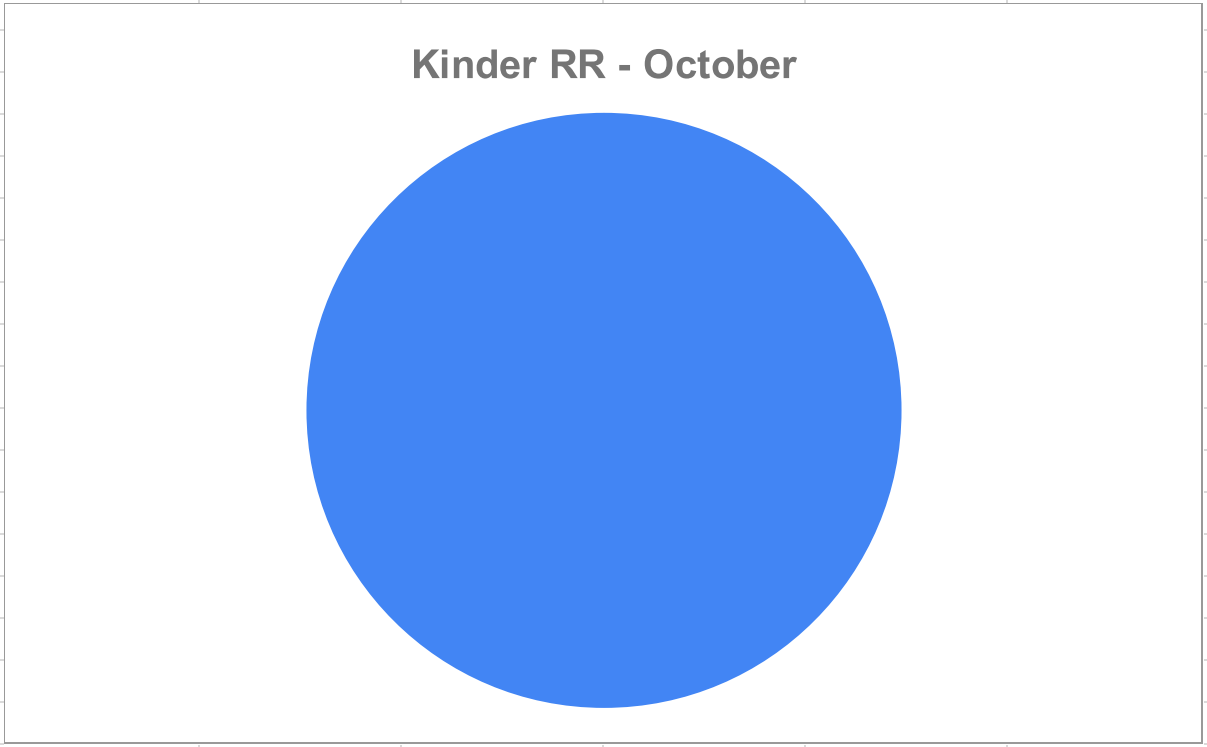


Safety in EWE



Health Screener/Cuestionario de Salud

2nd Nine Weeks Roadmap Assessment		

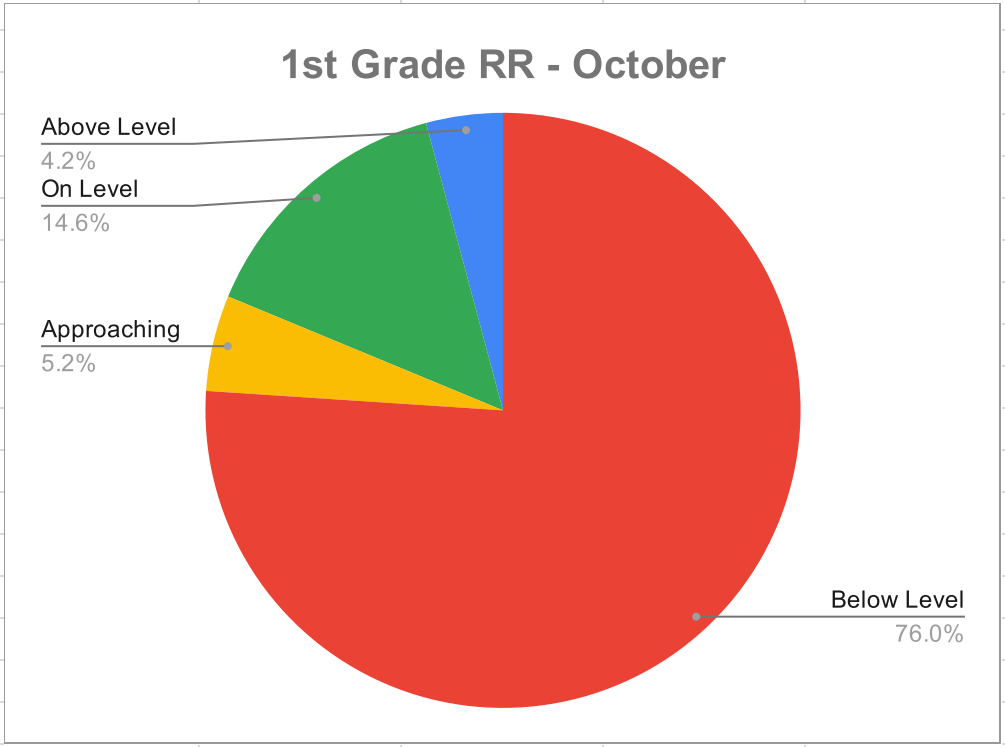


EWE PASP Tracker

	Percentage	Count	
Above Level	#DIV/0!	**0**	Readers Above Level

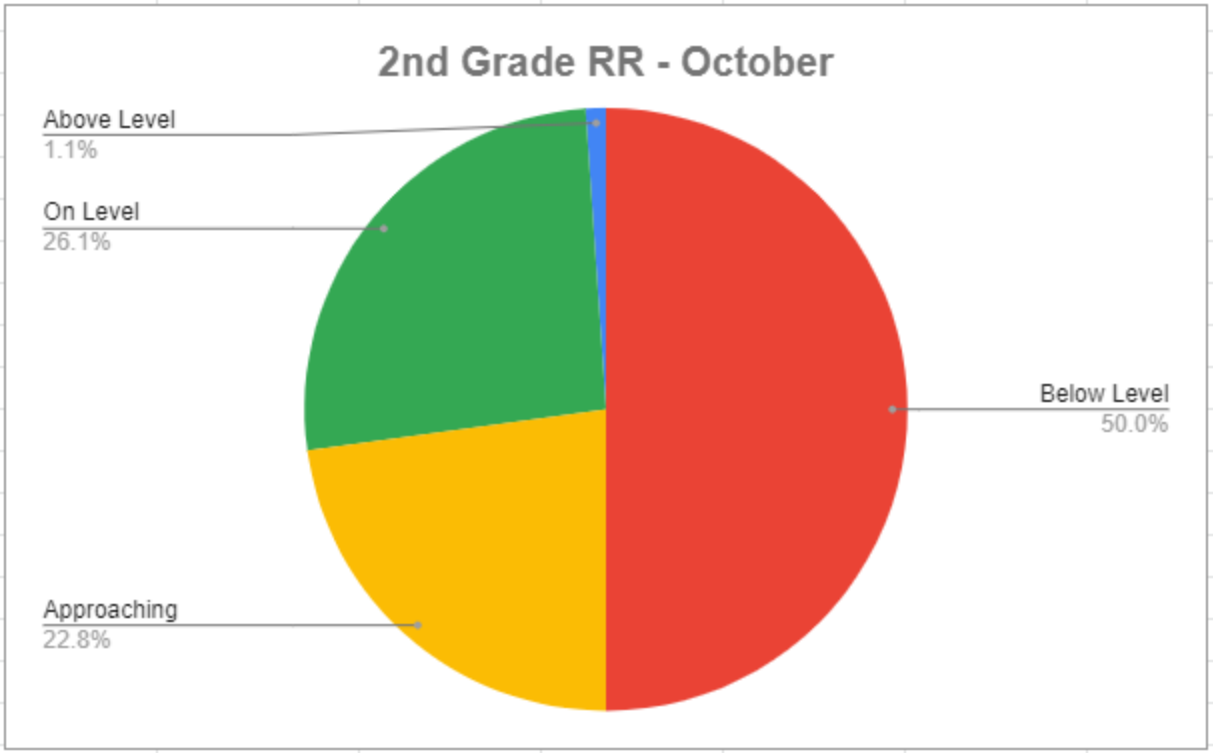
2nd Nine Wks Unit 2 Geometry 2D 11/09/20
2nd Nine Wks Unit 3 Geometry 3D 11/20/20
2nd Nine Wks Unit 4 Fractions 12/04/20
2nd Nine Wks Unit 5 Measurement 12/17/20

EWE PASP Tracker



	Percentage	Count	
Below Level	#DIV/0!	**0**	Readers Below Level
Approaching	#DIV/0!	**0**	Readers Approaching Level
On Level	#DIV/0!	**0**	Readers on Level
Above Level	#DIV/0!	**0**	Readers Above Level

EWE PASP Tracker

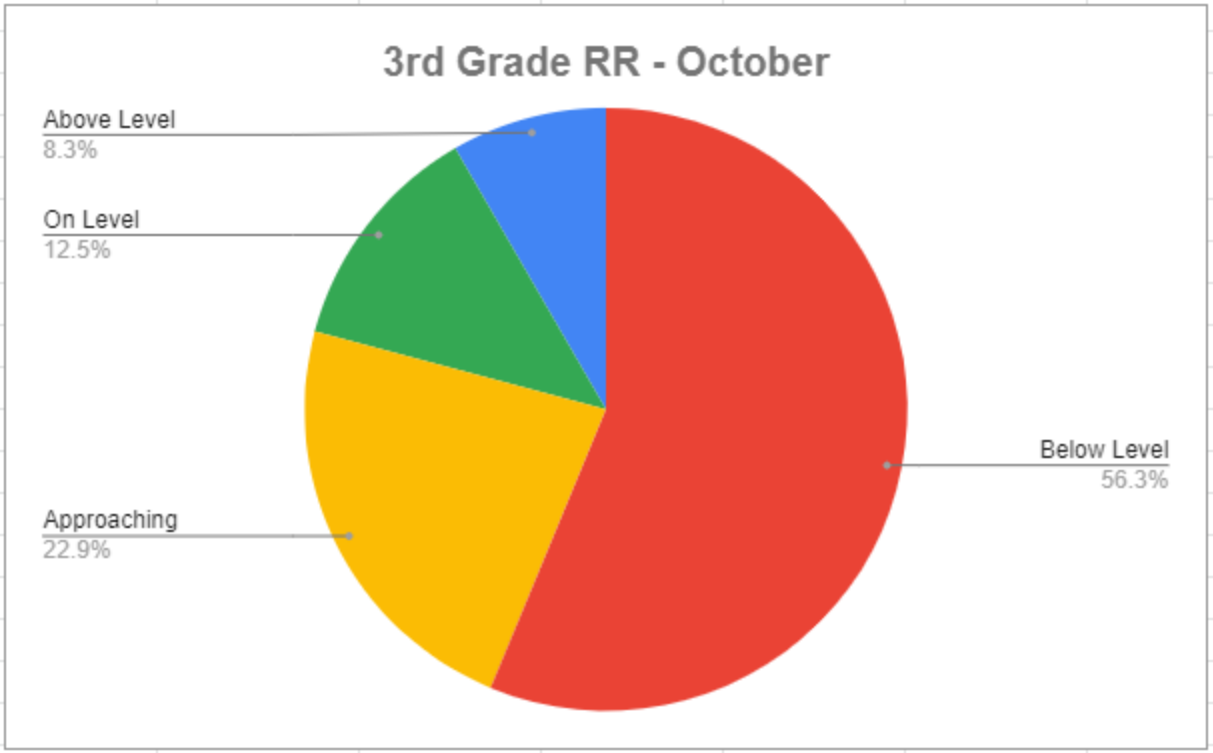


	Percentage	Count	
Below Level	50	46	Readers Below Level
Approaching	23	21	Readers Approaching Level
On Level	26	24	Readers on Level
Above Level	1	1	Readers Above Level
September RR			

3rd Math CA 1	Passing %	Students Tested	DNM (0 - 52)	Approaches (53 - 74)	Meets (75 - 87)	Masters (88 - 100)
Campus Average	27.2	81	72.80%	9.90%	9.90%	7.40%
Claudia Garza - Average	25	44	75%	13.60%	4.50%	6.80%
Lory Martinez - Average	29.7	37	70.30%	5.40%	16.20%	8.10%
Claudia Garza In Person	21.1	19	78.90%	21.10%	0%	0%
Claudia Garza Virtual	28	25	72%	8%	8%	12%
Lory Martinez In Person	20	20	80%	0%	15%	5%
Lory Martinez Virtual	41.2	17	58.80%	11.80%	17.60%	11.80%
3rd Math CA 1 Spanish	**Passing**	**Students Tested**	**DNM (0 - 52)**	**Approaches (53 - 74)**	**Meets (75 - 87)**	**Masters (88 - 100)**
Campus Average	16.7	6	83.30%	16.70%	0%	0%
Claudia Garza - Average	16.7	6	83.30%	16.70%	0%	0%
Claudia Garza Virtual	33.3	3	66.70%	33.30%	0%	0%
Claudia Garza In Person	0	3	100%	0%	0%	0%

3rd Math CA 2	Passing	Students Tested	DNM (0 - 52)	Approaches (53 - 74)	Meets (75 - 87)	Masters (88 - 100)
Campus Average						
Claudia Garza - Average	61.4	44	38.60%	36.40%	13.60%	11.40%
Lory Martinez - Average						
Claudia Garza Virtual	61.1	18	38.90%	33.30%	11.10%	16.70%
Claudia Garza In Person	61.5	26	38.50%	38.50%	15.40%	7.70%
Lory Martinez Virtual						
Lory Martinez In Person						

3rd Math PSA 1	Passing	Students Tested	DNM (0 - 52)	Approaches (53 - 74)	Meets (75 - 87)	Masters (88 - 100)
Campus Average		80		48	18	9
Garza, Claudia		45		66.67%	28.89%	13.33%
Martinez, Lory		35		25.71%	2.86%	2.86%
Garza, Claudia Spanish		5		40%	20%	20%



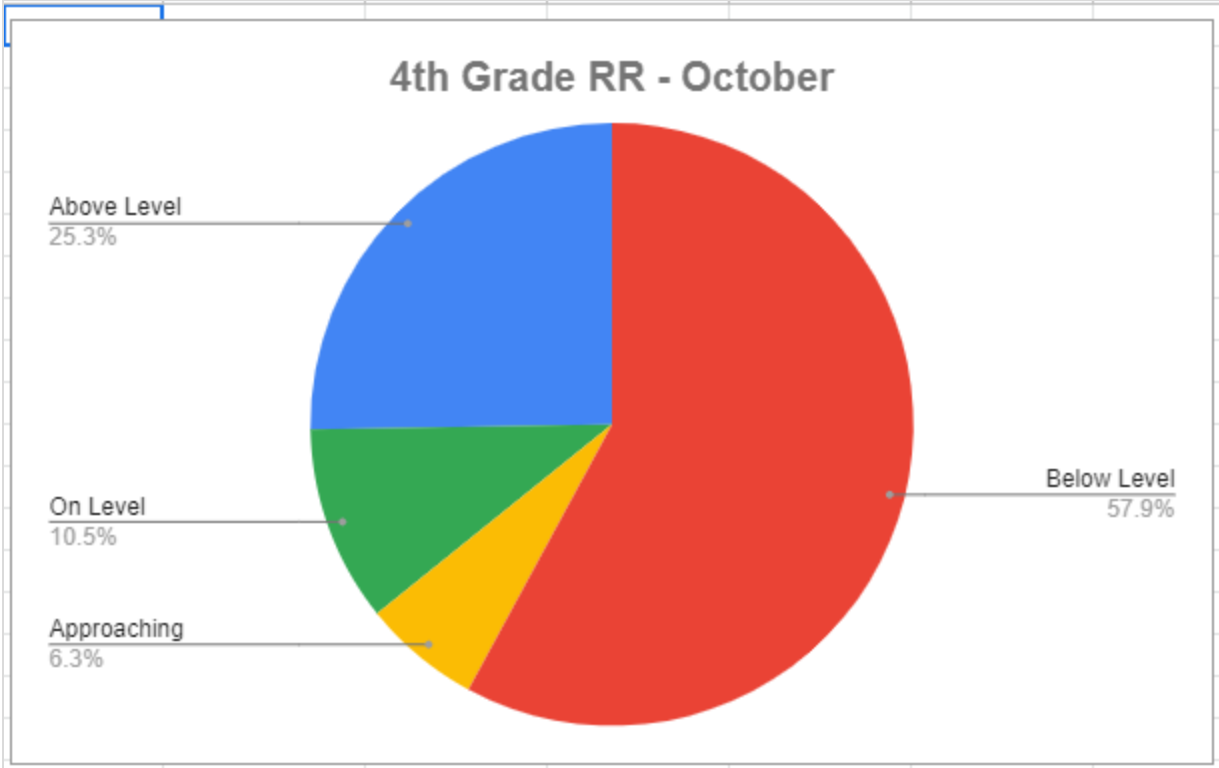
	Percentage	Count	
Below Level	56	54	Readers Below Level
Approaching	23	22	Readers Approaching Level
On Level	13	12	Readers on Level
Above Level	8	8	Readers Above Level
September RR			

4th Math CA 1	Passing %	Students Tested	DNM (0 - 49)	Approaches (50 - 70)	Meets (71 - 81)	Masters (82 - 100)
Campus Average	71.4	84	28.60%	33.30%	10.70%	27.40%
Ramon Cruz - Average	82.6	46	17.40%	34.80%	13%	34.80%
Erin Pierson - Average	57.9	38	42.10%	31.60%	7.90%	18.40%
Ramon Cruz (Virtual))	87.5	16	12.50%	37.50%	12.50%	37.50%
Ramon Cruz (In Person)	92.9	14	7.10%	42.90%	14.30%	35.70%
Ramon Cruz (In Person)	68.8	16	31.30%	25%	12.50%	31.30%
Erin Pierson (Virtual)	53.8	26	46.20%	30.80%	7.70%	15.40%
Erin Pierson (In person)	66.7	12	33.30%	33.30%	8.30%	25%

4th Math CA2	Passing %	Students Tested	DNM (0 - 49)	Approaches (50 - 70)	Meets (71 - 81)	Masters (82 - 100)
Campus Average	39.3	89	48.30%	31.50%	10.10%	10.10%
Ramon Cruz - Average	44.4	54	38.90%	37.00%	13.00%	11.10%
Erin Pierson - Average	31.4	35	62.90%	22.90%	5.70%	8.60%
Ramon Cruz (YR.443.MATHEMATI	41.2	17	41.20%	35.30%	17.60%	5.90%
Ramon Cruz (YR.446.MATHEMATI	37.5	16	37.50%	43.80%	6.30%	12.50%
Ramon Cruz (YR.V41.MATHEMAT	52.4	21	38.10%	33.30%	14.30%	14.30%
Erin Pierson (YR.V42.MATHEMATI	33.3	18	61.10%	22.20%	5.60%	11.10%
Erin Pierson (YR.447.MATHEMATI	29.4	17	64.70%	23.50%	5.90%	5.90%

4th Math PSA 1	Passing %	Students Tested	DNM (0 - 49)	Approaches (50 - 70)	Meets (71 - 81)	Masters (82 - 100)
Campus Average	67	97	33	67	46	35

	Cruz, Ramon	79	53	12	79.25%	66.04%	49.06%
	Pierson, Erin	51	41	49	51.22%	21.95%	19.51%



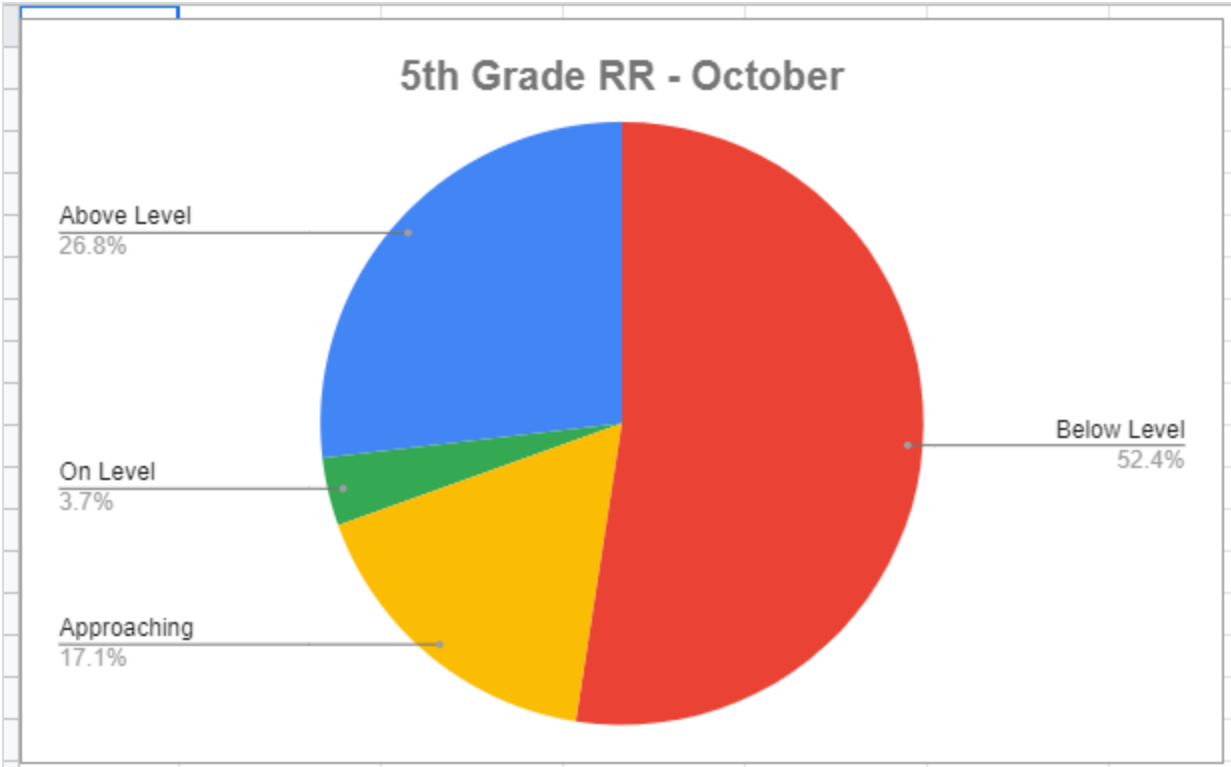
	Percentage	Count	
Below Level	58	55	Readers Below Level
Approaching	6	6	Readers Approaching Level
On Level	11	10	Readers on Level
Above Level	25	24	Readers Above Level
September RR			

5th Math CA 1	Passing %	Students Tested	DNM (0 - 49)	Approaches (50 - 71)	Meets (72 - 82)	Masters (83 - 100)
Campus Average	67.1	76	32.90%	26.30%	19.70%	21.10%
Siboney Thorp - Average	61.8	34	38.20%	26.50%	17.60%	17.60%
Francisco Gonzalez - Average	71.4	42	28.60%	26.20%	21.40%	23.80%
Siboney Thorp Virtual	68.4	19	31.60%	26.30%	15.80%	26.30%
Siboney Thorp In Person	53.3	15	46.70%	26.70%	20%	6.70%
Francisco Gonzalez In Person	57.1	14	42.90%	28.60%	7.10%	21.40%
Francisco Gonzalez Virtual	78.6	28	21.40%	25%	28.60%	25%

5th Math CA 2	Passing %	Students Tested	DNM (0 - 49)	Approaches (50 - 71)	Meets (72 - 82)	Masters (83 - 100)
Campus Average	84	75	16%	45.30%	13.30%	25.30%
Siboney Thorp - Average	70.6	34	29.40%	44.10%	8.80%	17.60%
Francisco Gonzalez - Average	95.1	41	4.90%	46.30%	17.10%	31.70%
Siboney Thorp In Person	60	15	40%	46.70%	0%	13.30%
Siboney Thorp Virtual	78.9	19	21.10%	42.10%	15.80%	21.10%
Francisco Gonzalez In Person	85.7	14	14.30%	28.60%	21.40%	35.70%
Francisco Gonzalez Virtual	100	27	0%	55.60%	14.80%	29.60%

5th Math CA 3	Passing %	Students Tested	DNM (0 - 49)	Approaches (50 - 71)	Meets (72 - 82)	Masters (83 - 100)
Campus Average	58.4	77	31.20%	31.20%	11.70%	26%
Siboney Thorp - Average	57.1	35	31.40%	40%	5.70%	22.90%
Francisco Gonzalez - Average	59.5	42	31%	23.80%	16.70%	28.60%
Siboney Thorp In Person	72.2	18	22.20%	33.30%	5.60%	38.90%
Siboney Thorp Virtual	41.2	17	41.20%	47.10%	5.90%	5.90%
Francisco Gonzalez In Person	64.7	17	17.60%	17.60%	17.60%	47.10%
Francisco Gonzalez Virtual	56	25	40%	28%	16%	16%

5th Math PSA1	Passing %	Students Tested	DNM (0 - 49)	Approaches (50 - 71)	Meets (72 - 82)	Masters (83 - 100)
Campus Average	75%	80	25%	75%	36.00%	23.00%
Gonzalez Spanish	80	5	20%	80%	60.00%	40.00%
Gonzalez	75	41	43%	70.73%	34.15%	19.51%
Thorp	80	34	21%	79.41%	35.29%	23.53%



	Percentage	Count	
Below Level	52	43	Readers Below Level
Approaching	17	14	Readers Approaching Level
On Level	4	3	Readers on Level
Above Level	27	22	Readers Above Level
September RR			

EWE

WHAT WE DID AFTER RUNNING RECORD DATA WAS COMPLETE

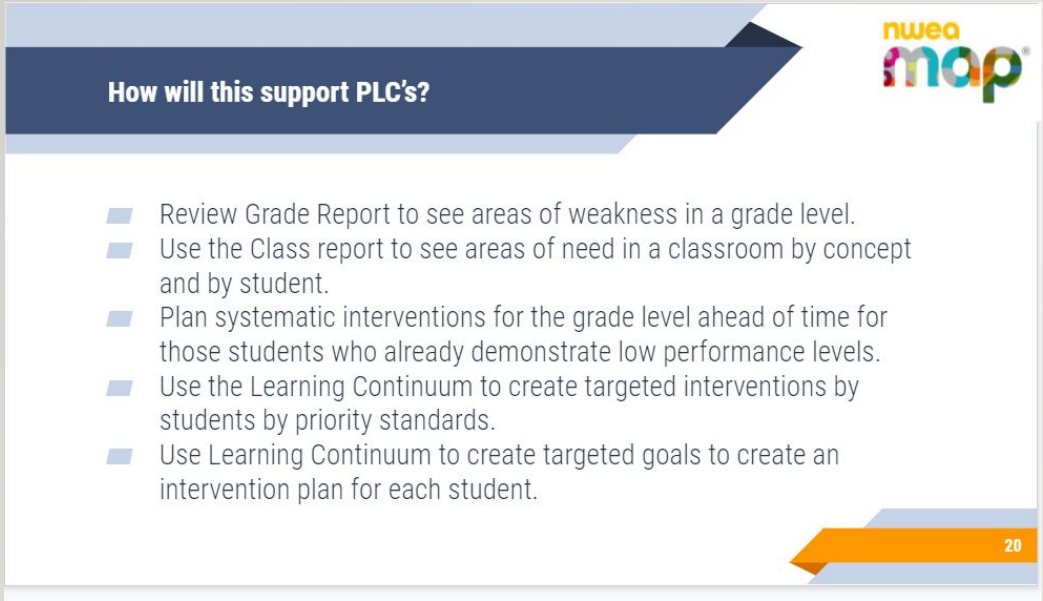
RUNNING RECORD DATA

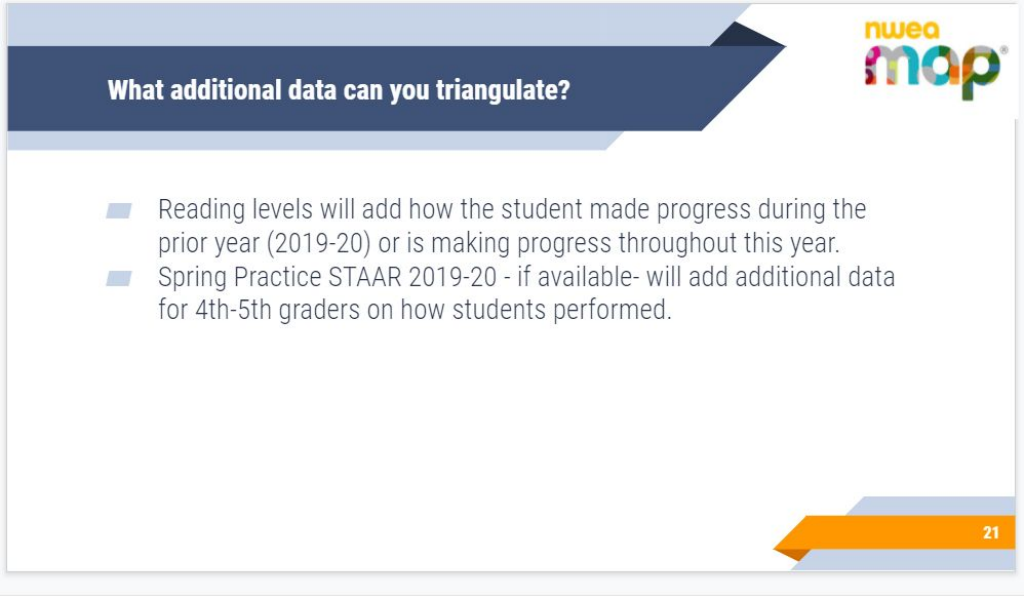
Oct 20						
ALL	**EWE**	**1**	**2**	**3**	**4**	**5**
Below GL	**267**	73	47	52	55	40
Approach. GL	**66**	5	21	21	6	13
On GL	**63**	14	24	12	10	3
Above GL	**57**	4	1	8	22	22
Tested	**453**	**96**	**93**	**93**	**93**	**78**
Below GL	**59%**	76%	51%	56%	59%	51%
Approach. GL	**15%**	5%	23%	23%	6%	17%
On GL	**14%**	15%	26%	13%	11%	4%
Above GL	**13%**	4%	1%	9%	24%	28%

Oct 19					
EWE	**1**	**2**	**3**	**4**	**5**
206	36	48	22	53	47
124	31	14	44	15	20
65	11	20	8	7	19
71	15	8	17	16	15
466	**93**	**90**	**91**	**91**	**101**
44%	39%	53%	24%	58%	47%
27%	33%	16%	48%	16%	20%
14%	12%	22%	9%	8%	19%
15%	16%	9%	19%	18%	15%

RTI WITH KATHY LEE

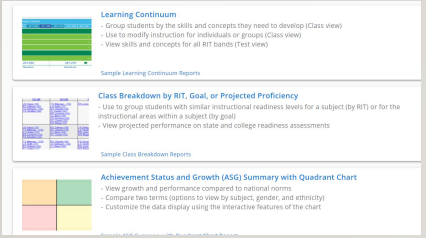
- https://docs.google.com/presentation/d/1Anm6pCIZKjPtaiZGAAVW78-MNAsAuUCcVDLXhJSDPII/edit?ts=5f8dc27f#slide=id.g9215d8fcbd_0_21





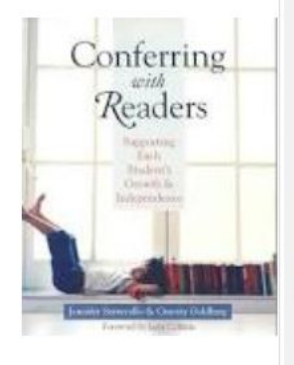
WHAT WE USE

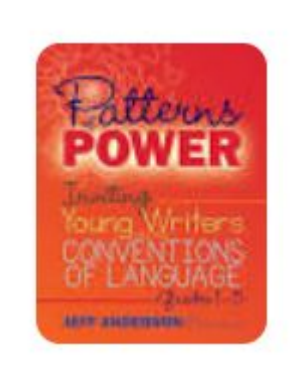
- MAP (Class Breakdown by RTI Proficiency)



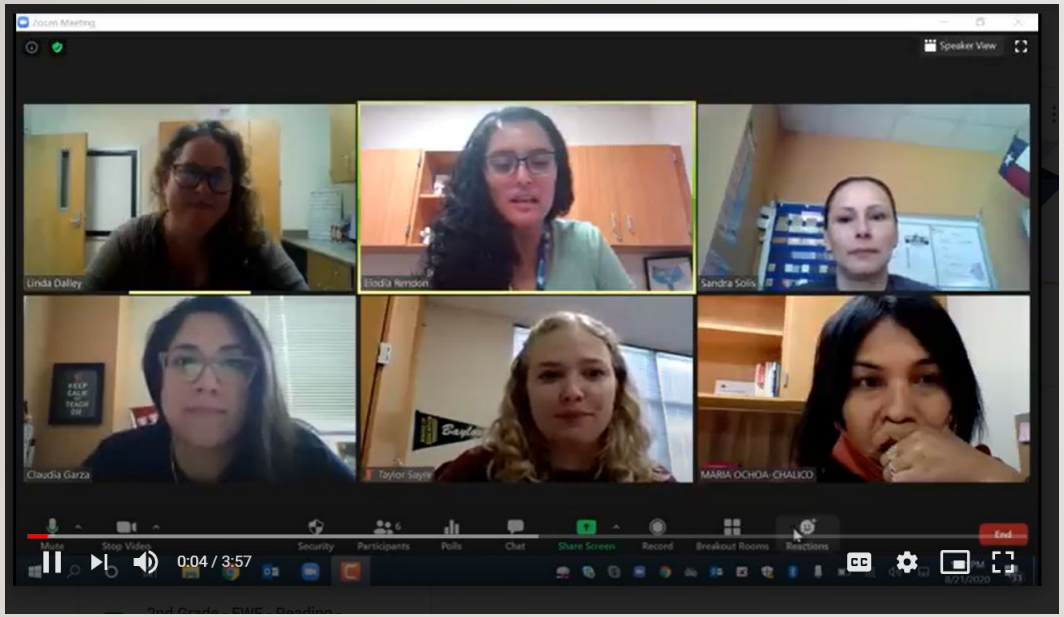
- Running Records

- Literacy Resources:
  - Reading Strategies (SP too)
  - Understanding Text Bands
  - Teaching Reading in Small Groups
  - Conferring with Readers
  - Patterns of Power (Spanish is available)





BREAKOUT SESSIONS



- https://drive.google.com/drive/priority

DATA DIVE AGENDA

Data Card Presentation
https://docs.google.com/presentation/d/1xti5CMs448XiAEeiraiowTxXnfd7wIP6/edit#slide=id.p1

PDF File
Data Cards

2nd 9 Weeks:
Twice a month data dive meetings focused on running record data and small groups.

MEETING AGENDA
September 30th
Data Digs

TOPIC: Data Cards and Intervention Groups	**Attendees:** 2nd, 3rd ELA, 4th ELA, 5th ELA, Sandra, Linda (2nd), Gigi

MEETING OBJECTIVES:

- Create Data Cards for all students
- Begin discussing data create intervention groups for teachers and push in/pull out support

TO PREPARE FOR THIS MEETING, PLEASE:

- **Review how to create data cards slideshow :**2-5 Data Cards
  - You will be adding student info: MAP, RR, and PSTAAR
- Make sure running record tracker is **completed**
- **Have RR tracker pulled up to discuss students**
- **Print Class Breakdown by Projected proficiency** Report: See slide 3 for example
- **4-5: Print** PSTAAR data from Feb 2020 (Found Eduphoria) How to Video here

Time	Activity

45 Minutes	• **Working on data cards**
	  ○ name/pic, demographics, MAP, RR
	  ○ 4th and 5th card color based on PSTAAR
	• **Discuss student's data cards and create intervention groups for teachers and push in/ pull out support.**

SMALL GROUPS

MORE

Reading/Phonics Small Group Schedule:
Independent reading: 8:35 to 9:00
Choice Time: 1:35 to 2:00

	Tuesday	Wednesday	Thursday	Friday
	Choice Time Group 2 - Ricky - Rowan - Noelle - Omar And Group 3 - Natalie - Jude - Nevaeh - Victoria	Independent Reading: Group 4 - Angel - Alana - Mykenzi - Noah - Jenasis Choice Time: Group 1 - Alaric - Matthew - Prince	Independent Reading: Group 3 - Natalie - Jude - Nevaeh - Victoria Choice time: Group 2 - Ricky - Rowan - Noelle - Omar	Independent Reading: Group 1 - Alaric - Matthew - Prince Choice time: Check ins

Reading Small Group Schedule

Week of 10/12/20

Monday	Tuesday	Wednesday	Thursday	Friday
B: Guided Reading Jose D-H: Guided Reading Javeon Sebastian Zophia Noah Ethan Andres I: Guided Reading Bella Brandon Yen Joseph	K-L: Strategy Reading Angel Amy Dyland M: Strategy Reading Khloe James Aaron Ami N-Q: Strategy Reading Rainey Jude Marissa David	B: Guided Reading Jose D-H: Strategy Group Javeon Sebastian Zophia Noah Ethan Andres I: Strategy Group Bella Brandon Yen Joseph	K-L: Strategy Reading Angel Amy Dyland M: Strategy Reading Khloe James Aaron Ami N-Q: Strategy Reading Rainey Jude Marissa David	B: Guided Reading Jose D-H: Guided Reading Javeon Sebastian Zophia Noah Ethan Andres I: Guided Reading Bella Brandon Yen Joseph

Week of 10/19/2020

Small Group Schedule and Plans - Ms. Chio's Homeroom

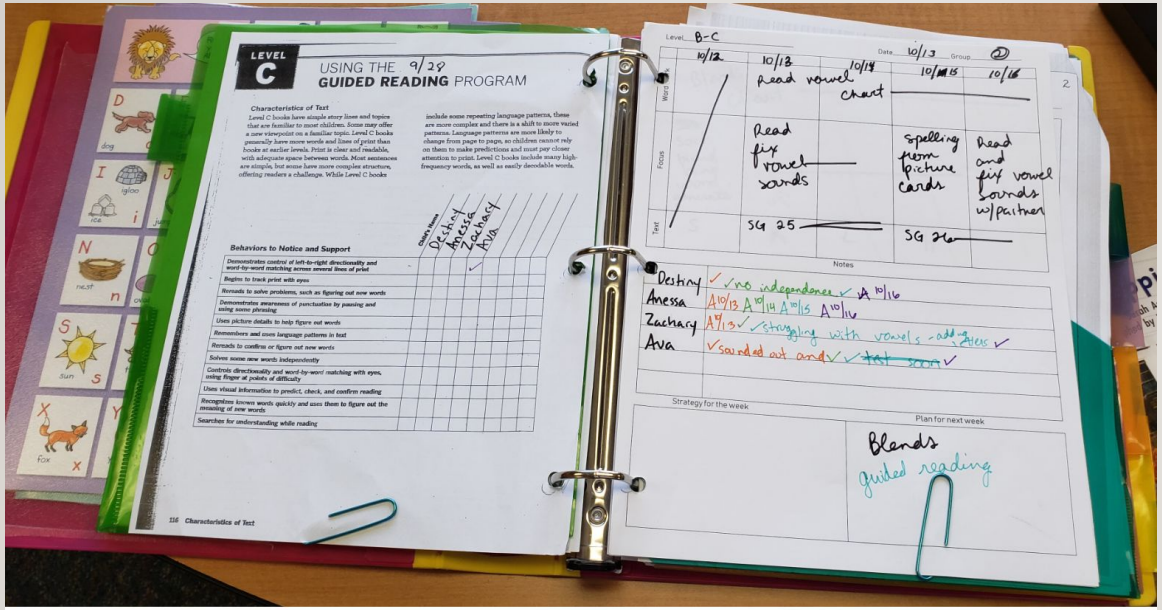
Monday	Tuesday	Wednesday	Thursday	Friday
	Group 5*	Group 1**	Group 2**	Group 1**
Group 1	Group 1	Group 4	Group 4	Group 4
Group 2	Group 2	Group 2	Group 5	Group 5
Group 3	Group 3	Group 3	Group 6	Group 6

*Pull Out (Gigi) during Intervention Time **Small Group during Intervention Time

Group 1	Group 2	Group 3	Group 4	Group 5	Group 6
Fabelin Salvador Axel	Valeria (C) Jose (D) Vianney (F) Kenneth (H)	Nisi (K) Sebastian (L) Kevin (L) Cesar (L)	Brayan (N) Santiago (N) Jesse (N) Keila (P)	Jade (Q) Carolina (Q) Jennifer (Q) Manuel (Q)	Yahir (R) Abby (R) Seilyn (R) Jocelyn (S) Alexandra (S) Imar(T)

	Group 1	Group 2	Group 3	Group 4	Group 5	Group 6
1		Sight Words	8.2 Notice What Repeats	8.1 One Text, Multiple Ideas	8.1 One Text, Multiple Ideas	8.1 One Text, Multiple Ideas
2	8.6 Examina el Texto		8.1 One Text, Multiple Ideas	8.1 One Text, Multiple Ideas	8.5 Boxes and Bullets	8.5 Boxes and Bullets
3	Sight Words and Simple Sentences		8.5 Boxes and Bullets	8.5 Boxes and Bullets		
	Sight Words and Simple Sentences		Conferences	Conferences		

SMALL GROUP NOTES



Level :

Date:	Students	Got it!	Still working… (notes)
Teaching Point:			
Mentor Text:			

Date:	Students	Got it!	Still working… (notes)
Teaching Point:			
Mentor Text:			

WE CAN SHARE THE LOAD

Time	Student Name	Reading Level	Homeroom Teacher	V or F2 F	Interventionist
M/Th 9:45 - 10:15	Crowder, Jennah	N	Rodriguez	F2F	Rendon
M/Th 9:45 - 10:15	Mejia, Jaydenn	N	Rodriguez	F2F	Rendon
M/Th 9:45 - 10:15	Enzo, Luna	M	Rodriguez	F2F	Rendon
M/Th 9:45 - 10:15	Nava, Adriana	M	Rodriguez	F2F	Rendon
M/F: 10:20 - 10:45	Meza, Pedro	M	Roel	F2F	Rendon
M/F: 10:20 - 10:45	Rodriguez, Melani	M	Roel	F2F	Rendon
M/F: 10:20 - 10:45	Ruiz, Daniel	M	Roel	F2F	Rendon
M/F: 10:20 - 10:45	Martinez, Antonio	M	Roel	F2F	Rendon
M:10:50-11:20 Th: 8:15-8:45	Arredondo, Andres	H	Sayre	f2f	Rendon
M:10:50-11:20 Th: 8:15-8:45	Cazares, Isabella	I	Sayre	f2f	Rendon
M:10:50-11:20 Th: 8:15-8:45	Nguye, Yen	I	Sayre	f2f	Rendon
M:10:50-11:20 Th: 8:15-8:45	Osorio, Ethan	H	Sayre	f2f	Rendon
M/W/F 12:40 - 1:15	Fabian Larios	K	Garza	v	Rendon
M/W/F 12:40 - 1:15	Gianna Renteria	K	Garza	v	Rendon
M/W/F 12:40 - 1:15	Flores, Aleida	K	Garza	V	Rendon

Ron Hill: Grades 1 and 2 Reading Intervention Groups				Second Nine Weeks
Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
ILT 7:45 - 8:45				**Zoom 7:45 – 9:00 District**
	8:10 – 8:35 **1st Gp. 1 (C)** Jayden Navarro - B Sebastian Gavirio - R Lexie Rodriguez - R	8:10 – 8:35 **1st Gp. 1 (C)** Jayden Navarro - B Sebastian Gavirio - R Lexie Rodriguez - R	8:10 – 8:35 **1st Gp. 1 (C)** Jayden Navarro - B Sebastian Gavirio - R Lexie Rodriguez - R	
	8:35 – 9:00 **1st Gp. 2 (B)** Benjamin Mejia – R Destiny Alvarado – B Ava Equillin - B	8:35 – 9:00 **1st Gp. 2 (B)** Benjamin Mejia – R Destiny Alvarado – B Ava Equillin - B	8:35 – 9:00 **1st Gp. 2 (B)** Benjamin Mejia – R Destiny Alvarado – B Ava Equillin - B	
9:15 – 9:45 **1st – Gp. 4 (B) V** Jennica Briones - G Arianna Corona - G Myri Drake - G Isabella Giron - G Paulina Lugo - G	9:15 – 9:45 **1st – Gp. 4 (B) V** Jennica Briones - G Arianna Corona - G Myri Drake - G Isabella Giron - G Paulina Lugo - G	9:15 – 9:45 **1st – Gp. 4 (B) V** Jennica Briones - G Arianna Corona - G Myri Drake - G Isabella Giron - G Paulina Lugo - G	9:15 – 9:45 **2nd Ferensic (G) V** Sofia Giron Sofia Morales	9:15 – 9:45 **2nd Ferensic (G) V** Sofia Giron Sofia Morales
10:10 – 10:40 **2nd Newby (I) V** Cesar Gomez Grayson Jenkins Aubryana Alaniz Gideon Chapa-Price Helena Garcia	10:10 – 10:40 **2nd Newby (I) V** Cesar Gomez Grayson Jenkins Aubryana Alaniz Gideon Chapa-Price Helena Garcia	10:10 – 10:40 **2nd Newby (I) V** Cesar Gomez Grayson Jenkins Aubryana Alaniz Gideon Chapa-Price Helena Garcia	10:10 – 10:40 **2nd Ferensic (C) V** Sebastian Mezomo Jessica Mcintyre Jesse Perez	10:10 – 10:40 **2nd Ferensic (C) V** Sebastian Mezomo Jessica Mcintyre Jesse Perez

Informational Text Small Group Lesson Plans

Week of	M and Below	NOP (and below)	QRS	TUV+
M				
T	Text Features	Text Features (RS 8.6)	Text Features(RS. 8.6)	Main Idea RS 8.1
W	Chunking Text RS. 8.8?	Chunking Text RS 8.7	Chunking Text RS 8.7	
Th	Main Idea- RS 8.16	Main Idea- RS 8.16	Main Idea RS 8.16	
F	Inf. Running Records	Inf. Running Records	Inf. Running Records	Inf. Running Records

Week of	M and Below	NOP (and below)	QRS	TUV+
M		Main Idea RS 8.1	Main Idea RS 8.1	Main Idea RS 8.1
T		Author's Purpose Using Sentence Stems from STAAR (Lesson)	Author's Purpose Using Sentence Stems from STAAR (Lesson)	Author's Purpose Using Sentence Stems from STAAR (Lesson)
W		Author's Purpose Using Sentence Stems from STAAR (guided)	Author's Purpose Using Sentence Stems from STAAR (guided)	Author's Purpose Using Sentence Stems from STAAR (guided)
Th		Author's Purpose Using Sentence Stems from STAAR (Independent)	Author's Purpose Using Sentence Stems from STAAR (Independent)	Author's Purpose Using Sentence Stems from STAAR (Independent)
F		Running Records	Running Records	Running Records

https://docs.google.com/document/d/1qYlSvUFgiLDQdOsDDfZiG2cDlcHQmk6gZwXgcnrQN5w/edit

QUESTIONS/FEEDBACK

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Building Relationships

Building and repairing relationships
are long-term investments.
Stephen R. Covey
quotefancy

Hello
my name is

In the chat box, write:

- Your first name, and using the first letter of your name-
- An adjective/activity that describes you.
- Why does this describe you?

Norms

C	✔ Mute microphone unless sharing ✔ Turn on cameras if possible
H	✔ Ask questions in chat or raise hand
A	✔ Whole group instruction ✔ Begin and end on time
M	✔ Use electronics respectfully
P	✔ Be engaged, share responses ✔ Be an active listener ✔ Be open to new ideas!
S	✔ SUCCESS!

Agenda

- The importance of building relationships.
- When is the best time?
- How to build long-lasting relationships?
- What can I do?

Why Build Relationships With Students?

Solve classroom management issues

Can help: academically & socially

Help students achieve

Create healthy / welcoming classroom environment

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But Really, Why?

It is our responsibility to get to know our students at different levels, not only academically, but personally and socially as well.

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The Power of Relationships

When Is The Best Time To Build Relationships?

Create positive rapport at the beginning of the year, so that you can establish routines and expectations that last all year.

Building Positive Teacher-Student Relationships

P	Praise	R	Respect
O	Openness	E	Empathize
S	Support	L	Listen
I	Interest	A	Accept
T	Trustworthiness	T	Teaching
I	Interact	I	Individualize
V	Validate	O	Observe
E	Enjoyment	N	Non-judgmental
		S	Share
		H	Help
		I	Imitate
		P	Play
		S	Sensitivity

news-O-matic

By Dr. Phyllis S. Ohr

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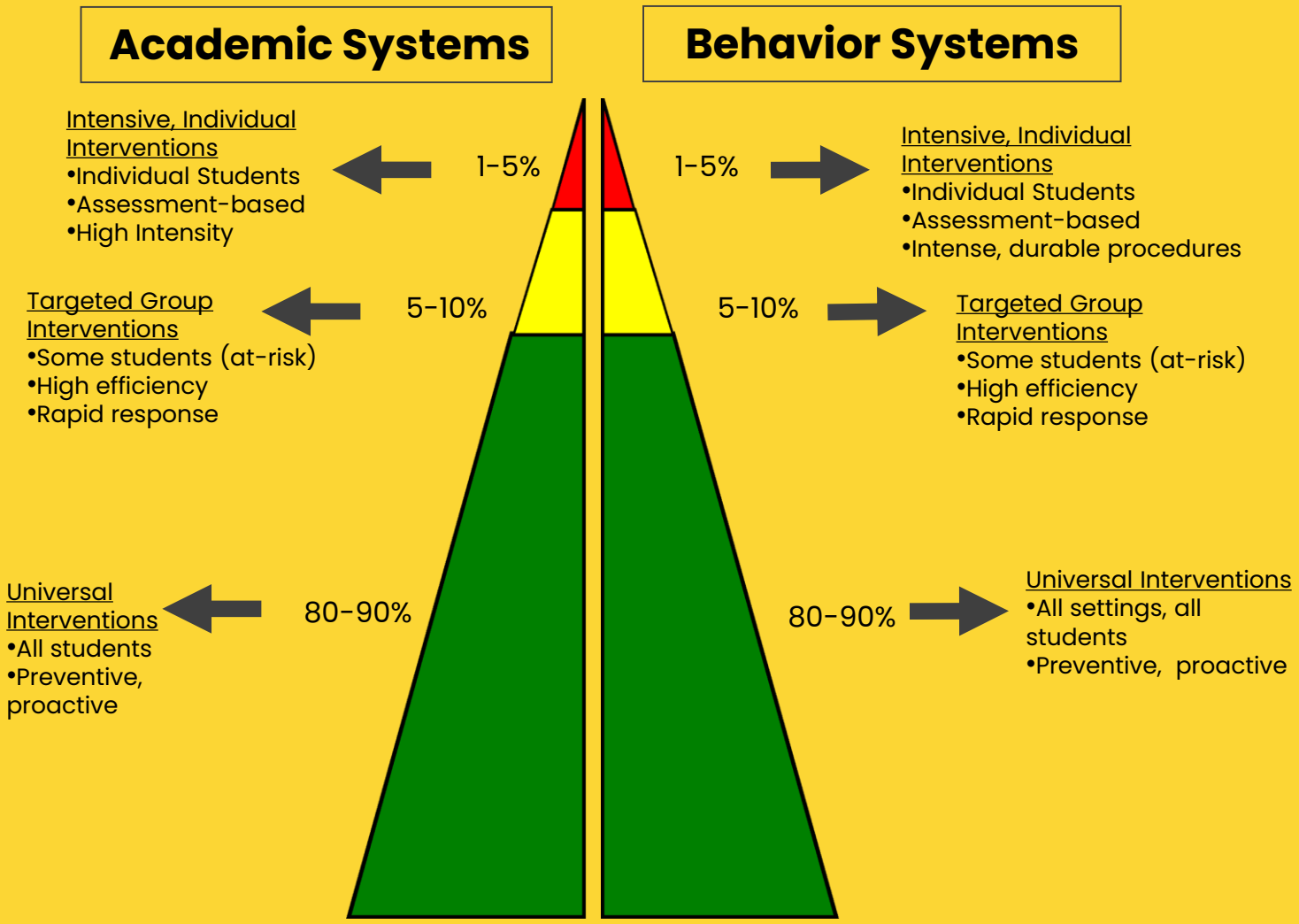
Routines & Procedures

- From the start, build strong routines and procedures.
- Be clear and concise.
- Follow-through!
- Doing so, allows for ease in teaching & re-teaching in place of negative consequence right away

Building Relationships All Year Long

Spend time <u>getting to know</u> your “red” and “yellow” students.

At the same time, <u>provide positive reinforcers</u> and positive attention to your quiet students, and your “green” students.



Behavior TEKS?

Do we punish a struggling reader for lack of reading skills?

Do we punish an ESL student for not knowing English?

- Behavior as a form of communication.
- Behavior issues are most often due to a skill deficit.
- Frontloading buys you back time in the long run.
- Support plans & small groups!

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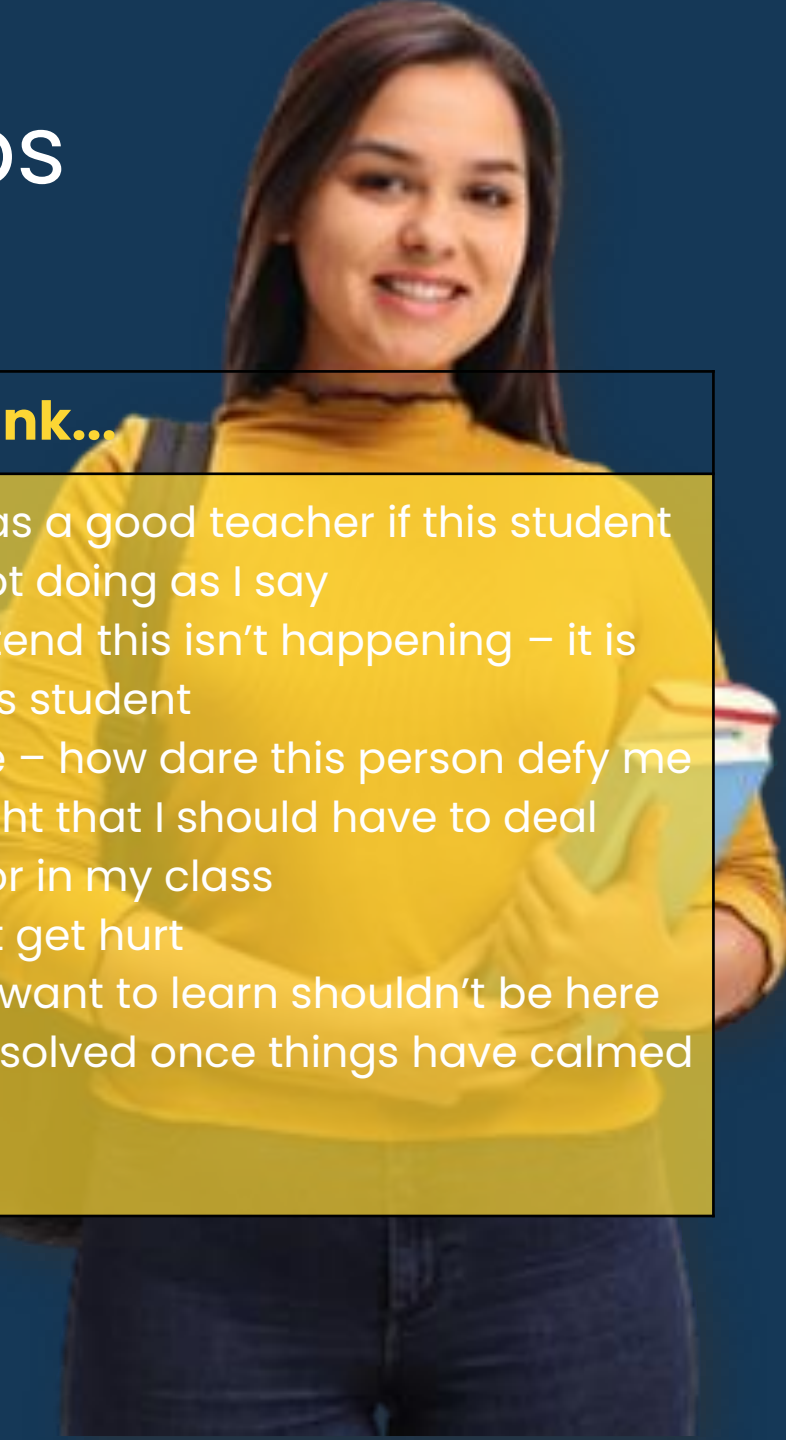
Repairing Relationships



Students may think...	Teachers may think...
• The world is not a safe place – I need to protect myself at all costs • You have to make a nuisance of yourself before anyone takes notice • School has never done anything for me so why should I do anything for teachers • School and teachers are irrelevant – what is important is the rest of my life • Everything is unfair, why should I bother? • It's better to shout and scream and lash out if you are upset – it's not OK to cry • I'm just a bad person so I'll act that way.	• I will not be seen as a good teacher if this student gets away with not doing as I say • I am going to pretend this isn't happening – it is safer to ignore this student • I'm in charge here – how dare this person defy me • I don't think it's right that I should have to deal with such behavior in my class • I'm scared I might get hurt • People who don't want to learn shouldn't be here • Conflict can be resolved once things have calmed down

Toxic School Culture

Repairing Relationships: **True or False**

- ❑ Using turn & talk, high fives, handshakes, exit tickets that are non-academic are easy activities that can help build relationships.
- ❑ Establishing respect with your students, requires for you to not smile until Christmas.
- ❑ Not enforcing your classroom rules, is like giving students permission to break them.

So… How can we build relationships?

- Beneficial for all students!

- Behavior students - During 1:1, a student has the teacher's full attention. They might not feel compelled to perform for other students & will usually speak honestly.

1. Build in One-On-One & Small Group Time

- 2X10 Approach – Personal conversation for just 2 minutes every day for 10 consecutive days. Condition - can't be about school or behavior.

- Write individual notes to your students.

2. Look for Something to Comment On

Tell me about the last time you... **You laughed really hard.** What was so funny?	Tell me about the last time you... **You went on vacation.** Where did you go? How was it?	Tell me about the last time you... **Went to the movies.** What movie did you see? How was it?
Tell me about the last time you... **You bought something ridiculously expensive.** What was it?	Tell me about the last time you... **Read a good book.** What book was it? What was it about?	Tell me about the last time you... **Stumbled and Fell.** What happened? How did you feel?
Tell me about the last time you... **You had to apologize to someone.** What was it for?	Tell me about the last time you... **Went to a live concert.** Who was playing?	Tell me about the last time you... **Exercised/Played a sport.** What was it?
Tell me about the last time you... **You were given a bad present.** What was it? What did you	Tell me about the last time you... **You were angry with someone.** What did you do?	Tell me about the last time you... **Ate a really delicious meal.** Where was it? What did
Tell me about the last time you... **Felt like throwing your computer away.** Why? What happened?	Tell me about the last time you... **Were late to work.** Why? What did you say to your boss?	Tell me about the last time you... **Were extremely excited about something.** What was it?
Tell me about the last time you... **Went dancing.** What music did you dance to?	Tell me about the last time you... **Played an instrument.** What instrument did you play?	Tell me about the last time you... **Helped someone.** Who was it? How did you help them?
Tell me about the last time you... **Tried something new.** What was it? How did it feel?	Tell me about the last time you... **Talked on the phone for a long time.** Who was it with?	Tell me about the last time you... **Were surprised.** What happened?

Find someone who...

Directions: Talk with your classmates to find out if they fit into any of the categories listed below. You may only use someone's name ONCE on this paper.

has a birthday this month	
went to an amusement park this summer	
currently owns a pet other than a cat or a dog	
has a last name that is 6 or more letters long	
owns has a swimming pool	
is new to our school	
whose first and last initials are in abc order	
is wearing pink	
wears glasses	
knows what 8 x 7 is	
plays lacrosse	
likes to ride horses	
favorite subject is math	
has a brother or sister in this school	
has traveled outside of the united states	

SEND ME A NUMBER:

1. Full name.
2. Zodiac sign.
3. 3 Fears.
4. 3 things I love.
5. My best friend.
6. Last song I listened to.
7. 4 Turn ons.
8. 4 Turn offs.
9. What colour underwear I'm wearing right now.
10. How many tattoos/ piercings I have,
11. The reason why I joined twitter .
12. How I feel right now.
13. Something I really, really want.
14. My current relationship status.
15. Meaning behind my username
16. My favourite movie(s).
17. My favourite song(s).
18. My favourite band(s).
19. 3 Things that upset me.
20. 3 Things that make me happy.
21. What I find attractive in other people.
22. Someone I miss.
23. Someone I love.
24. My relationship with my parents.
25. My favourite holiday.
26. My closest twitter friend.
27. Someone from twitter that I'd date.
28. A confession.
29. 3 Things that annoy me easily.
30. My favourite animal(s).
31. My pets.
32. One thing I've lied about.
33. Something that's currently worrying me.
34. An embarrassing moment.
35. Where I work.
36. Something that's constantly on my mind.
37. 3 Habits I have.
38. My future goals.
39. Something I fantasise about.
40. My favourite store(s).
41. My favourite food(s).
42. What I did yesterday.
43. Something I'm talented at.
44. My idea of a perfect date.
45. My celebrity crush(es).
46. A photo of myself.
47. My favourite blog(s).
48. Number of kids I want.
49. Do I smoke/drink.
50. Any question you'd like.

3. Develop An Interest In Their Interests

4. Build relationships with their families

- Storytelling is one of the easiest ways to connect with students.

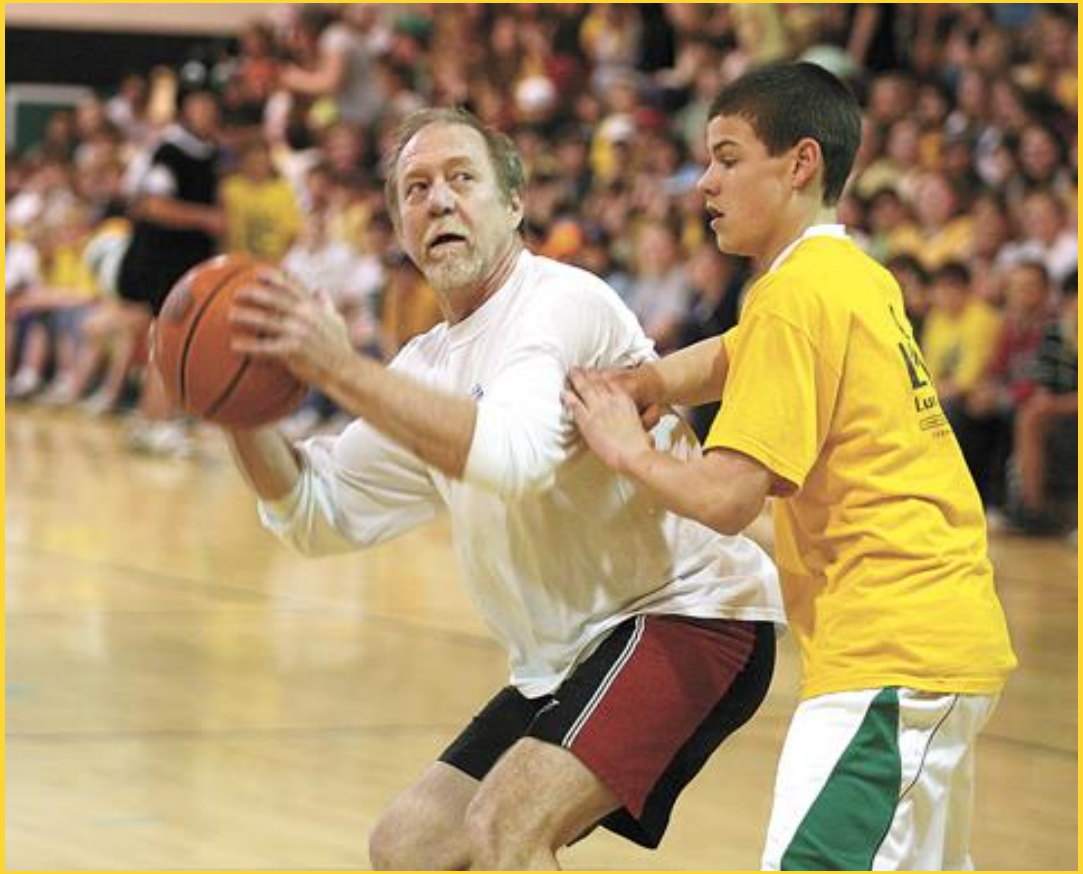
- Show that you're human & inspire them to persevere.

5. Share Your Stories!

Students need to laugh. It is possible to have fun while still maintaining strong classroom management.

6. Have A Sense Of Humor

Students love seeing their teacher at their sporting events, speech/debate competitions, and drama productions. This also gives you something to talk about.



7. Attend Student Events

Provides a structure process to:

- Understand one another
- Strengthen bonds
- Share & understand feelings
- Solve problems

8. Daily Community Circles

Affective Statement Sentence stems:

I am so **proud** to see/ hear…

I am so **excited** to see/ hear…

I am so **appreciative** of you/ your…

I am so **grateful** that/ for……

I am so **thankful** that/for……

I am **delighted** to learn/ see/ hear …

I am so **pleased** to see/ hear/ by…

I am so **impressed** by…

I am so **touched** that you…

I am **worried** about/ by/ to see/ to hear that….

I am **concerned** about…

I am feeling **frustrated** about/ by/ to see/ to hear that…

I am feeling **irritated** by…

I am **angry** about…

I am so **sorry** that…

I am **upset** that …

I am **having a hard time understanding**…

I am **uncomfortable** when I see/ hear…

I feel **sad** because I heard…

I am **uneasy** about …

I am feeling **distracted** by…

"Personal expressions of feeling in response to specific positive or negative behaviors of others."

- 'I statements'
- Makes 'offender' aware of the impact of their actions
- Changes the dynamic between individuals

9. Affective Statements

BUILDING POSITIVE TEACHER-STUDENT RELATIONSHIPS

EDUCATION ON THE EDGE @woodard_julie #Reed Gillespie

1. Get to know your students & accept them for who they are. Listen

{Be the teacher that defends every student others criticize.}

2. Set HIGH expectations for students.

{Recognize student potential.}

3. Be empathetic and TEACH empathy. Yes!

{Provide a safe enviornment where student voice is heard.}

4. Be positive and energetic.

{Be Passionate. Brag about students. Smile and celebrate.}

5. Build trust.

{Show your vulnerability. Take risks.}

6. Be YOU!

{Share you. Give glimpses of who you are.}

What Does Building Relationships Look Like?

Every Child Needs a Champion

Ted Talk by the late, great Rita Pierson

- James Comer: "No significant learning can occur without a significant relationship."
- Kids don't learn from people they don't like
- Teacher: "You were chosen to be in my class!"
- Student: "You made me feel like I was somebody"
- Teaching and learning should bring joy
- Every child deserves an adult who will never give up on them
- This job is tough but we can do it. We're educators and we were born to make a difference.

Human Connection is key

TEST 18x 2✓

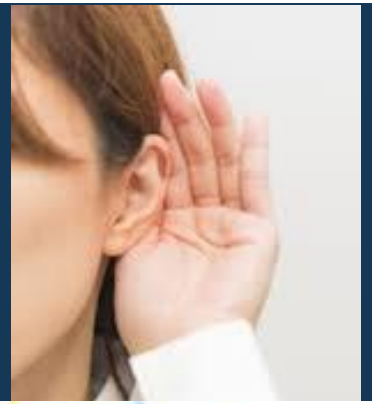
BRAVO!

YOU CAN DO IT!!

@sylviaduckworth

What Every Student Needs

Welcome



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Impartial

Available

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Scenarios

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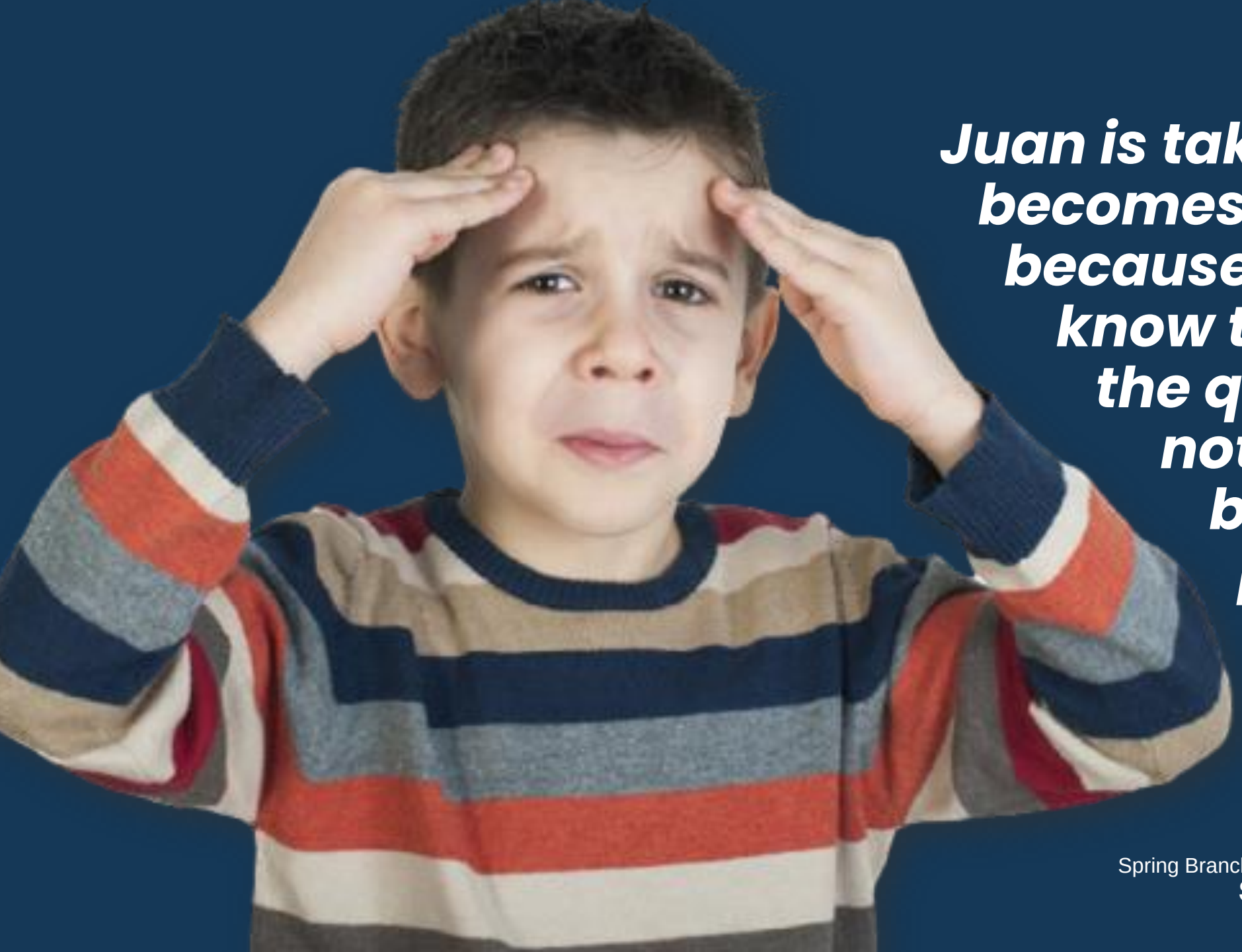

Juan is taking a test, he becomes frustrated because he doesn't know the answer to the question. You notice that he is becoming physically upset. What can you do?

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What Can I Do?

By the time Emily arrived to school, her day had not been going well. She got into an argument with her mother before school. As Emily went to her station, Amy walked over and took the materials from her hand. Emily yelled at Amy, and grabbed the items from her hands… What can you do?

- ❑ You recognize that Emily is not acting like her usual self today therefore, you take her aside and have a private talk with her to understand her.
- ❑ You approach both girls and state classroom expectations about sharing materials. After the girls divide the materials between them, you pull Emily aside to talk to her privately.

What Can I Do?

You ask Tarik to pick up the classroom materials and pass them to the groups. Tarik becomes distracted with friends, and drops a cup full of pencils on the floor… What can you do?

- ❑ You yell out loud: “If you would have been paying attention, this wouldn’t have happened!”.
- ❑ You ask classmates to help Tarik pick up the pencils. Remind Tarik of the expectations when being a classroom helper. Then, assign the task to another student to pair up with Tarik.

Key Points

★ Get to know your students.

★ Individualize.

★ Watch what you say.

★ Keep trying to reach your students.

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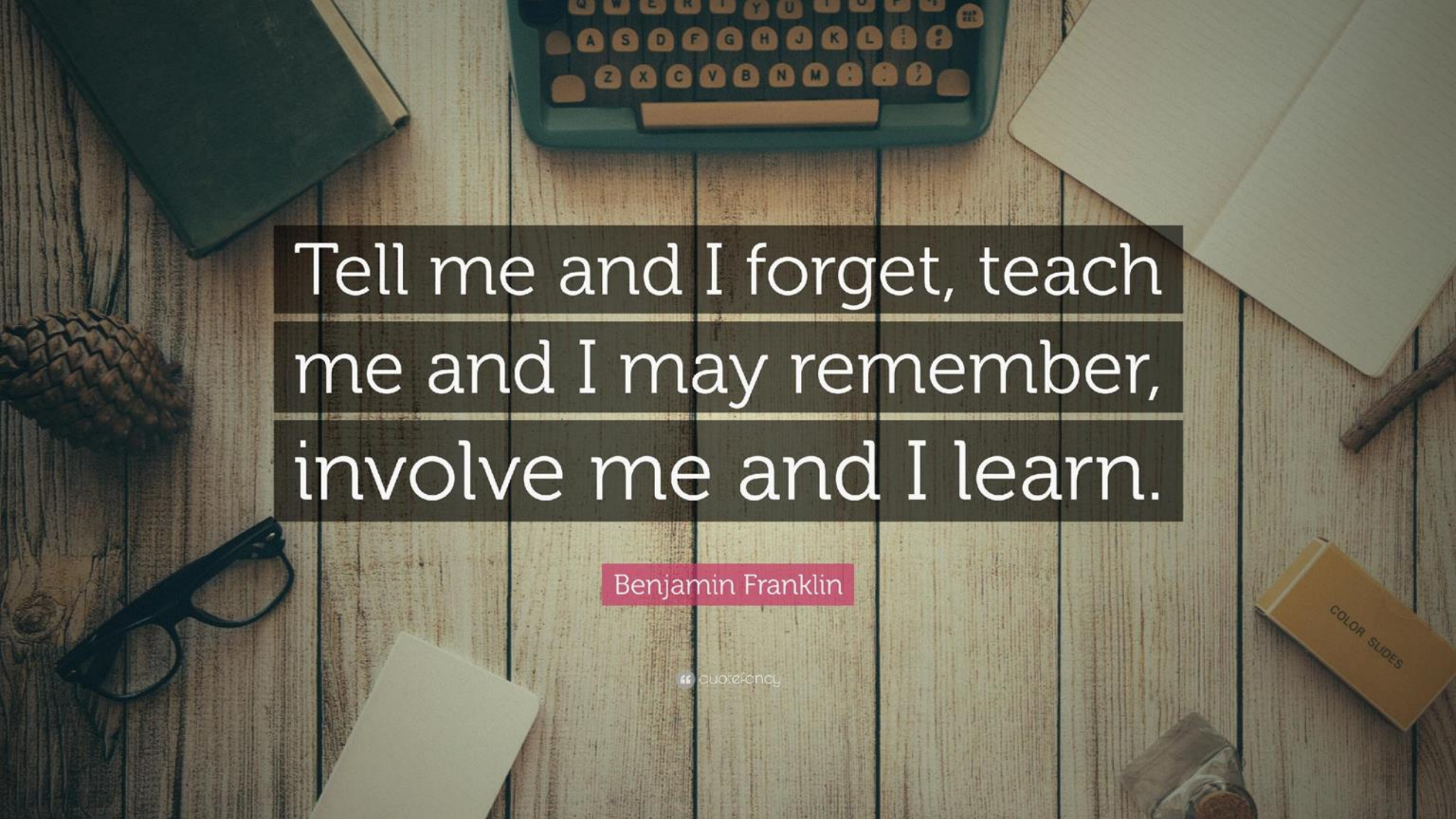
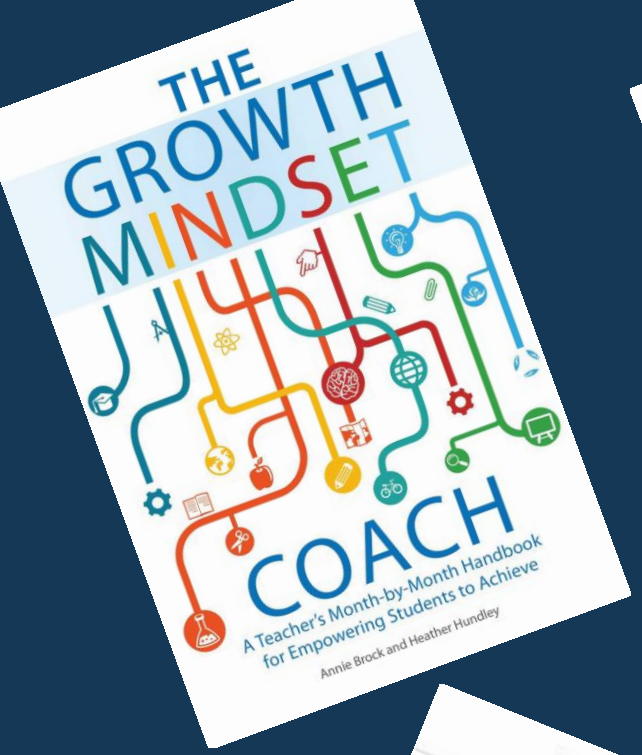
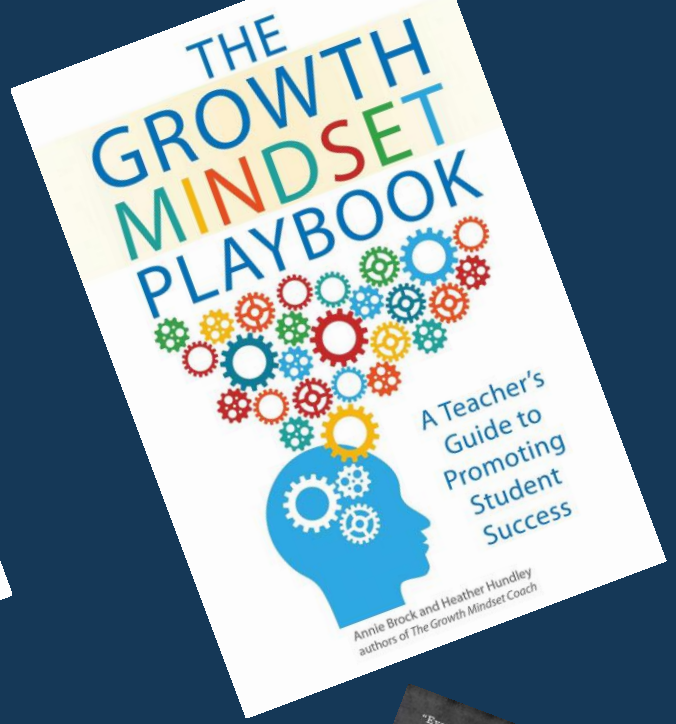
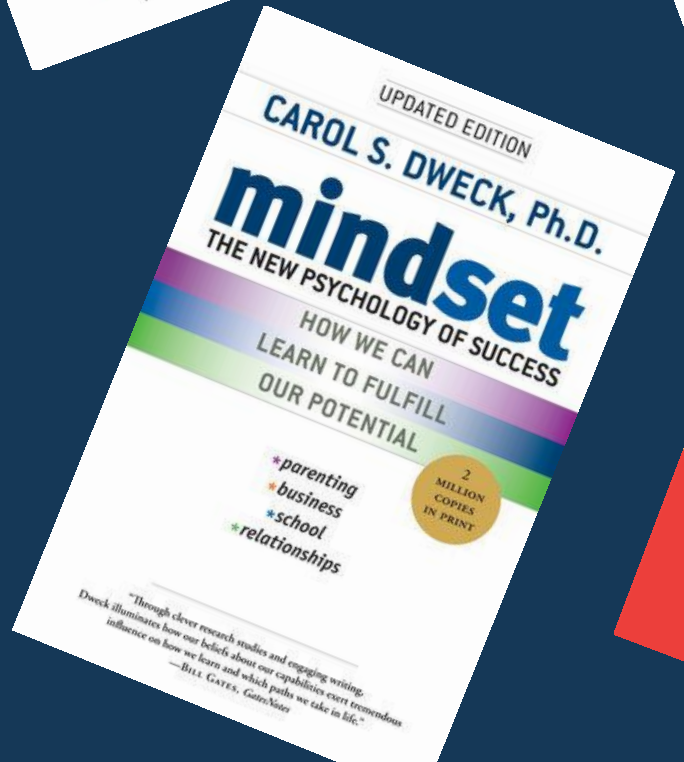
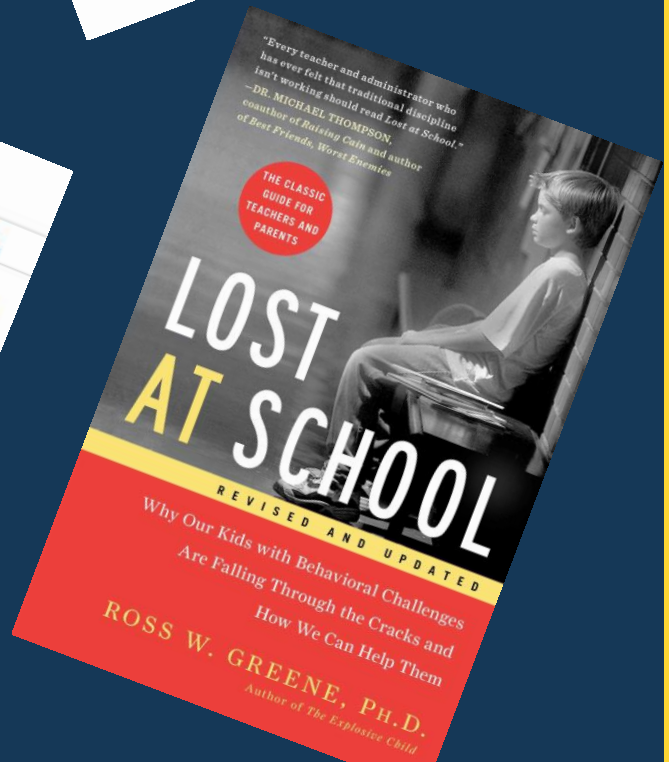

Tell me and I forget, teach me and I may remember, involve me and I learn.
Benjamin Franklin
quotefancy
COLOR SLIDES









SEL & Relationship

Resources on campus!

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Spring Branch Independent School District

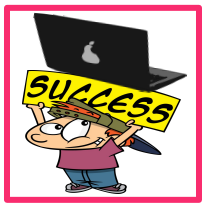
aaron.gomez@springbranchisd.com

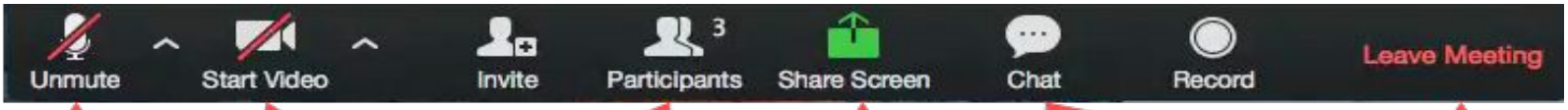
Thank You For Your Time!

Inspiring minds.
Shaping lives.

springbranchisd.com

ZOOM CHAMPS

C	Mute your mic until it's your turn to speak	
H	Post your questions in the chat ***or*** raise your hand	
A	Actively following along with the presenter (take notes)	
M	No Movement *(Be seated in a quiet area with your Webcam on)*	
P	Make eye contact by looking at the camera while engaging in lessons	
S	Success to You … In our Virtual Classroom!	



unmute mic only when it's your turn to speak

turn webcam on/off

raise your hand

or view who else is in the meeting

share your screen when it's your turn to present

join the chat discussion or share links

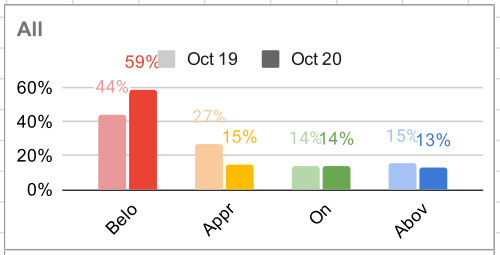
leave the meeting at the end of class

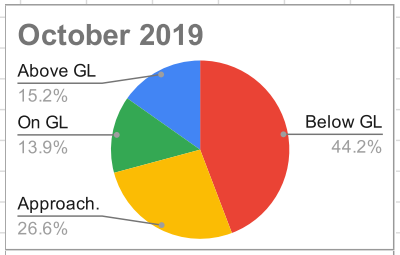
Edgewood Elem.

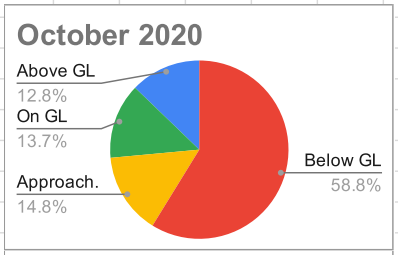
Comparison Oct/Oct Grades 1-5

Please, do not type on this tab.

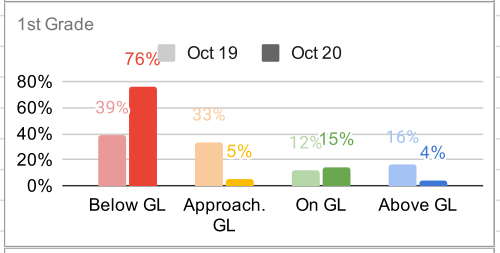
All	%		#	
	Oct 19	Oct 20	Oct 19	Oct 20
Below GL	44%	59%	206	271
Approach. GL	27%	15%	124	68
On GL	14%	14%	65	63
Above GL	15%	13%	71	59
Tested			466	461

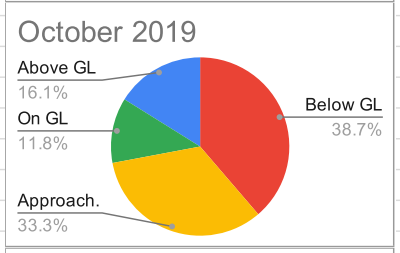


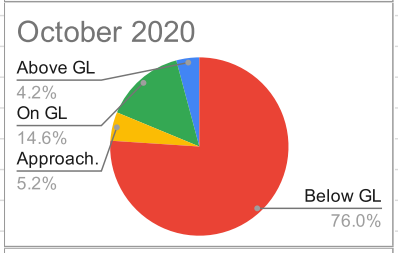




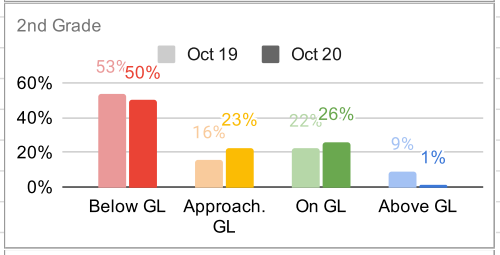
G1	%		#	
	Oct 19	Oct 20	Oct 19	Oct 20
Below GL	39%	76%	36	73
Approach. GL	33%	5%	31	5
On GL	12%	15%	11	14
Above GL	16%	4%	15	4
Tested			93	96

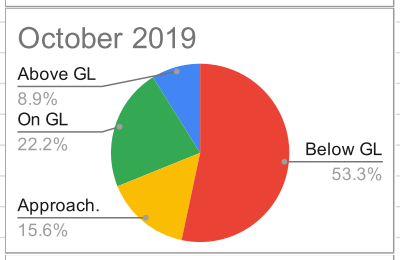


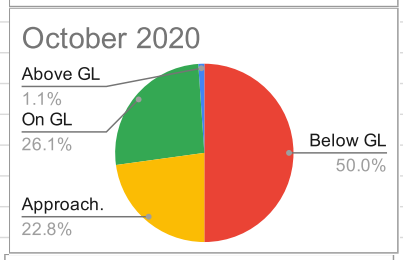




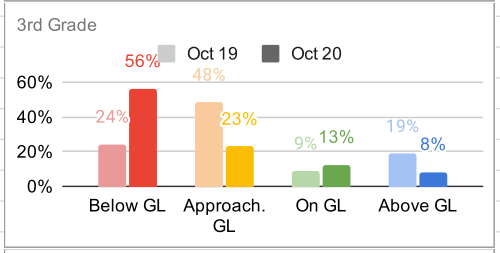
G2	%		#	
	Oct 19	Oct 20	Oct 19	Oct 20
Below GL	53%	50%	48	46
Approach. GL	16%	23%	14	21
On GL	22%	26%	20	24
Above GL	9%	1%	8	1
Tested			90	92

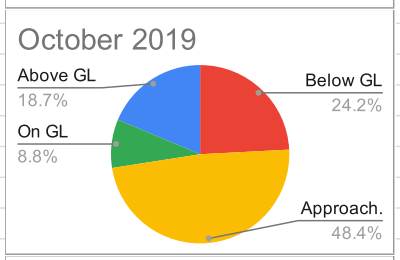


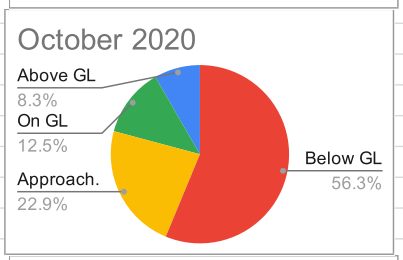




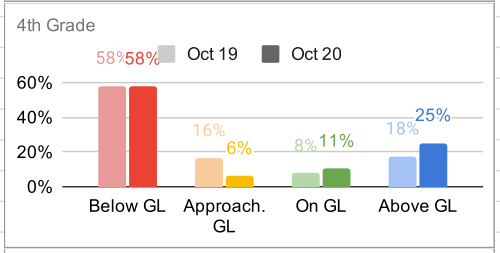
G3	%		#	
	Oct 19	Oct 20	Oct 19	Oct 20
Below GL	24%	56%	22	54
Approach. GL	48%	23%	44	22
On GL	9%	13%	8	12
Above GL	19%	8%	17	8
Tested			91	96

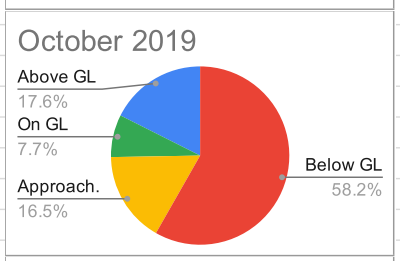


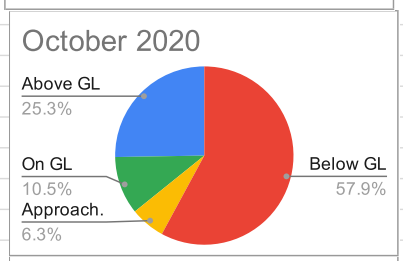




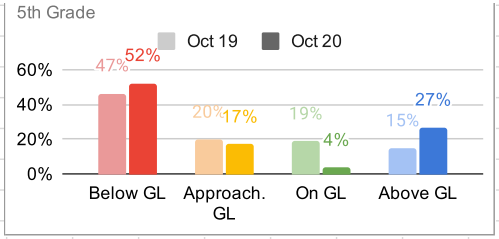
G4	%		#	
	Oct 19	Oct 20	Oct 19	Oct 20
Below GL	58%	58%	53	55
Approach. GL	16%	6%	15	6
On GL	8%	11%	7	10
Above GL	18%	25%	16	24
Tested			91	95

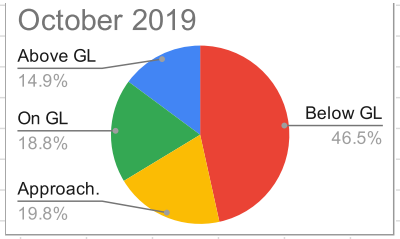


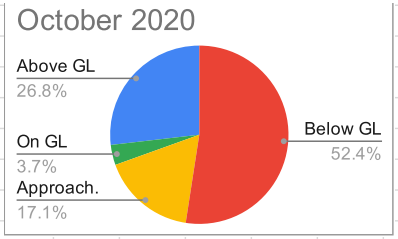




G5	%		#	
	Oct 19	Oct 20	Oct 19	Oct 20
Below GL	47%	52%	47	43
Approach. GL	20%	17%	20	14
On GL	19%	4%	19	3
Above GL	15%	27%	15	22
Tested			101	82







Oct 20						
ALL	EWE	1	2	3	4	5
Below GL	267	73	47	52	55	40
Approach. GL	66	5	21	21	6	13
On GL	63	14	24	12	10	3
Above GL	57	4	1	8	22	22
Tested	453	96	93	93	93	78
Below GL	59%	76%	51%	56%	59%	51%
Approach. GL	15%	5%	23%	23%	6%	17%
On GL	14%	15%	26%	13%	11%	4%
Above GL	13%	4%	1%	9%	24%	28%

Oct 19					
EWE	1	2	3	4	5
206	36	48	22	53	47
124	31	14	44	15	20
65	11	20	8	7	19
71	15	8	17	16	15
466	93	90	91	91	101
44%	39%	53%	24%	58%	47%
27%	33%	16%	48%	16%	20%
14%	12%	22%	9%	8%	19%
15%	16%	9%	19%	18%	15%

Updated 11/20/2020

Guzman 1st/2nd Grade Intervention	Salgado 1st/2nd Grade Intervention
7:00 - 7:25 Morning Duty **7:25- 8:10 (Prep Time)** 8:10 - 8:35 RDG LLI Group 1 (Iglesias) 8:35 - 9:00 RDG LLI Group 2 (Iglesias) 9:10-9:35 RDG LLI Group 1 (Hernandez/Ramirez) **9:35-9:55 support phonics in classroom (Ferensic)** 10:10-10:40 RDG LLI Group 2 (Ramirez) 10:50- 11:15 3rd RDG LLI Group 11:20-11:40 RDG Group 3 (Del Riego) **11:40-12:10 Lunch** 12:20-12:35 1st MATH 12:40-12:55Math SG (Ferensic/Morales) 12:55-1:15 Math SG (Ramirez) 1:15 - 1:35 Math SG (Ramirez) 1:40-2:00 RDG LLI Group 4 (Morales, Ferensic) **2:00-2:20 RDG LLI Group 3 (Hernandez, Ramirez)**	7:00 - 7:25 Morning Duty **7:25 - 8:10 (Prep Time)** 8:10-8:35 RDG LLI Group 1 (Garcia) 8:35 - 9:00 RDG LLI Group 2 (Rocha, Branecky) 9:10-9:35 RDG Group 3 (Del Riego) **9:35-9:55 support phonics in classroom (Ramirez)** 10:10 - 10:40 RDG LLI Group 2 (Ferensic) 10:50-11:15 3rd RDG LLI Group 11:20 - 11:40 RDG Group 4 (Del Riego) **11:40-12:10 Lunch** 12:15 - 12:30 Math Group 1 (Branecky) 12:30 - 12:50 Math Group 2 (Rocha) 12:50-1:10 Math Group 3 (DelRiego) 1:15 - 1:30 Math SG 1 Hernandez (2nd) 1:30- 1:45 Math SG 2 Hernandez (2nd) 1:45-2:00 1st RDG LLI Morales (2nd) **2:00 - 2:30 (Support/Check In Jannesari)**

EWE

Intervention/Instructional Specialists

2nd Nine Weeks Schedules

Gigi Rendon: **2- 5 : Reading Intervention Groups**				
Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
ILT 7:45 - 8:45	7:45 - 8:15 **Chio (R)**	**Data Dive: Prep/Support on non data dive days.**	7:45 - 8:15 **Chio (R)**	**MCL Literacy Coaching 8-9**
	8:15 - 8:45 **Solis (M)**		8:15 - 8:45 **Sayre (J)**	
9:45-10:15: **Rodriguez (O)**	8:50 - 9:15: **Sagredo (P)**		8:50 - 9:15: **Sagredo (P)**	9:45-10:15: **Pierson (O)**
10:20 - 10:45 **Cruz (P)**	**9:55 - 10:45 : Fifth Planning**		**9:45-10:15: Rodriguez (O)**	10:20 - 10:45 **Cruz (P)**
10:50 - 11:20 **Sayre (J)**	10:50 - 11:20 **Solis (K)**		10:20 - 10:50 : **Pierson (O)**	10:50 - 11:20 **Solis (M)**
11:20 - 12:00 Prep	**11:20 - 12:00 Prep**	**11:30 - 12:00 Lunch**	**Writing Planning 4th Grade 10:50 - 11:40**	**11:20 - 12:00 Prep**
Lunch: 12:00 - 12:30	**Lunch: 12:00 - 12:30**	**12:00 - 1:00 : Data Dives Planning**	**11:40 - 12:00: Prep Lunch: 12:00 - 12:30**	**Lunch: 12:00 - 12:30**
12:40 - 1:15: **Garza (M)**	12:40 - 1:15: **Martinez (L)**	1:00 - 1:15: **Garza (M)**	12:40 - 1:15: **Martinez (L)**	12:40 - 1:15: **Garza (M)**
1:20 - 1:45 **Roel (O)**	**1:20 - 1:45: Planning**	1:20 - 1:45 **Roel (O)**	**1:20 - 1:45: Planning**	**1:20 - 2:20 : Prep with Stepahnie and Grizelda**
1:50 - 2:20: **Mendoza (L)**	1:50 - 2:20: **Thorp (S)**	1:50 - 2:20: **Mendoza (L)**	1:50 - 2:20: **Thorp (S)**	

Monday	Tuesday	Wednesday	Thursday
		8:45-9:00 **Thorp** **Cande Amiaya Yahsari Kaynum Emma** 9:00-9:15 **Emily Celia Valentine Marley**	8:45-9:00 **Thorp** **Cande Amiaya Yahsari Kaynum Emma** 9:00-9:15 **Emily Celia Valentine Marley**
9:20-9:40Gonzale(V) **994 8289 0168** **Heydi Jocelyn Anthony Ralph Cesar Adrian Joshua**			9:20-9:40Gonzale(V) **994 8289 0168** **Heydi Jocelyn Anthony Ralph Cesar Adrian Joshua**
9:45-10:05 **Pierson(V)** **864 1321 1681** **Eleina Mary Jolie Khloe Fernanda Homero**			9:45-10:05 **Pierson(V)** **864 1321 1681** **Eleina Mary Jolie Khloe Fernanda Homero**
10:15-10:30 **Martinez(V)** **671 442 1163** **Sofia Anthony Emily Jordan Julissa Kimberly**			10:15-10:30 **Martinez(V)** **671 442 1163** **Sofia Anthony Emily Jordan Julissa Kimberly**
10:30-10:50 **Rodriguez** **Enzo Madelyn Nelson Adriana Sophia**			10:30-10:50 **Rodriguez** **Enzo Madelyn Nelson Adriana Sophia**
10:50-11:05 **Garza(V)** **811 3759 0691** **Fabian Cristiana Kay Jasmine**			10:50-11:05 **Garza(V)** **811 3759 0691** **Fabian Cristiana Kay Jasmine**
Mendoza(V) **871 8221 1237** 12:40-12:50 **Alexa Sofia Max Emily Deissy** 12:50-1:00 **Gerardo Alex Maileen Bruno Lyla Iker**	**Mendoza(V)** **871 8221 1237** 12:40-12:50 **Alexa Sofia Max Emily Deissy** 12:50-1:00 **Gerardo Alex Maileen Bruno Lyla Iker**	**Newby(V)** **990 4595 0347** 12:50-1:00 **Jessica Grayso Genesis Madilyn Jesse**	**Newby(V** **990 4595 0347** 12:50-1:00 **Jessica Grayson Genesis Madilyn Jesse**
1:00-1:20 **Rodriguez** **Brandon Jennah AJ Nadia**	1:00-1:20 **Rodriguez** **Brandon Jennah AJ Nadia**	1:00-1:20 **Rodriguez** **Jason Jayden Serina Ramiro**	1:00-1:20 **Rodriguez** **Jason Jayden Serina Ramiiro**
1:20-1:40 **Sayre** **Amy Nicholas Jean Aaron**	1:20-1:40 **Sayre** **Amy Nicholas Jean Aaron**	1:20 - 1:40 **Solis** **Francisco Gael Dylan Nathaly Monserrath**	1:20 - 1:40 **Solis1** **Francisco Gael Dylan Nathaly Monserrath**
1:40-2:00 **Sayre** **Isabella Marissa Isabel Andres Zophia**	1:40-2:00 **Sayre** **Isabella Marissa Isabel Andres Zophia**	1:40 - 2:00 **Solis** **Samuel Jaelyn Didier Oscar Leonardo**	1:40 - 2:00 **Solis** **Samuel Jaelyn Didier Oscar Leonardo**

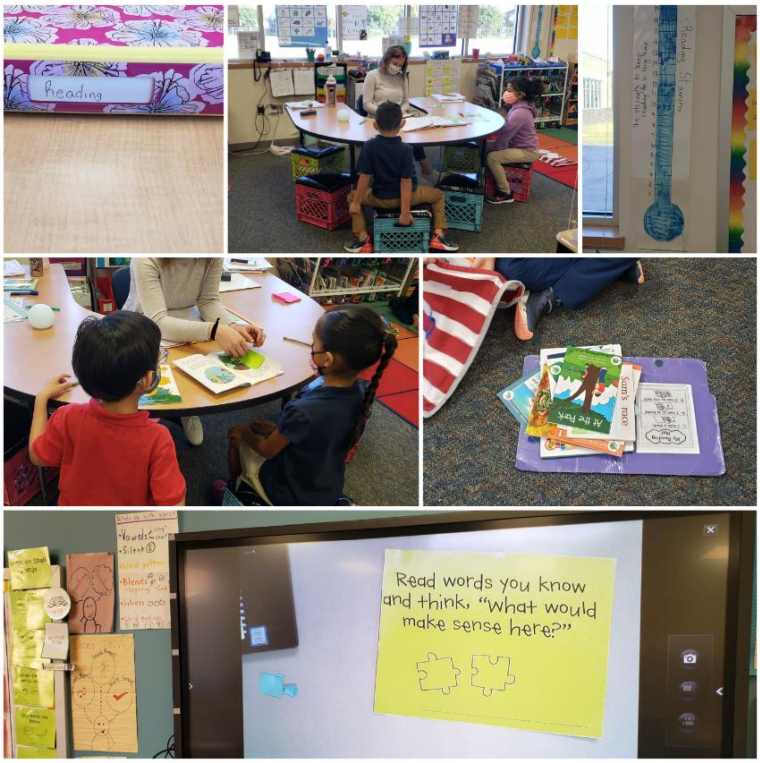
Ron Hill: Grades 1 and 2 Reading Intervention Groups **Second Nine Weeks**				
Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
ILT 7:45 - 8:45				**Zoom 7:45 – 9:00** **District**
	8:15 – 8:35 **1st Gp. 1 (D)** Oliver Hernandez - B Lexie Rodriguez - R	8:15 – 8:35 **1st Gp. 1 (D)** Oliver Hernandez - B Lexie Rodriguez - R	8:15 – 8:35 **1st Gp. 1 (D)** Oliver Hernandez - B Lexie Rodriguez - R	

	8:35 – 9:00 **1st Gp. 2 (B)** Benjamin Mejia – R Destiny Alvarado – B Ava Equillin - B	8:35 – 9:00 **1st Gp. 2 (B)** Benjamin Mejia – R Destiny Alvarado – B Ava Equillin - B	8:35 – 9:00 **1st Gp. 2 (B)** Benjamin Mejia – R Destiny Alvarado – B Ava Equillin - B	
9:15 – 9:45 **1st – Gp. 4 (B) V** Jennica Briones - G Arianna Corona - G Myri Drake - G Isabella Giron - G Aleena Lugo - G	9:15 – 9:45 **1st – Gp. 4 (B) V** Jennica Briones - G Arianna Corona - G Myri Drake - G Isabella Giron - G Aleena Lugo - G	9:15 – 9:45 **1st – Gp. 4 (B) V** Jennica Briones - G Arianna Corona - G Myri Drake - G Isabella Giron - G Aleena Lugo - G	9:15 – 9:45 **1st – Gp. 4 (B) V** Jennica Briones - G Arianna Corona - G Myri Drake - G Isabella Giron - G Aleena Lugo - G	9:15 – 9:45 **1st – Gp. 4 (B) V** Jennica Briones - G Arianna Corona - G Myri Drake - G Isabella Giron - G Aleena Lugo - G
10:10 – 10:40 **2nd Newby (I) V** Cesar Gomez Grayson Jenkins Aubryana Alaniz Gideon Chapa-Price Helena Garcia	10:10 – 10:40 **2nd Newby (I) V** Cesar Gomez Grayson Jenkins Aubryana Alaniz Gideon Chapa-Price Helena Garcia	10:10 – 10:40 **2nd Newby (I) V** Cesar Gomez Grayson Jenkins Aubryana Alaniz Gideon Chapa-Price Helena Garcia	10:10 – 10:40 **2nd Newby (I) V** Vicente Miranda Madilyn Nguyen	10:10 – 10:40 **2nd Newby (I) V** Vicente Miranda Madilyn Nguyen

10:45 – 11:20 **Prep Time**	10:45 – 11:20 **Prep Time**	10:45 – 11:20 **Prep Time**	10:45 – 11:25 **Prep Time**	10:45 – 11:25 **Prep Time**
11:25 – 11:50 **1st – Gp. 3 (B)** Zachary Nava – B Camila Zarpate - B	11:25 – 11:50 **1st – Gp. 3 (B)** Zachary Nava – B Camila Zarpate - B	11:25 – 11:50 **1st – Gp. 3 (B)** Zachary Nava – B Camila Zarpate - B	11:35 – 12:00 **2nd – F2F (E)** Juan Rosas - F Julian Alfaro - M	11:35 – 12:00 **2nd – F2F (E)** Juan Rosas - F Julian Alfaro - R
Lunch: 12:00 – 12:30	Lunch 12:00 – 12:30	Lunch 12:00- 12:30	Lunch: 12:00 – 12:15	Lunch: 12:00 – 12:15
1:15 – 1:45 **2nd Morales (I)** Ariel Bernabe Audrey Bernabe Moises Nava Silva	1:15 – 1:45 **2nd Morales (I)** Ariel Bernabe Audrey Bernabe Moises Nava Silva	1:15 – 1:45 **2nd Morales (I)** Ariel Bernabe Audrey Bernabe Moises Nava Silva	**K Reading & Writing Planning** **12:15 – 1:05**	**K Math Planning** **12:15 – 1:05**

2:00 – 2:20 **1st – Gp. 5 (B)** Robert Mireles – R Jesse Puente – R Samuel Vazquez - R Vincent Ortiz - R	2:00 – 2:20 **1st – Gp. 5 (B)** Robert Mireles – R Jesse Puente – R Samuel Vazquez - R Vincent Ortiz - R	2:00 – 2:20 **1st – Gp. 5 (B)** Robert Mireles – R Jesse Puente – R Samuel Vazquez - R Vincent Ortiz - R	**1st Reading & Writing Planning** **1:10 – 2:00**	2:00 – 2:20 **1st – Gp. 5 (B)** Robert Mireles – R Jesse Puente – R Samuel Vazquez - R Vincent Ortiz - R

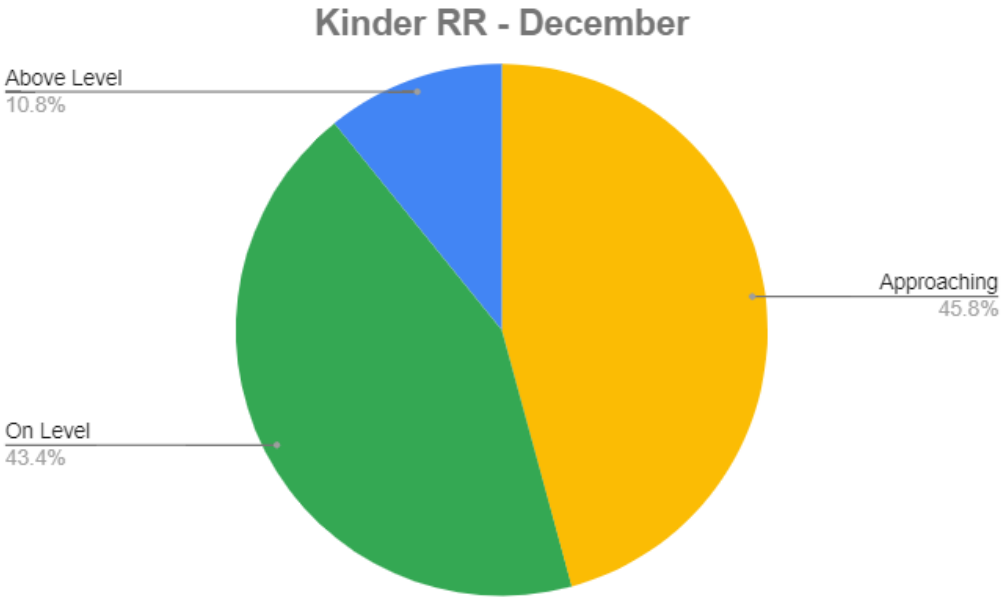
November 2020 – small group instruction (1st grade)



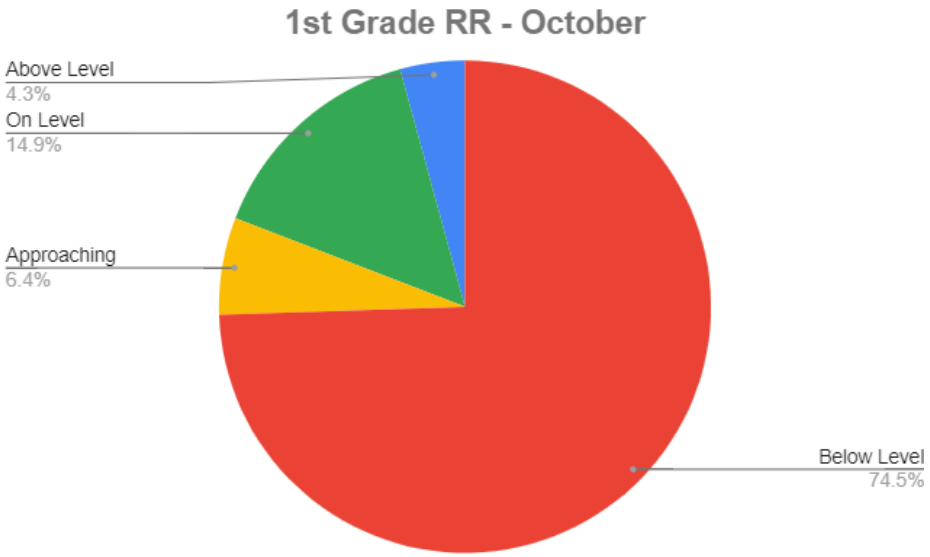
EWE RR Data Sept-Dec

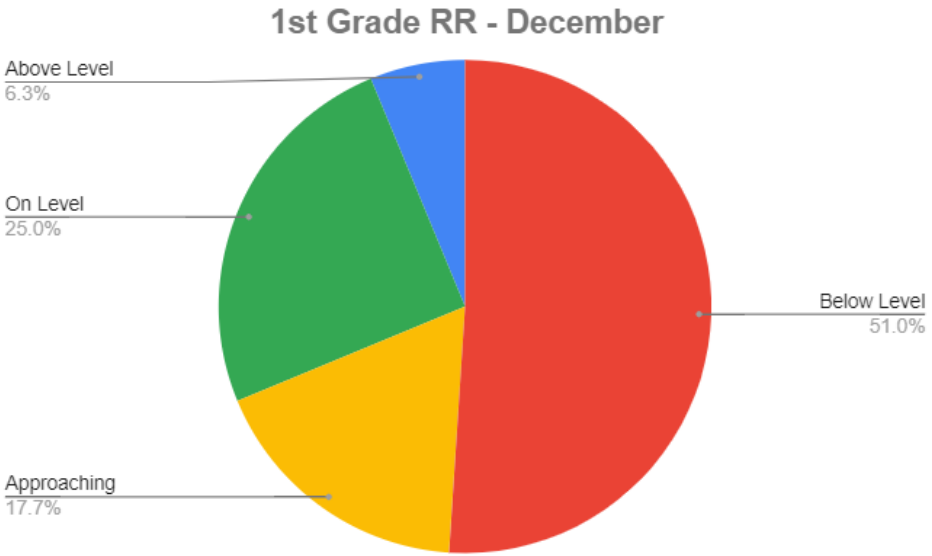
12/11/2020

Kinder Grade

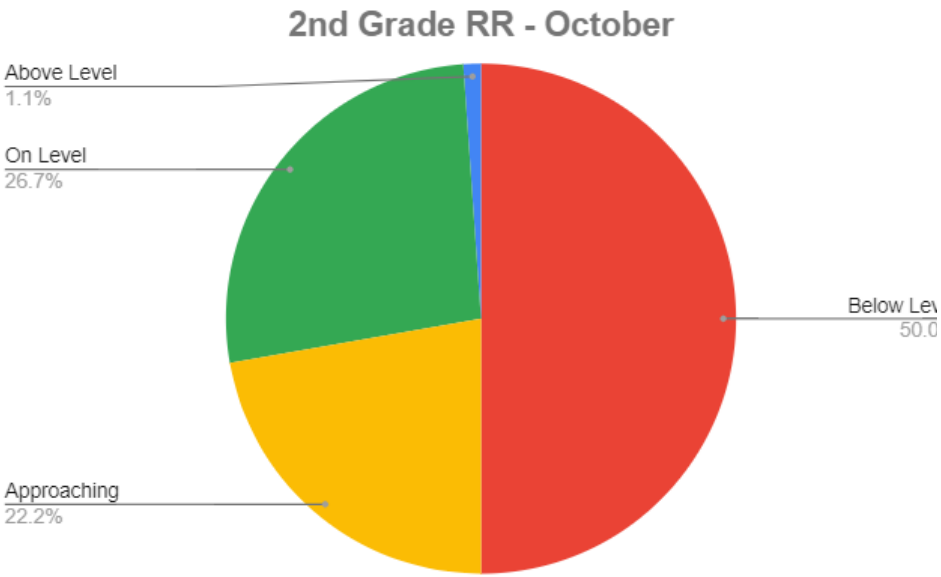


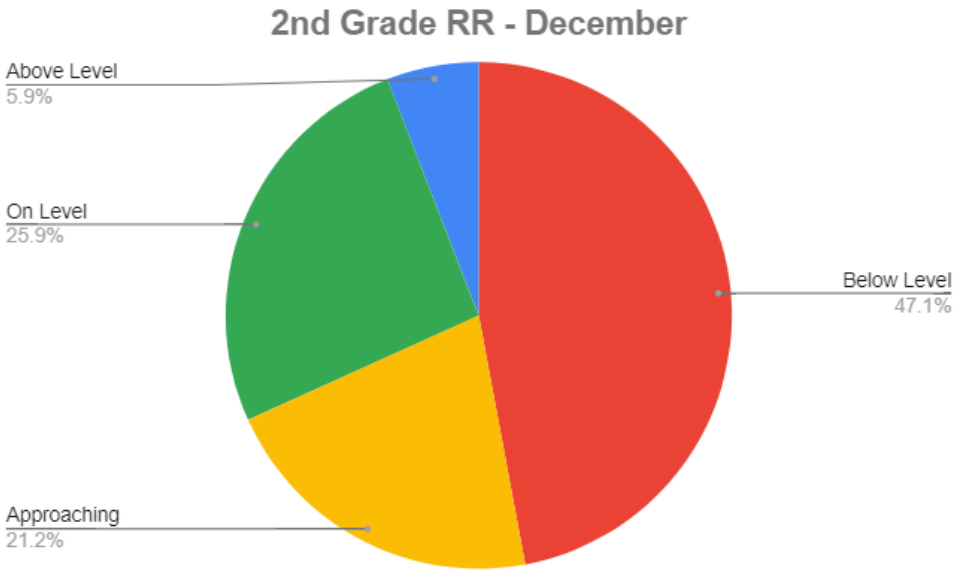
1st Grade


1st Grade RR - October
Above Level
4.3%
On Level
14.9%
Approaching
6.4%
Below Level
74.5%

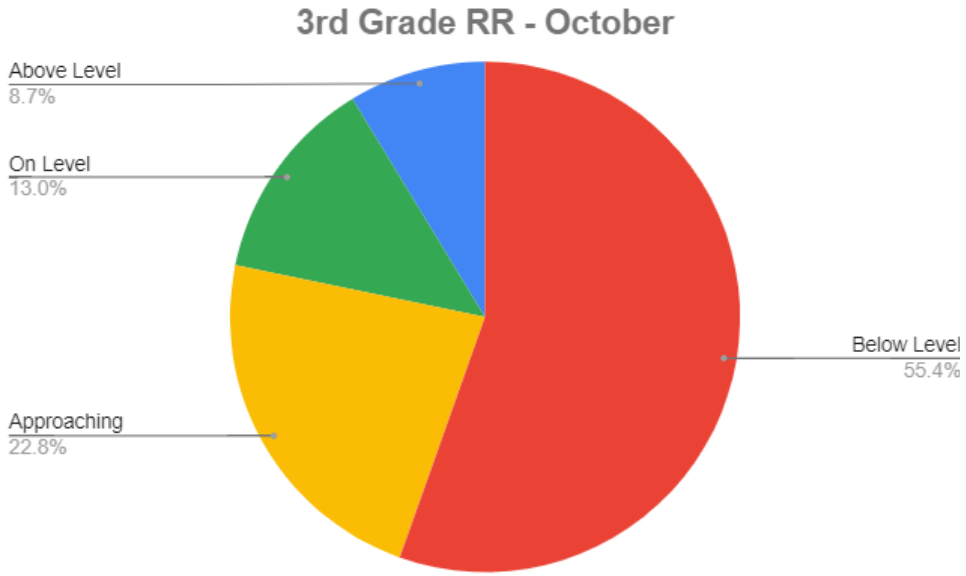

1st Grade RR - December
Above Level
6.3%
On Level
25.0%
Below Level
51.0%
Approaching
17.7%

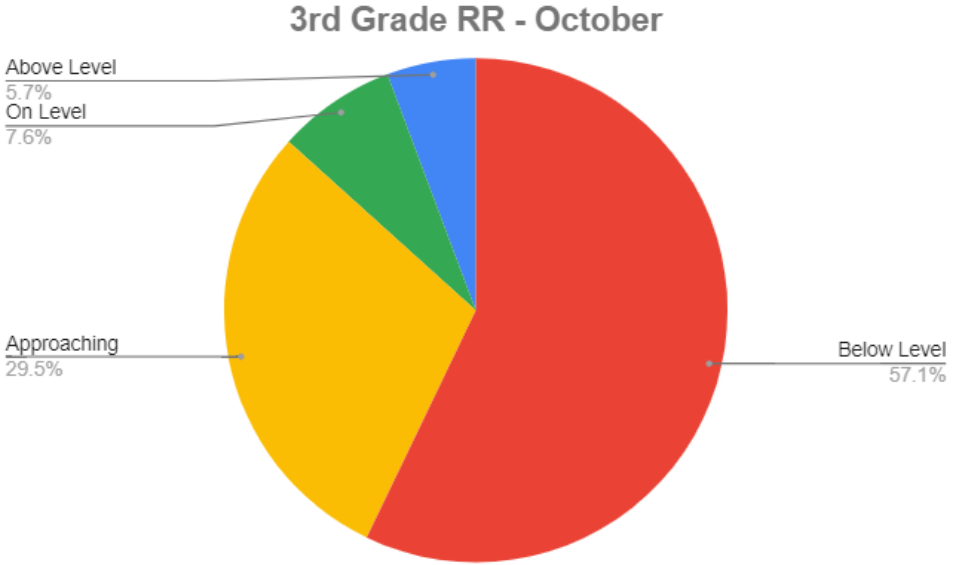
2nd Grade


2nd Grade RR - October
Above Level
1.1%
On Level
26.7%
Below Lev
50.0
Approaching
22.2%

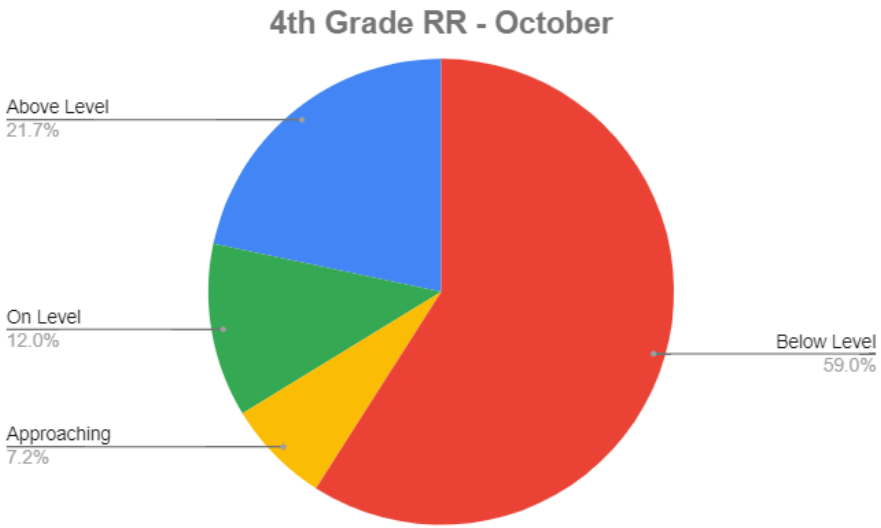

2nd Grade RR - December
Above Level
5.9%
On Level
25.9%
Below Level
47.1%
Approaching
21.2%

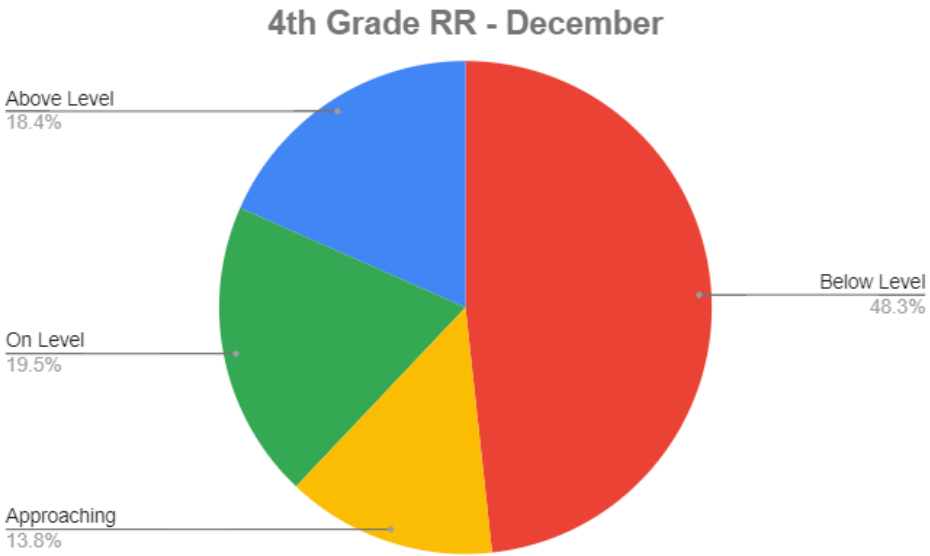
3rd Grade


3rd Grade RR - October
Above Level
8.7%
On Level
13.0%
Approaching
22.8%
Below Level
55.4%

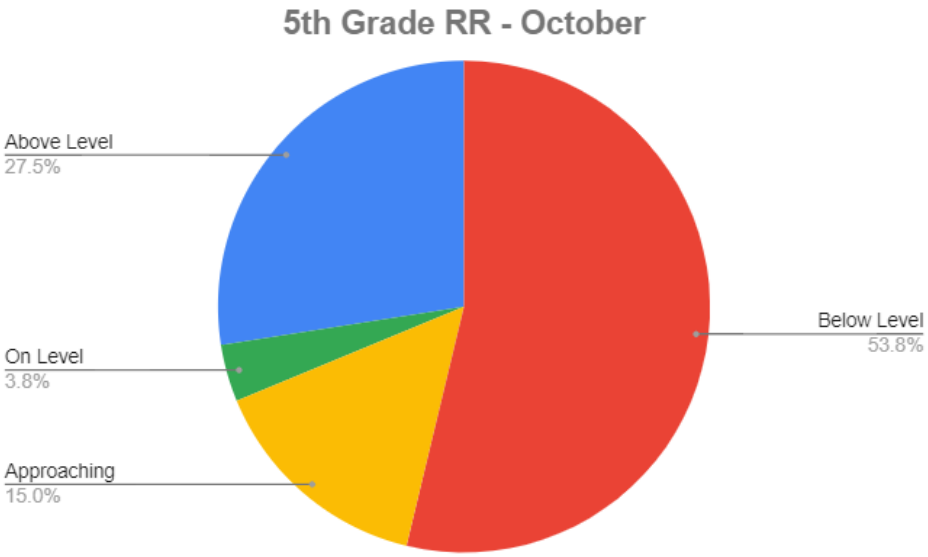

3rd Grade RR - October
Above Level
5.7%
On Level
7.6%
Approaching
29.5%
Below Level
57.1%

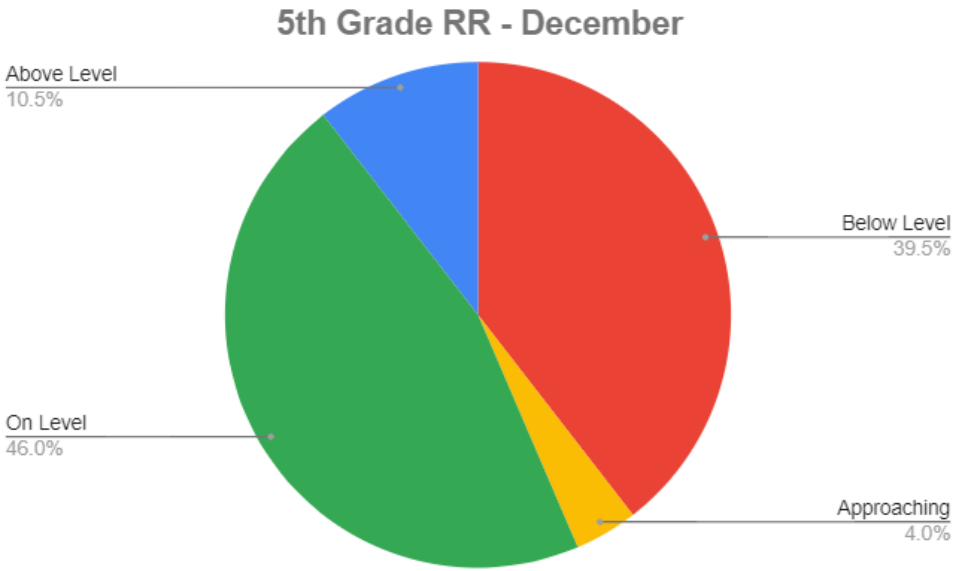
4th Grade


4th Grade RR - October
Above Level
21.7%
On Level
12.0%
Approaching
7.2%
Below Level
59.0%


4th Grade RR - December
Above Level
18.4%
On Level
19.5%
Approaching
13.8%
Below Level
48.3%

5th Grade


5th Grade RR - October
Above Level
27.5%
On Level
3.8%
Approaching
15.0%
Below Level
53.8%


5th Grade RR - December
Above Level
10.5%
Below Level
39.5%
On Level
46.0%
Approaching
4.0%