

Spring Branch Independent School District

Edgewood Elementary School

2020-2021 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 carácter 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.

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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 schoolyear. Our Economically disadvantage percent is now 92% based on free and reduce lunch applications. The student campus population as shown 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 the 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.

Student Learning

Student Learning Summary

Due to COVID19 we did receive year end data. We did not take End of Year MAP, running records or any state assessment.

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%

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.

Our end of year Panorama Student Survey results saw growth in all areas. The highest areas of growth were in the areas of School Safety from 47% to 62%; School Climate from 64% to 76%; and School Rigorous Expectations from 74% to 86%. Our overall Measures of Success increased 11 points from 66% to 77%.

Student Learning Strengths

Due to COVID19 we do not have data to update from the 2019-2020. We will retain our accountability rating from 2018-2019.

We were able to remain as a meets standard school and saw increases in MAP (Measures of Academic Progress) data. During the 2018-2019 school year, MAP was given three times. We saw an increase in both math and reading performance compared to the 2017 data. Math increased from 47% to 60% of students meeting their growth targets. Reading increased from 38% to 51% of students meeting their growth targets. All of our math MAP results were above 50% meeting growth targets. Fifth grade had the highest growth from 37% to 61% (24 points growth). Fourth grade also had significant growth from 47% to 64% (17 points growth). Kindergarten had a 14 point growth over last year. In reading, fifth grade also had the highest growth from 38% to 56% (18 points growth). Fourth grade had a growth of 17 points over last year in reading.

An area of strenght was also reflected in Domain 2 of STAAR results. Domain 2 is the growth measure. We rose significantly in that measure. It gave us an overall A-F rating from a D in 2018 to a B in 2019.

School Processes & Programs

School Processes & Programs Summary

We will have one year 0 teacher join our Edgewood team this academic school year. We will have 7 staff members join EWE during the 2020-2021 school year. We have a campus induction coach. They meets with mentors and shares information on how to best support new teachers. A blended professional development model is provided to all teachers at EWE. Blended in terms of campus provided through coaching, feedback as well as sessions led by teachers to teachers. Additionally, consultants are hired to support literacy, math and ELLs. Greatest organizational strenght is collaboration amongst grade levels. Teachers at EWE are incredibly supportive of each other and care about the success of our students throughout their educational time at EWE.

SBISD adopted a new language arts textbook last year and we will continue to learn and implement this year. Our teachers have attended summer reading trainings virtually. We are working with all of the team leaders and administrative team members to draft out plans for the 2020-21 school year. They are integral in developing the professional development plan and master schedule. Teachers have attended a variety of virtual training sessions this summer.

Perceptions

Perceptions Summary

Here at Edgewood the staff created their why during the 2018 school year. We are committed 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.

We invest time and resources in growing all staff and students. Our Instructional Specialists will be focused on math/science; language arts and primary grade levels. Our school counselor will support our community circles, build capacity in the classrooms, support students in difficult situations, and coach teachers to build up their skills with classroom management and establishing safe classrooms. We utilize CHAMPS as our school-wide approach to classroom management. We partner up with parents. Our parents are invited to a monthly evening Family Night, PTA events, parent-child field trips (once in the fall and once in the spring), school events, parenting classes, ESL classes, nutrition classes, etc.

We value the input of our staff, students and parents. Panorama is one method to receive feedback. We also ask for feedback through school surveys, survey monkey, and anonymous areas in which staff can drop a note.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Targeted support Identification data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) 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 diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group

- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- At-Risk population, including performance, discipline, attendance, and mobility
- 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 department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications 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 2021, Edgewood Elementary School will increase student performance on STAAR Grades 3-5 exams in reading and math by at least 2 points at each performance level (approaches, meets, masters).

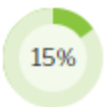
2019-20: Not Rated due to COVID



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)






Evaluation Data Sources: STAAR 3-8 Reports

Summative Evaluation: None

	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 1: If and when it is safe to have field experiences, students will have opportunities to attend 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 be chosen to provide the enrichment opportunity for students and connect the classroom learning with real-life experience.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Specials Teachers Librarian Interventionists Teachers Counselor Administrators SEL Specialist</p> <p>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 - Targeted Support Strategy</p> <p>Funding Sources: Subs to attend student activities - 199 PIC 11 - Instructional Services - 11.6112 - \$2,565, Buses - 211 - Title I, Part A - 11.6494.30 - \$4,000</p>				

<p>Strategy 2: Teachers will refine their practice around their small group lessons and conferring with students as they use it to implement personalized literacy through adoption of Teachers College Reading and Writing Program. 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.</p> <p>Strategy's Expected Result/Impact: During the 2020-2021 school year, 80% of the teachers become proficient implementing small group instruction and conferring with students. We will coach teachers using our LIS and campus staff to show evidence in planning small group and conferring with students. This will allow teachers will continue to build capacity with the implementation of the literacy adoption to provide personalized literacy instruction.</p> <p>Staff Responsible for Monitoring: Teachers Interventionists Administrators</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 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 - Targeted Support Strategy</p> <p>Funding Sources: Substitutes/general supplies/trainings - 199 PIC 30 - At Risk School Wide SCE - 6399, 6112, 6411 - \$4,000, Substitutes/general supplies/trainings - 199 PIC 99 - Undistributed - 6399, 6112, 6411 - \$3,000, Substitutes/general supplies/trainings/resources/PD - 199 PIC 11 - Instructional Services - 6399, 6112, 6411, - \$8,000, Professional books for instructional resource strategies - 211 - Title I, Part A (FBG20 Carryover) - 6329 - \$4,000, Guided Reading books and read alouds - 211 - Title I, Part A (FBG20 Carryover) - 6329 - \$12,000, Substitutes/general supplies/trainings - 211 - Title I, Part A (FBG20 Carryover) - 6399, 6112, 6411, 6499 - \$10,000, Supplies - 211 - Title I, Part A (FBG20 Carryover) - 6399 - \$15,046</p>	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
<p>Strategy 3: Teachers and interventionists will provide tutorials after school, virtually, 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.</p> <p>Strategy's Expected Result/Impact: Increase student performance as reflected on MAP, All in Learning and Data Cards.</p> <p>Staff Responsible for Monitoring: Teachers Interventionists Administrators</p> <p>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</p> <p>Funding Sources: Extra duty pay, transportation, resources for tutorials and interventions - 211 - Title I, Part A - 6116, 6399, 6121, 6494, 6125 - \$20,003, Extra duty pay, resources for tutorials and interventions - 199 PIC 11 - Instructional Services - 6112, 6399, 6494 - \$3,000</p>	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June

Strategy 4: Bilingual consultant and district specialists 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 small group lesson plans differentiated to provide the language support for students. This will also be evident in the increased number of students in both Spanish and English independent reading in the bilingual classrooms. Staff Responsible for Monitoring: Administrators Title I Schoolwide Elements: 2.5, 2.6 - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum Funding Sources: Online Reading - 211 - Title I, Part A (FBG20 Carryover) - 6397 - \$6,000, Document cameras and scanners - 211 - Title I, Part A - 6398 - \$4,000, Instructional read aloud books and literacy resources - 211 - Title I, Part A - 6329 - \$6,000	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
Strategy 5: Students will learn how to track their own MAP and other data points to share with parents during parent conferences in order to build students' ability to advocate for their own academic needs. Strategy's Expected Result/Impact: Increase in student-led parent conferences to set their goals and track their own performance. Staff Responsible for Monitoring: Students Teachers 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 Funding Sources: Supplies - 211 - Title I, Part A - 6399 - \$1,500	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
Strategy 6: Parent meetings will be held to discuss MAP goals in order to encourage parents to be advocates of students' academic needs. Parents will also contribute to the parental engagement policy as we discuss student growth. Strategy's Expected Result/Impact: Increase parent awareness of MAP and student goals. Staff Responsible for Monitoring: Teachers Interventionists Librarian Administrators CIS staff School Counselor	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June

Strategy 7: Interventionists will work with teachers to plan, model, coach, and pull small group instruction for students. Interventionists, Instructional Leaders, and Teachers will receive extra duty pay for training colleagues on instructional resources available to them. Paraprofessional will work with small groups of students. Strategy's Expected Result/Impact: To increase capacity with coaching, model and professional development. 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 - 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 - \$2,000, Interventionists and Paraprofessional - 211 - Title I, Part A - 6119, 6129 - \$165,000	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
	 10%			
<div> <div>  0% No Progress </div> <div>  100% Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				

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

Performance Objective 2: GAP-CLOSING: By June 2021, Edgewood Elementary School will increase overall performance on STAAR Grades 3-5 exams to narrow the gap or improve performance above the target by at least 2 percentage points for English Learners.


2019-20: Not Rated due to COVID


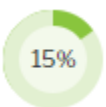




2018-19: English Learners 66%; non-English Learners 67%

2017-18: English Learners 68%; non-English Learners 67%

Evaluation Data Sources: State Accountability Reports

Summative Evaluation: None

	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>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.</p> <p>Strategy's Expected Result/Impact: Increase the percent of students meeting standards on STAAR and increase their performance level.</p> <p>Staff Responsible for Monitoring: Special Ed Teachers General Ed Teachers Interventionists Diagnostician CIS Counselor Administrators</p> <p>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</p> <p>Funding Sources: Supplies and resources - 211 - Title I, Part A - 6399 - \$2,000</p>				

<p>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.</p> <p>Strategy's Expected Result/Impact: Increase the percent of students meeting standards on STAAR and increase their performance level.</p> <p>Staff Responsible for Monitoring: Special Ed Teachers General Ed Teachers Interventionists Diagnostician CIS Counselor Administrators</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p>Funding Sources: Substitutes, resources, supplies - 199 PIC 25 - ESL/Bilingual - \$2,000, Resources, webinars, trainings - 199 PIC 23 - Special Education - 6399, 6329, 6499, 6239 - \$1,500</p>	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
<p>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.</p> <p>Strategy's Expected Result/Impact: Increase in academic achievement.</p> <p>Staff Responsible for Monitoring: Interventionists Special Education teachers, General Education teachers Administrators Counselor</p> <p>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</p> <p>Funding Sources: Supplies - 199 PIC 23 - Special Education - 6399 - \$1,000, Supplies - 211 - Title I, Part A (FBG20 Carryover) - 6399 - \$12,308, Supplies, instructional resources - 199 PIC 25 - ESL/Bilingual - 6399, 6329 - \$3,820, Supplies - 199 PIC 30 - At Risk School Wide SCE - 6399, 6329 - \$1,000</p>	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 3: STUDENT GROWTH: By June 2021, 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 2 points, Math (K-5) increase by 2 points.



2019-20: Not Rated due to COVID



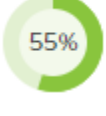
2018-19: Reading - 48% met CGI; Math - 60 % met CGI


2017-18: Reading - 38% met CGI; Math - 47 % met CGI





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

Summative Evaluation: None

<p>Strategy 1: Teachers will meet in a PLC environment with the support of the instructional specialists (interventionists) to discuss current data results using MAP, MAP Skills, Data Cards, Data talks, running records and discuss upcoming standards, instructional strategies and create a plan to help students show progress on their assessments.</p> <p>Strategy's Expected Result/Impact: Increase percent of students showing growth on MAP and running records from BOY to EOY.</p> <p>Staff Responsible for Monitoring: Intervention Specialists Teachers Administrators</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: Resources and supplies, substitutes, misc. contracted services, trainings - 211 - Title I, Part A - 6399, 6411, 6499, 6329, 6239, 6112 - \$27,000, Supplies - 199 PIC 32 - Pre-Kindergarten - 6399 - \$500</p>	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
<p>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.</p> <p>Strategy's Expected Result/Impact: Increase percent of growth goal from BOY to MOY on MAP and running records.</p> <p>Staff Responsible for Monitoring: Teachers Interventionists Administrators</p> <p>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</p> <p>Funding Sources: Resources and supplies - 211 - Title I, Part A - 6399 - \$4,000</p>	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June

<p>Strategy 3: We will purchase 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.</p> <p>Strategy's Expected Result/Impact: Increase teacher capacity around resources and instructional strategies. Provide students with additional standard-based instructional resources.</p> <p>Staff Responsible for Monitoring: Interventionists Administrators</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: Reading materials for staff, webinars and instructional resources - 199 PIC 11 - Instructional Services - 6499, 6329, 6399 - \$6,000, Reading materials for staff, webinars, instructional resources. - 211 - Title I, Part A - 6499, 6329, 6399 - \$12,000</p>	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
<p>Strategy 4: Purchase additional opportunities for personalized learning through the use of chrome books, technology applications and programs, data clickers, All in Learning, 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.</p> <p>Strategy's Expected Result/Impact: Increase student access to technology and use of variety of personalized platforms.</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>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</p> <p>Funding Sources: Instructional resources, supplies, technology, software applications, substitutes, webinars - 211 - Title I, Part A - 6112, 6399, 6499 - \$4,000, Instructional resources, supplies, technology, software applications, substitutes, webinars - 199 PIC 11 - Instructional Services - 6112, 6399, 6499 - \$4,000</p>	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
<p>Strategy 5: Teachers will use instructional resources dry erase boards, scantrons, machines (clickers) for assessments, assessment workbooks, online instructional resources, hands-on manipulatives, personalized book bags, exit tickets, itslearning, and other resources to help personalize learning for all students.</p> <p>Strategy's Expected Result/Impact: Increase student performance based on MAP, reading levels, checkpoints and data cards.</p> <p>Staff Responsible for Monitoring: Teachers Interventionists Administrators Counselor</p> <p>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</p> <p>Funding Sources: Instructional resources, supplies, software resource - 211 - Title I, Part A - 6398, 6399 - \$3,500, Instructional resources, supplies, software resources - 199 PIC 11 - Instructional Services - 6399, 6398 - \$6,000</p>	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June

<p>Strategy 6: Teachers will set goals with students several times a year. Teachers will be able to use a variety of instructional resources such as: ItsLearning, small group instruction, peer support, tutorial and differentiated projects to meet the varied learning styles in their classrooms and prototype flexible groupings to support personalized math and personalized literacy.</p> <p>Strategy's Expected Result/Impact: Interventionists Paraprofessionals Teachers Administrators SEL Specialist</p> <p>Staff Responsible for Monitoring: Increase student performance by personalizing their learning opportunities and sharing resources.</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: Supplies, resources - 199 PIC 30 - At Risk School Wide SCE - 6399 - \$3,000, Supplies, resources - 199 PIC 11 - Instructional Services - 6399 - \$3,000, Supplies, resources - 199 PIC 25 - ESL/Bilingual - 6399 - \$2,000</p>	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June

 No Progress	 Accomplished	 Continue/Modify	 Discontinue
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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 2021, the % of Edgewood Elementary School students who feel connected as both individuals and learners will increase by at least 3 points.


2019-20: Not Rated due to COVID



2018-19: 62% School Safety







2017-18: 47% School Safety

Evaluation Data Sources: Panorama Student Survey

Summative Evaluation: None

	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 1: Teachers will continue to refine the implementation of CHAMPS systems and procedures for transitions and activities. Systems of Care will support teachers through the 3rd year implementation process. 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.</p> <p>Strategy's Expected Result/Impact: To increase on task behavior and build positive classroom and school-wide relationships between students and adults.</p> <p>Staff Responsible for Monitoring: Counselor CIS staff SOC Teachers Interventionists Administrators</p> <p>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</p> <p>Funding Sources: Supplies, webinars, reading materials, trainings, substitutes - 211 - Title I, Part A - 6494, 6112, 6116, 6239, 6329, 6499 - \$8,500, Supplies and resources - 199 PIC 30 - At Risk School Wide SCE - 6399 - \$1,200, Supplies, webinars, reading materials, trainings, substitutes - 199 PIC 11 - Instructional Services - 6494, 6112, 6116, 6239, 6329, 6499 - \$2,000</p>				

<p>Strategy 2: Counselor will lead teachers through CHAMPS, Panorama activities, 7 Mindsets strategies, 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.</p> <p>Strategy's Expected Result/Impact: Decrease in negative student to student interactions. Increase in students using strategies to resolve difficult situations.</p> <p>Staff Responsible for Monitoring: Counselor CIS staff DePelchin Services CYS Teachers Administrators</p> <p>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</p> <p>Funding Sources: Extra duty pay, resources, supplies, transportation, fees - 211 - Title I, Part A - 6399, 6116, 6112, 6121,6494 - \$2,000, Extra duty pay, resources, supplies, transportation, fees - 199 PIC 99 - Undistributed - 6399, 6116, 6112, 6121,6494 - \$2,000</p>	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
<p>Strategy 3: Counselor and CIS staff will lead parent sessions to share our CHAMPS expectations and other parent sessions. SEL focus with parent sessions. 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.</p> <p>Strategy's Expected Result/Impact: Increase parental engagement. Increase school/home communication.</p> <p>Staff Responsible for Monitoring: Counselor CIS staff Administrators</p> <p>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</p> <p>Funding Sources: Extra duty pay, supplies, webinars - 199 PIC 99 - Undistributed - 6399, 6116, 6112, 6121,6494 - \$1,775, Supplies - 199 PIC 30 - At Risk School Wide SCE - 6399 - \$1,000, Extra duty pay, supplies, webinars, reading materials, - 211 - Title I, Part A - 6329, 6399, 6116, 6112, 6121, 6499 - \$3,662</p>	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June

Strategy 4: We will use home communication folders, an electronic form of parent communication to increase consistent weekly communication with parents. 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: Supplies - 199 PIC 11 - Instructional Services - 6399 - \$1,000, Stamps, mailing envelopes, and other supplies for communication - 211 - Title I, Part A - 6399 - \$3,000	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
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 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	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				






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

Summative Evaluation: None







	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Counselor will lead teachers through CHAMPS, Panorama activities, 7 Mindsets strategies, 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. Strategy's Expected Result/Impact: Increase in on-task behavior. 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	 20%			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

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

Evaluation Data Sources: Campus Safety Committee roster

Summative Evaluation: None









Strategy 1: CAMPUS SAFETY COMMITTEE: Establish Campus Safety Committees composed of a cross section of stakeholders to look at matters related to campus safety. Strategy's Expected Result/Impact: 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	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2: HARRIS COUNTY DEPARTMENT OF EDUCATION: Participate in the Harris County Department of Education (HCDE) campus safety audit. Strategy's Expected Result/Impact: Campus will develop action plans to address any deficiencies as a result of safety audits. Staff Responsible for Monitoring: Administrators Safety Committee	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

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

Evaluation Data Sources: Campus Emergency Operation Procedures Documents

Summative Evaluation: None








Strategy 1: EMERGENCY OPERATIONS PROCEDURES: Campus EOP will align to the best practices from the Texas School Safety Center and the Standard Operating Procedures, such as the "I Love You Guys" Foundation. Strategy's Expected Result/Impact: Campus EOP is turned in and filed by September 1st. Staff Responsible for Monitoring: Administrators	Reviews			
	Formative			Summative
	Nov 	Jan 	Mar 	June
Strategy 2: EMERGENCY OPERATIONS PROCEDURES: Update campus EOP annually and train staff at the start of each school year. Strategy's Expected Result/Impact: Campus procedures maintained in campus EOPs. Staff training documents maintained. EOP submitted by September 1st. Staff Responsible for Monitoring: Administrators Safety Committee	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: FISCAL RESPONSIBILITY. 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)

Summative Evaluation: None

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	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
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	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
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	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Campus Funding Summary

199 PIC 11 - Instructional Services					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Subs to attend student activities	11.6112	\$2,565.00
1	1	2	Substitutes/general supplies/trainings/resources/PD	6399, 6112, 6411,	\$8,000.00
1	1	3	Extra duty pay, resources for tutorials and interventions	6112, 6399, 6494	\$3,000.00
1	3	3	Reading materials for staff, webinars and instructional resources	6499, 6329, 6399	\$6,000.00
1	3	4	Instructional resources, supplies, technology, software applications, substitutes, webinars	6112, 6399,6499	\$4,000.00
1	3	5	Instructional resources, supplies, software resources	6399, 6398	\$6,000.00
1	3	6	Supplies, resources	6399	\$3,000.00
2	1	1	Supplies, webinars, reading materials, trainings, substitutes	6494, 6112, 6116, 6239, 6329, 6499	\$2,000.00
2	1	4	Supplies	6399	\$1,000.00
Sub-Total					\$35,565.00
Budgeted Fund Source Amount					\$35,565.00
+/- Difference					\$0.00
199 PIC 23 - Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2	Resources, webinars, trainings	6399, 6329, 6499, 6239	\$1,500.00
1	2	3	Supplies	6399	\$1,000.00
Sub-Total					\$2,500.00
Budgeted Fund Source Amount					\$2,500.00
+/- Difference					\$0.00
199 PIC 25 - ESL/Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2	Substitutes, resources, supplies		\$2,000.00
1	2	3	Supplies, instructional resources	6399, 6329	\$3,820.00
1	3	6	Supplies, resources	6399	\$2,000.00
Sub-Total					\$7,820.00

199 PIC 25 - ESL/Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Budgeted Fund Source Amount					\$7,820.00
+/- Difference					\$0.00
199 PIC 30 - At Risk School Wide SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Substitutes/general supplies/trainings	6399, 6112, 6411	\$4,000.00
1	1	7	Resources	6399	\$2,000.00
1	2	3	Supplies	6399, 6329	\$1,000.00
1	3	6	Supplies, resources	6399	\$3,000.00
2	1	1	Supplies and resources	6399	\$1,200.00
2	1	3	Supplies	6399	\$1,000.00
Sub-Total					\$12,200.00
Budgeted Fund Source Amount					\$12,200.00
+/- Difference					\$0.00
199 PIC 32 - Pre-Kindergarten					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	Supplies	6399	\$500.00
Sub-Total					\$500.00
Budgeted Fund Source Amount					\$500.00
+/- Difference					\$0.00
199 PIC 99 - Undistributed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Substitutes/general supplies/trainings	6399, 6112, 6411	\$3,000.00
2	1	2	Extra duty pay, resources, supplies, transportation, fees	6399, 6116, 6112, 6121,6494	\$2,000.00
2	1	3	Extra duty pay, supplies, webinars	6399, 6116, 6112, 6121,6494	\$1,775.00
Sub-Total					\$6,775.00
Budgeted Fund Source Amount					\$6,775.00
+/- Difference					\$0.00

211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Buses	11.6494.30	\$4,000.00
1	1	3	Extra duty pay, transportation, resources for tutorials and interventions	6116, 6399, 6121, 6494, 6125	\$20,003.00
1	1	4	Document cameras and scanners	6398	\$4,000.00
1	1	4	Instructional read aloud books and literacy resources	6329	\$6,000.00
1	1	5	Supplies	6399	\$1,500.00
1	1	7	Interventionists and Paraprofessional	6119, 6129	\$165,000.00
1	2	1	Supplies and resources	6399	\$2,000.00
1	3	1	Resources and supplies, substitutes, misc. contracted services, trainings	6399, 6411, 6499, 6329, 6239, 6112	\$27,000.00
1	3	2	Resources and supplies	6399	\$4,000.00
1	3	3	Reading materials for staff, webinars, instructional resources.	6499, 6329, 6399	\$12,000.00
1	3	4	Instructional resources, supplies, technology, software applications, substitutes, webinars	6112, 6399, 6499	\$4,000.00
1	3	5	Instructional resources, supplies, software resource	6398, 6399	\$3,500.00
2	1	1	Supplies, webinars, reading materials, trainings, substitutes	6494, 6112, 6116, 6239, 6329, 6499	\$8,500.00
2	1	2	Extra duty pay, resources, supplies, transportation, fees	6399, 6116, 6112, 6121, 6494	\$2,000.00
2	1	3	Extra duty pay, supplies, webinars, reading materials,	6329, 6399, 6116, 6112, 6121, 6499	\$3,662.00
2	1	4	Stamps, mailing envelopes, and other supplies for communication	6399	\$3,000.00
Sub-Total					\$270,165.00
Budgeted Fund Source Amount					\$270,165.00
+/- Difference					\$0.00
211 - Title I, Part A (FBG20 Carryover)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Professional books for instructional resource strategies	6329	\$4,000.00
1	1	2	Guided Reading books and read alouds	6329	\$12,000.00
1	1	2	Substitutes/general supplies/trainings	6399, 6112, 6411, 6499	\$10,000.00
1	1	2	Supplies	6399	\$15,046.00
1	1	4	Online Reading	6397	\$6,000.00
1	2	3	Supplies	6399	\$12,308.00
Sub-Total					\$59,354.00

211 - Title I, Part A (FBG20 Carryover)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Budgeted Fund Source Amount					\$59,354.00
+/- Difference					\$0.00
276 Instructional Continuity Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$6,649.00
+/- Difference					\$6,649.00
Grand Total					\$394,879.00

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 😊

Linda Jannesari	Math		
	MAP BOY	MAP MOY	MAP EOY
SSC LEP GT SPED 504			
Common Assessments/PSAs			

Linda Jannesari	Reading		
	MAP BOY	MAP MOY	MAP EOY
SSC LEP GT SPED 504	Reading Level	Reading Level	Reading Level
	M		
Common Assessment/PSAs			

Instructions for Data Cards (MAP)

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

131-140	141-150	
J.A. Felton (130) J.A. Felton (130) J.A. Felton (130) J.A. Felton (130)	J.A. Felton (130) J.A. Felton (130) J.A. Felton (130) J.A. Felton (130) J.A. Felton (130) J.A. Felton (130) J.A. Felton (130) J.A. Felton (130)	J.A. Felton (130) J.A. Felton (130) J.A. Felton (130) J.A. Felton (130) J.A. Felton (130) J.A. Felton (130) J.A. Felton (130) J.A. Felton (130)
J.A. Felton (130) J.A. Felton (130) J.A. Felton (130) J.A. Felton (130)	J.A. Felton (130) J.A. Felton (130) J.A. Felton (130) J.A. Felton (130) J.A. Felton (130) J.A. Felton (130) J.A. Felton (130) J.A. Felton (130)	J.A. Felton (130) J.A. Felton (130) J.A. Felton (130) J.A. Felton (130) J.A. Felton (130) J.A. Felton (130) J.A. Felton (130) J.A. Felton (130)
J.A. Felton (130) J.A. Felton (130) J.A. Felton (130) J.A. Felton (130)	J.A. Felton (130) J.A. Felton (130) J.A. Felton (130) J.A. Felton (130) J.A. Felton (130) J.A. Felton (130) J.A. Felton (130) J.A. Felton (130)	J.A. Felton (130) J.A. Felton (130) J.A. Felton (130) J.A. Felton (130) J.A. Felton (130) J.A. Felton (130) J.A. Felton (130) J.A. Felton (130)

Class Breakdown by RIT, Goal, or Projected Proficiency


- Use to group students with similar instructional readiness levels for a subject (by RIT) or for the instructional areas within a subject (by goal)
- View projected performance on state and college readiness assessments

Sample Class Breakdown Reports

- 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



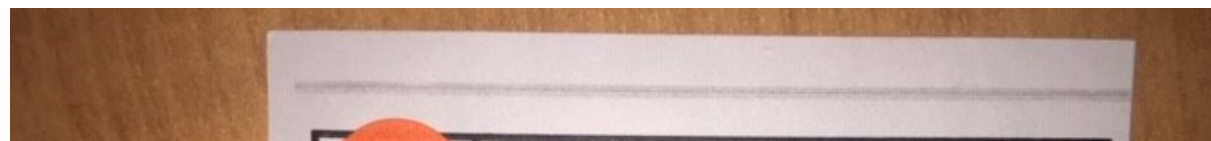
2018-2019

SSC LEP GT SPED 504

Reading			
MAP BOY	MAP MOY	MAP EOY	
202			
DRA BOY	DRA MOY	DRA EOY	
38			

CBA 1
69%

PSA 1
73%



Partial view of the bottom of the form, showing the bottom of the table and the bottom of the CBA and PSA stickers.

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

- 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 taken in Spanish please write an Sp on the dot also

SEE AN EXAMPLE ON THE NEXT SLIDE! 😊

Data Card Example

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).



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.

Reading					
MAP BOY	MAP MOY	MAP EOY	DRA BOY	DRA MOY	DRA EOY
202			38		

SSC LEP GT SPED 504

CBA 1 69%

PSA 1 73%

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 than 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	<ul style="list-style-type: none">• Working on data cards<ul style="list-style-type: none">◦ 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) <ul style="list-style-type: none">• flip charts, videos, read alouds etc... Add aligned assignments and exit tickets into Seesaw to link (itsLearning) <ul style="list-style-type: none">• Think UP, Engaging Mathematics etc...
11:20	20	Wrap Up



**Every
Child**



**Collective
Greatness**



**Collaborative
Spirit**



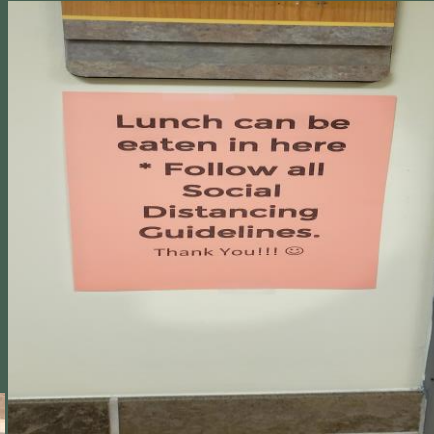
**Limitless
Curiosity**



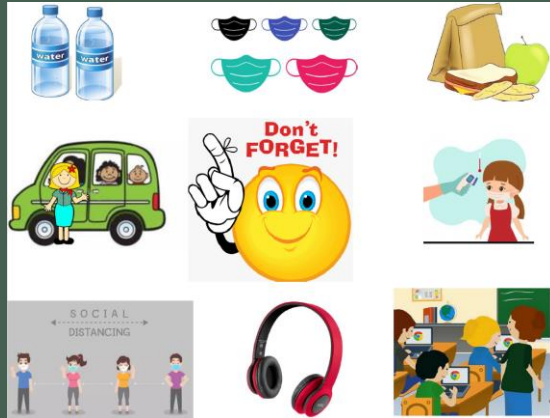
**Moral
Compass**

Our Values: The Spring Branch Way

Safety in EWE



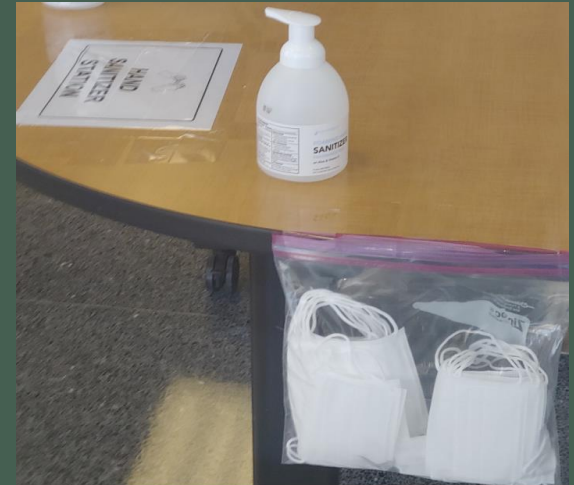
Safety in EWE



RESTROOM OCCUPANCY



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



Safety in EWE

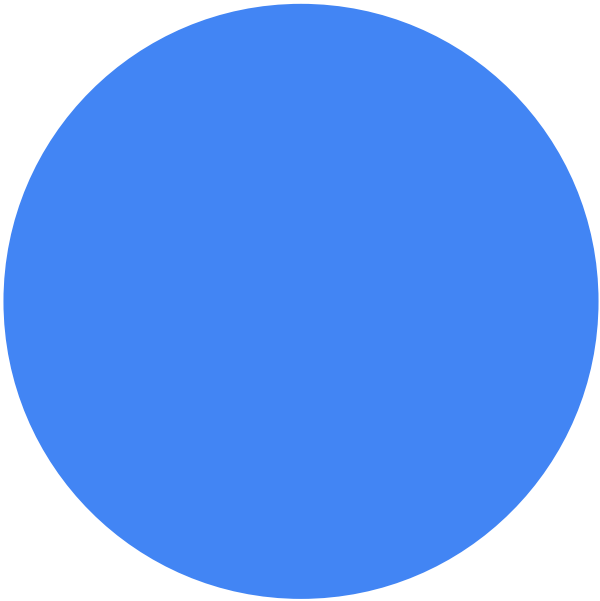


Health Screener/Cuestionario de Salud



2nd Nine Weeks Roadmap Assessment		

Kinder RR - October



[EWE PASP Tracker](#)

Percentage

Count

Above Level

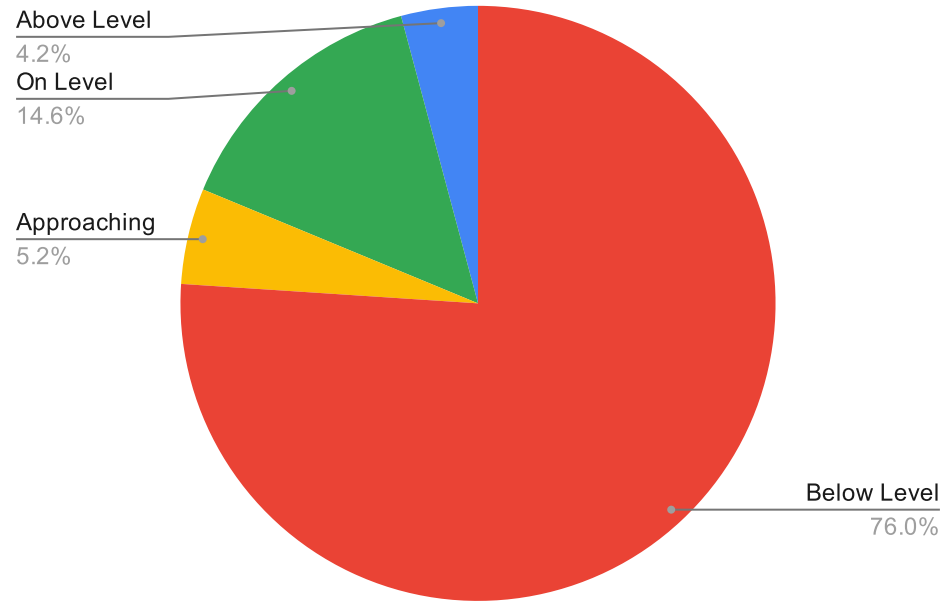
#DIV/0!

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

1st Grade RR - October

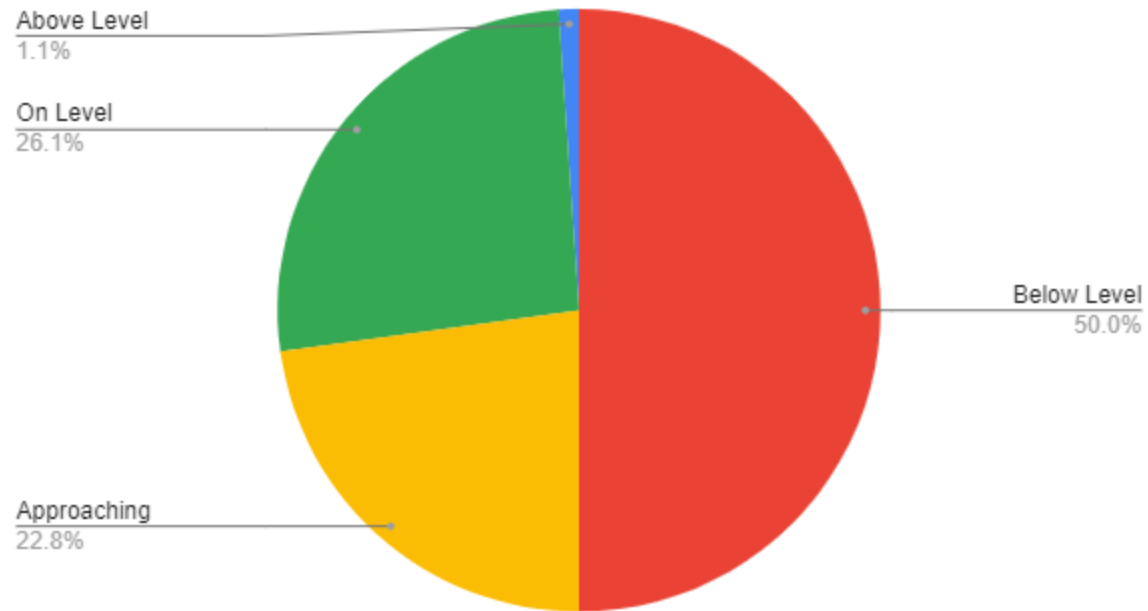


[EWE PASP Tracker](#)

	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

2nd Grade RR - October

[EWE PASP Tracker](#)



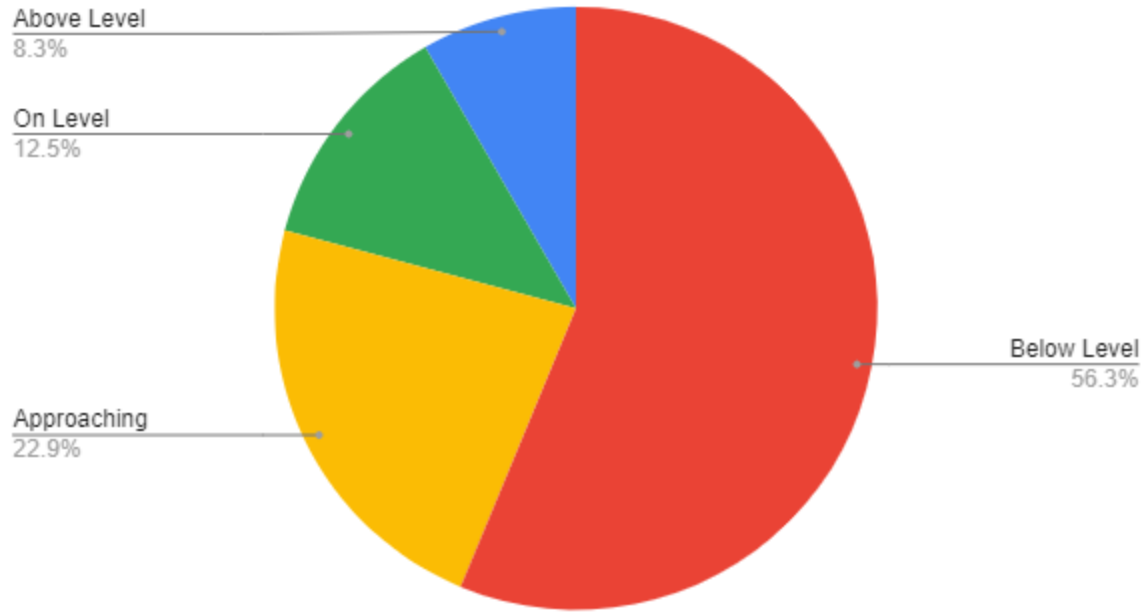
	Percentage	Count	
Below Level	50	46	Readers Below Level
Approaching	23	21	Readers Approaching Level
On Level	26	24	Readers on Level
Above Level	1	1	Readers Above Level

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%

3rd Grade RR - October



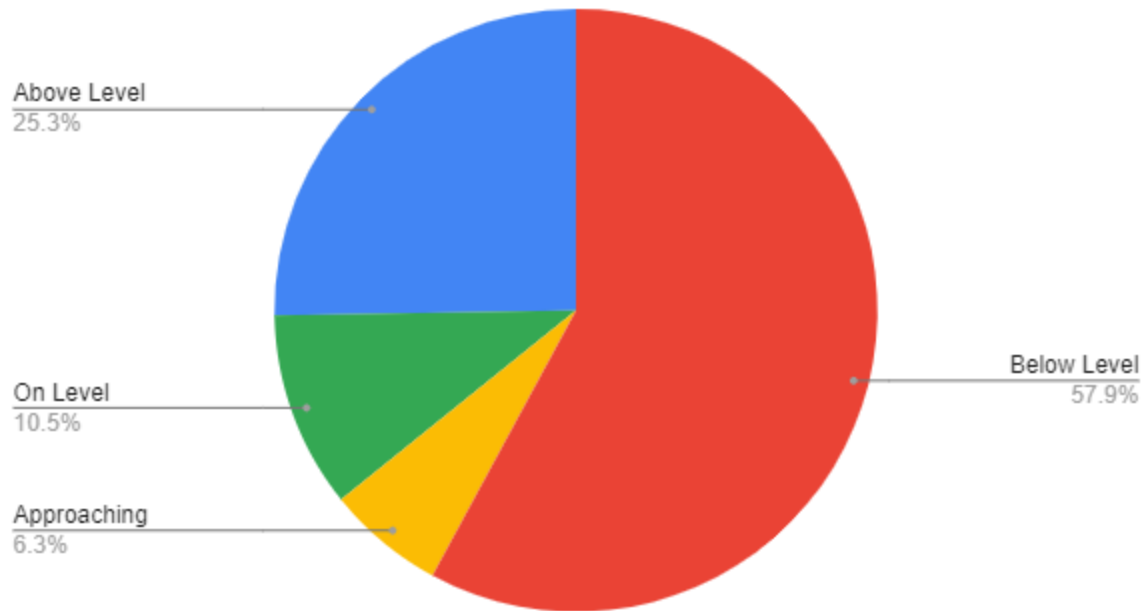
	Percentage	Count	
Below Level	56	54	Readers Below Level
Approaching	23	22	Readers Approaching Level
On Level	13	12	Readers on Level
Above Level	8	8	Readers Above Level

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.MATHEMATI	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%

4th Grade RR - October

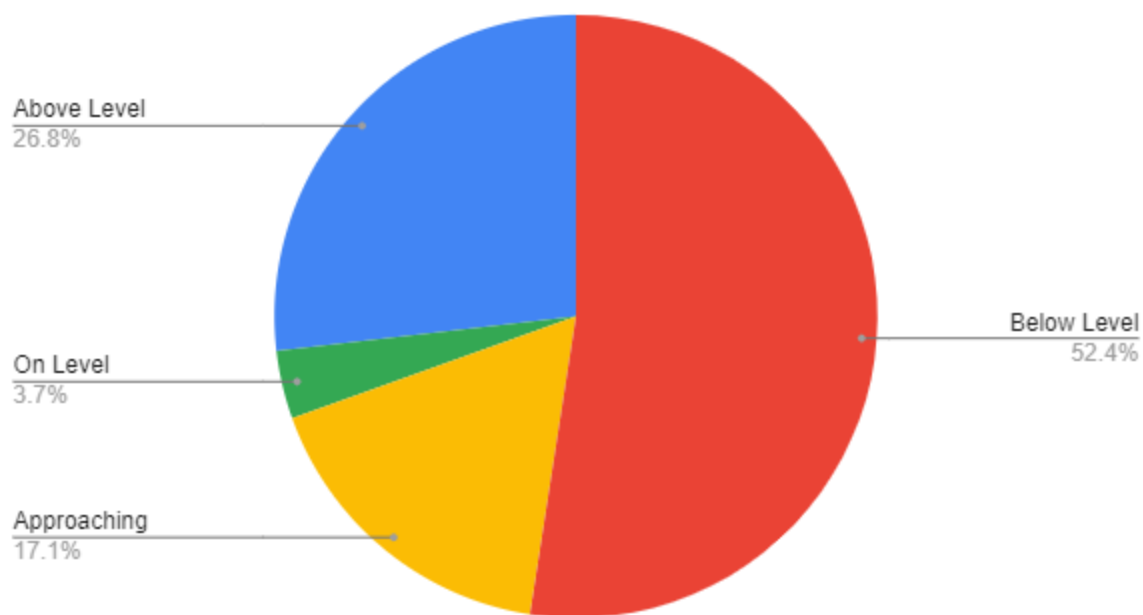


	Percentage	Count	
Below Level	58	55	Readers Below Level
Approaching	6	6	Readers Approaching Level
On Level	11	10	Readers on Level
Above Level	25	24	Readers Above Level
September RR			

	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%

5th Grade RR - October



	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								Oct 19									
ALL	EWE	1	2	3	4	5		EWE	1	2	3	4	5				
Below GL	267	73	47	52	55	40		206	36	48	22	53	47				
Approach. GL	66	5	21	21	6	13		124	31	14	44	15	20				
On GL	63	14	24	12	10	3		65	11	20	8	7	19				
Above GL	57	4	1	8	22	22		71	15	8	17	16	15				
Tested	453	96	93	93	93	78		466	93	90	91	91	101				
Below GL	59%	76%	51%	56%	59%	51%		44%	39%	53%	24%	58%	47%				
Approach. GL	15%	5%	23%	23%	6%	17%		27%	33%	16%	48%	16%	20%				
On GL	14%	15%	26%	13%	11%	4%		14%	12%	22%	9%	8%	19%				
Above GL	13%	4%	1%	9%	24%	28%		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

How will this support PLC's?



- Review Grade Report to see areas of weakness in a grade level.
- Use the Class report to see areas of need in a classroom by concept and by student.
- Plan systematic interventions for the grade level ahead of time for those students who already demonstrate low performance levels.
- Use the Learning Continuum to create targeted interventions by students by priority standards.
- Use Learning Continuum to create targeted goals to create an intervention plan for each student.

20

What additional data can you triangulate?

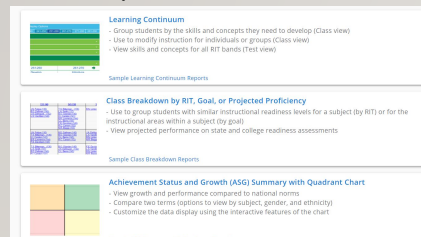


- Reading levels will add how the student made progress during the prior year (2019-20) or is making progress throughout this year.
- Spring Practice STAAR 2019-20 - if available- will add additional data for 4th-5th graders on how students performed.

21

WHAT WE USE

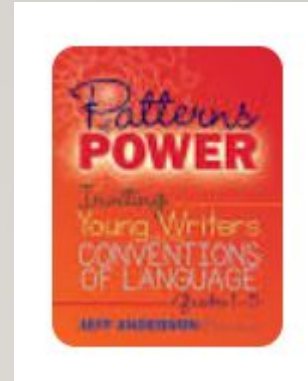
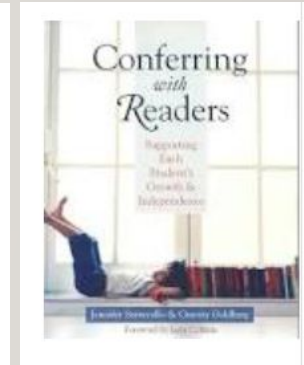
- MAP (Class Breakdown by RTI Proficiency)



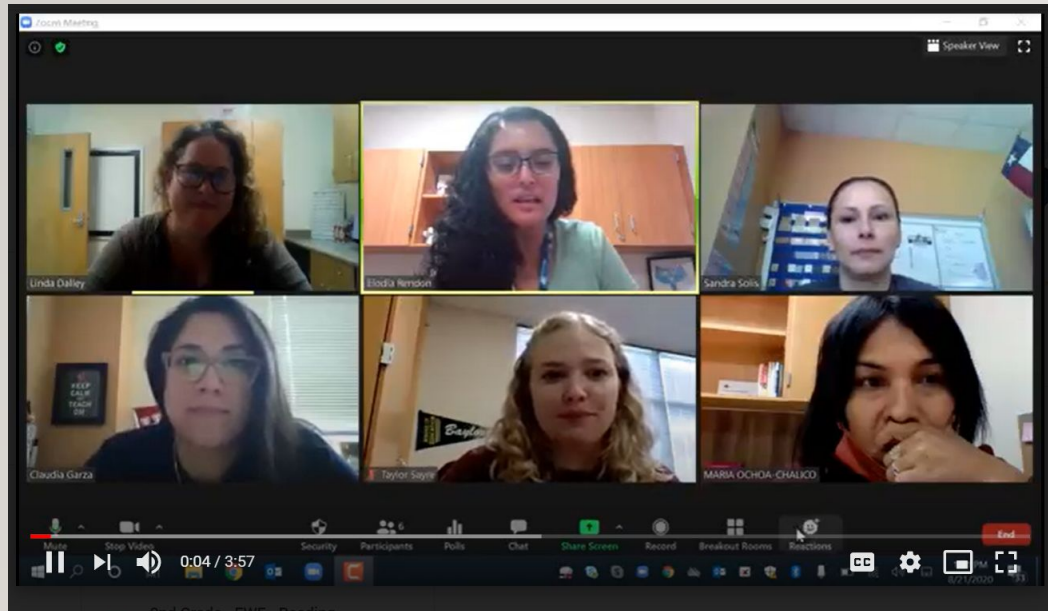
- Running Records

- 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: <ul style="list-style-type: none">• 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: <ul style="list-style-type: none">• Review how to create data cards slideshow :2-5 Data Cards<ul style="list-style-type: none">◦ 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	<ul style="list-style-type: none">• Working on data cards<ul style="list-style-type: none">◦ 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	Independent Reading: Group 4 - Angel - Alana - Mykenzi - Noah - Jenasis	Independent Reading: Group 3 - Natalie - Jude - Nevaeh - Victoria	Independent Reading: Group 1 - Alaric - Matthew - Prince
	And			
	Group 3 - Natalie - Jude - Nevaeh - Victoria	Choice Time: Group 1 - Alaric - Matthew - Prince	Choice time: Group 2 - Ricky - Rowan - Noelle - Omar	Choice time: Check ins

Reading Small Group Schedule				
Week of 10/12/20				
Monday	Tuesday	Wednesday	Thursday	Friday
B: Guided Reading Jose	K-L: Strategy Reading Angel Amy Dyland	B: Guided Reading Jose	K-L: Strategy Reading Angel Amy Dyland	B: Guided Reading Jose
D-H: Guided Reading Javeon, Sebastian	M: Strategy Reading Khloe James Aaron Ami	D-H: Strategy Group Javeon, Sebastian	M: Strategy Reading Khloe James Aaron Ami	D-H: Guided Reading Javeon, Sebastian
Zophia, Noah Ethan Andres	N-Q: Strategy Reading Rainey Jude Marissa David	Zophia, Noah Ethan Andres	N-Q: Strategy Reading Rainey Jude Marissa David	Zophia, Noah Ethan Andres
I: Guided Reading Bella Brandon Yen Joseph		I: Strategy Group Bella Brandon Yen Joseph		I: Guided Reading Bella Brandon Yen Joseph

Week of 10/19/2020

Small Group Schedule and Plans - Ms. Chlo'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

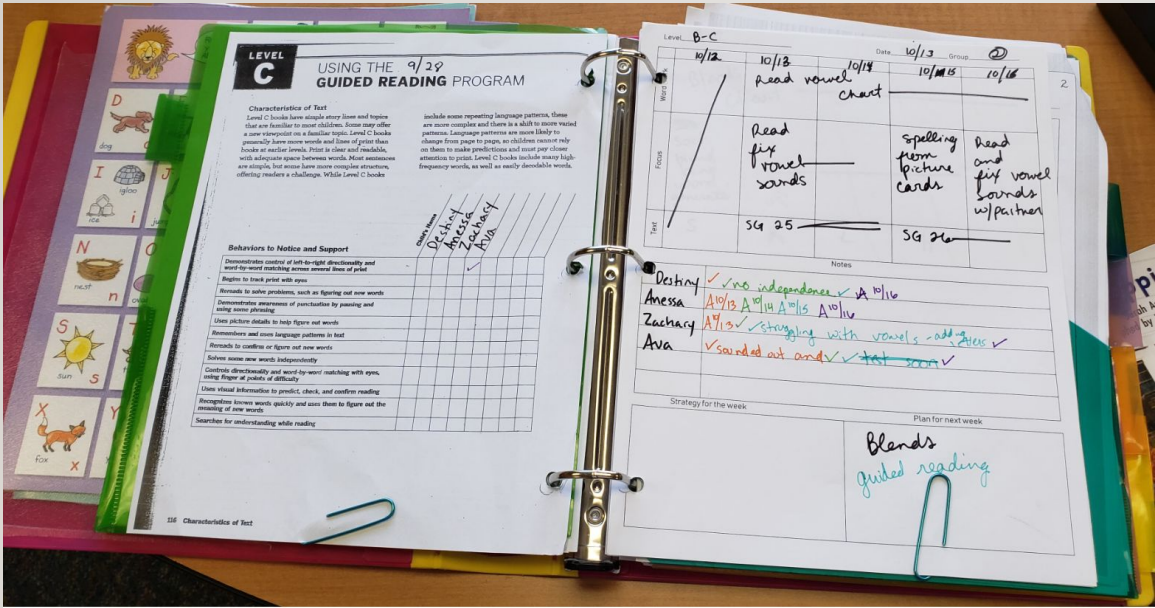
*Pull Out (Gigi) during Intervention Time

**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) Sellyn (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	Navo, 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	Cozares, Isobella	L	Sayre	f2f	Rendon
M:10:50-11:20 Th: 8:15-8:45	Nguye, Yen	L	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	Gianno Renteria	K	Garza	v	Rendon
M/W/F 12:40 - 1:15	Floras, Aleido	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 1 st Gp. 1 (C) Jayden Navarro - B Sebastian Gavirio - R Lexie Rodriguez - R	8:10 - 8:35 1 st Gp. 1 (C) Jayden Navarro - B Sebastian Gavirio - R Lexie Rodriguez - R	8:10 - 8:35 1 st Gp. 1 (C) Jayden Navarro - B Sebastian Gavirio - R Lexie Rodriguez - R		
	8:35 - 9:00 1 st Gp. 2 (B) Benjamin Mejia - R Destiny Alvarado - B Ava Equillin - B	8:35 - 9:00 1 st Gp. 2 (B) Benjamin Mejia - R Destiny Alvarado - B Ava Equillin - B	8:35 - 9:00 1 st Gp. 2 (B) Benjamin Mejia - R Destiny Alvarado - B Ava Equillin - B		
9:15 - 9:45 1 st - Gp. 4 (B) V Jennica Briones - G Arianna Corona - G Myri Drake - G Isabella Giron - G Paulina Lugo - G	9:15 - 9:45 1 st - Gp. 4 (B) V Jennica Briones - G Arianna Corona - G Myri Drake - G Isabella Giron - G Paulina Lugo - G	9:15 - 9:45 1 st - Gp. 4 (B) V Jennica Briones - G Arianna Corona - G Myri Drake - G Isabella Giron - G Paulina Lugo - G	9:15 - 9:45 2 nd Ferensic (G) V Sofia Giron Sofia Morales	9:15 - 9:45 2 nd Ferensic (G) V Sofia Giron Sofia Morales	
10:10 - 10:40 2 nd Newby (I) V Cesar Gomez Grayson Jenkins Aubryana Alaniz Gideon Chapa-Price Helena Garcia	10:10 - 10:40 2 nd Newby (I) V Cesar Gomez Grayson Jenkins Aubryana Alaniz Gideon Chapa-Price Helena Garcia	10:10 - 10:40 2 nd Newby (I) V Cesar Gomez Grayson Jenkins Aubryana Alaniz Gideon Chapa-Price Helena Garcia	10:10 - 10:40 2 nd Ferensic (C) V Sebastian Mezomo Jessica McIntyre Jesse Perez	10:10 - 10:40 2 nd 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/1qYISvUFgiLDQdOsDDfZiG2cDlcHQmk6gZwXgcnrQN5w/edit>

QUESTIONS/FEEDBACK



Spring Branch Independent School District

System of Care

Building Relationships





Building and repairing relationships
are long-term investments.

Stephen R. Covey

“ quotezancy

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	<ul style="list-style-type: none">✓ Mute microphone unless sharing✓ Turn on cameras if possible
H	<ul style="list-style-type: none">✓ Ask questions in chat or raise hand
A	<ul style="list-style-type: none">✓ Whole group instruction✓ Begin and end on time
M	<ul style="list-style-type: none">✓ Use electronics respectfully
P	<ul style="list-style-type: none">✓ Be engaged, share responses✓ Be an active listener✓ Be open to new ideas!
S	<ul style="list-style-type: none">✓ 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.

*My students don't
need me to learn.
They need me to care.
- Liz Galarza*



The Power of Relationships



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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.



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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

Routines & Procedures



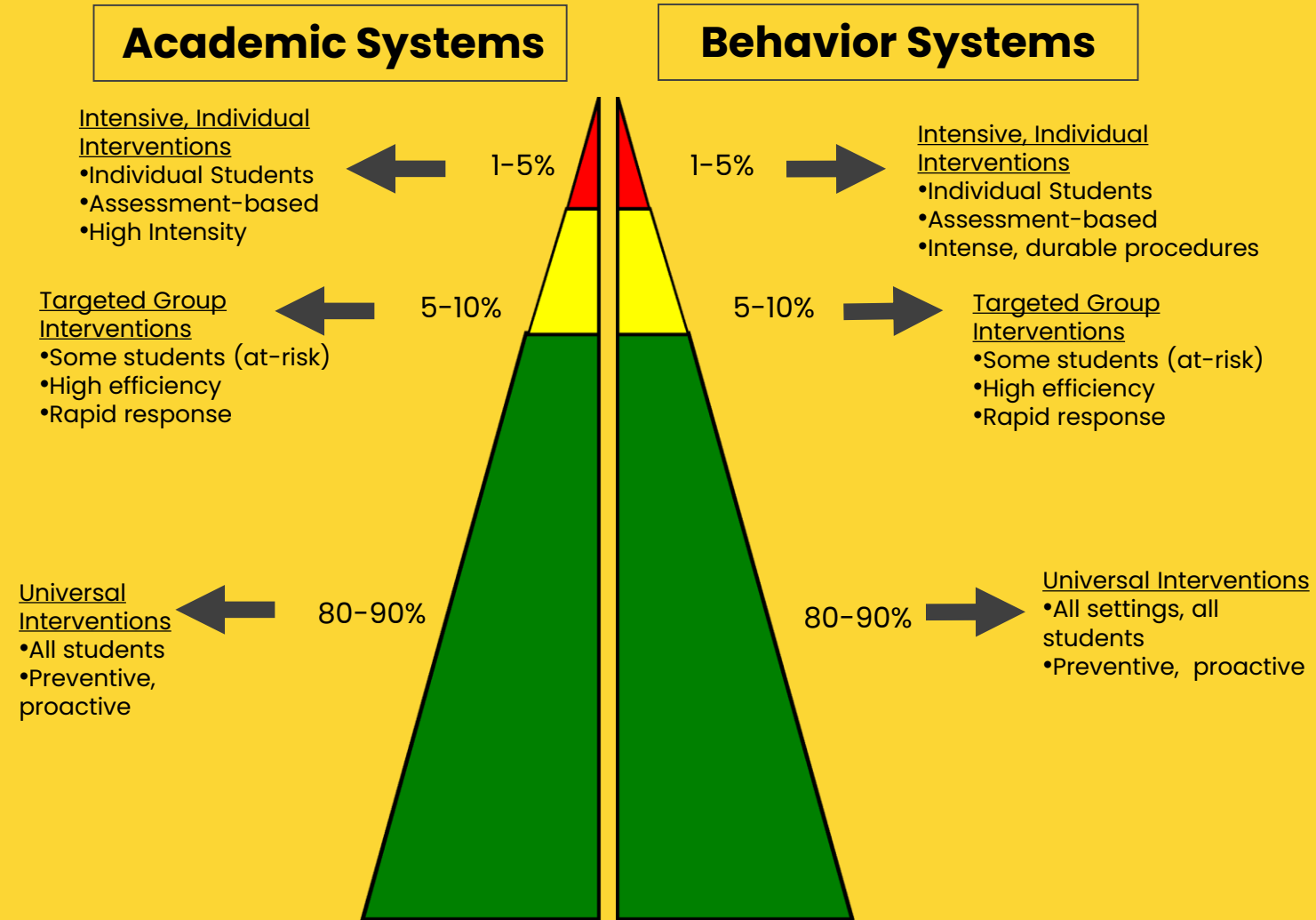
- From the start, build strong routines and procedures.
- Be clear and concise.
- Follow-through!
- Doing so, allows for ease in teaching & re-teaching in place of negative consequence right away



Building Relationships All Year Long

Spend time getting to know your “red” and “yellow” students.

At the same time, provide positive reinforcers 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!



Repairing Relationships

Students 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.

Teachers may think...

- 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



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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?



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

3. Develop An Interest In Their Interests



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"Just Like Me" – Activities



4. Build relationships with their families



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- Storytelling is one of the easiest ways to connect with students.
- Show that you're human & inspire them to persevere.



5. Share Your Stories!





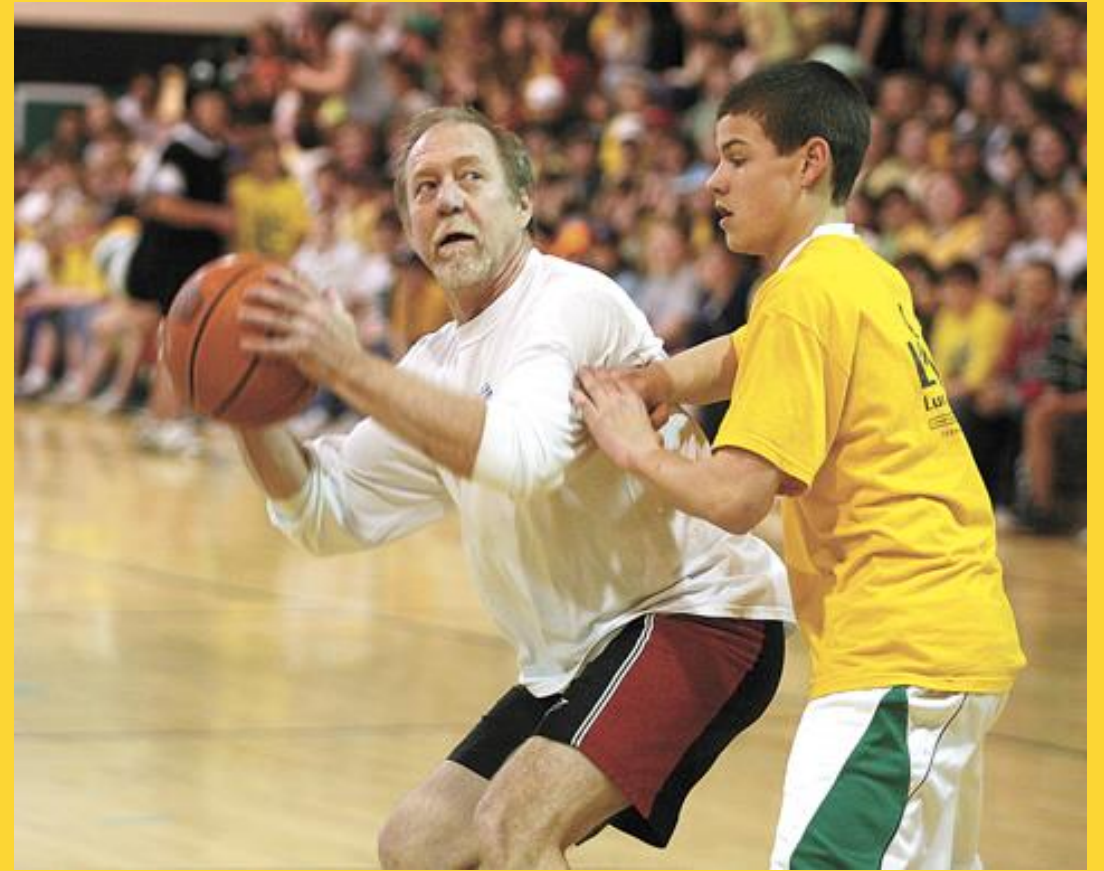
Students need to laugh. It is possible to have fun while still maintaining strong classroom management.

6. Have A Sense Of Humor



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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.

{ Be the teacher that defends every student others criticize }

Set **HIGH** expectations for students.



{ Recognize student potential }

Be empathetic and **TEACH** empathy.



{ Provide a safe environment where student voice is heard }

4.

Be positive and energetic.



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

Build trust.



{ Show your vulnerability.
Take risks. }

Be **YOU!**



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

6.

What Does Building Relationships Look Like?





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Every Child Needs a Champion


TedTalk by the late, great Rita Pierson




★  James Comer: "No significant learning can occur without a significant relationship."

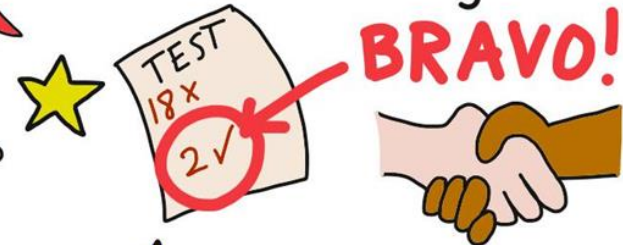
★ Kids don't learn from people they don't like 



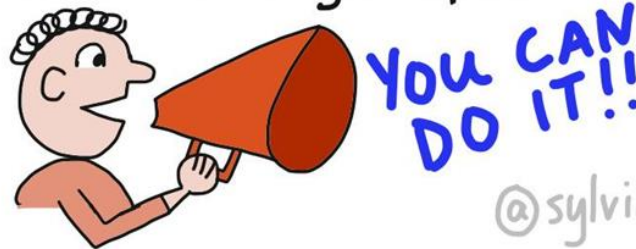
★ Teacher: "You were chosen to be in my class!" 

★  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.



@sylvia duckworth

What Every Student Needs



Welcome

Impartial Available



Cu Re
Itu sp
ral on
ly siv
e



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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?



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.

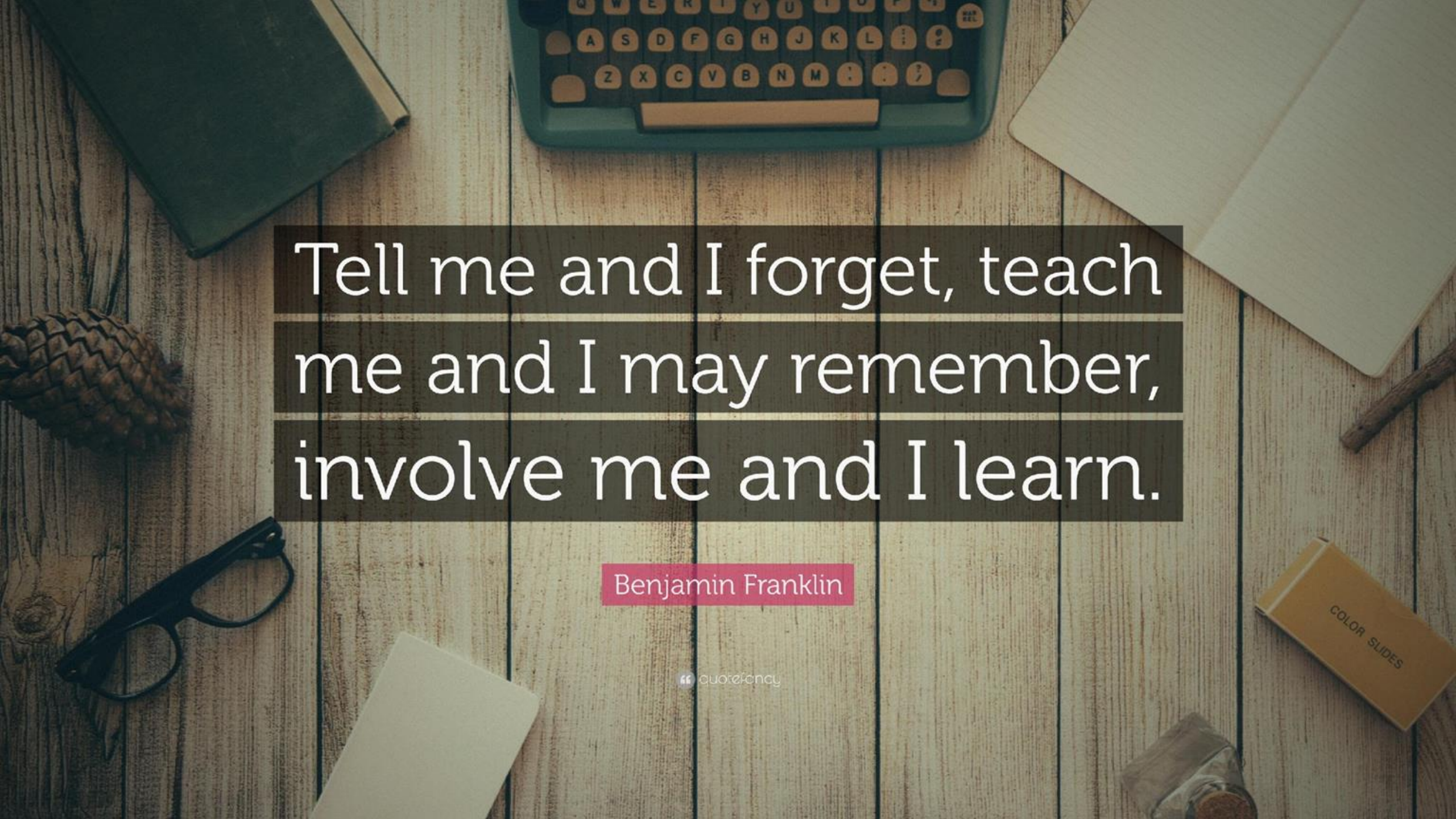




Key Points

- ★ Get to know your students.
- ★ Individualize.
- ★ Watch what you say.
- ★ Keep trying to reach your students.

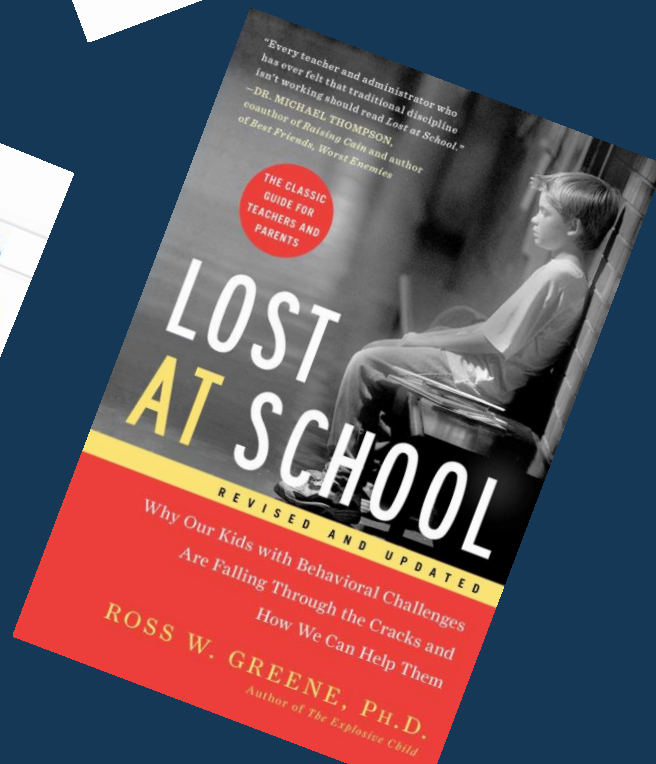
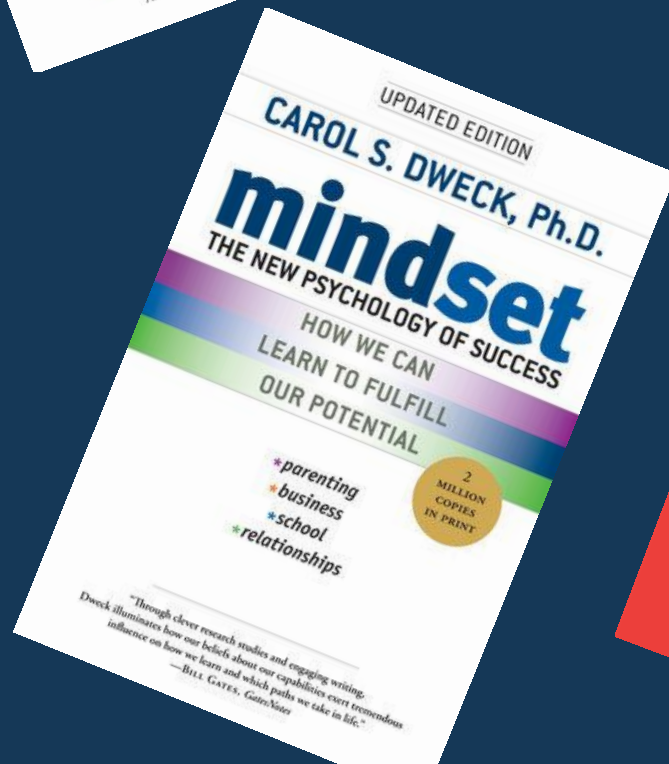
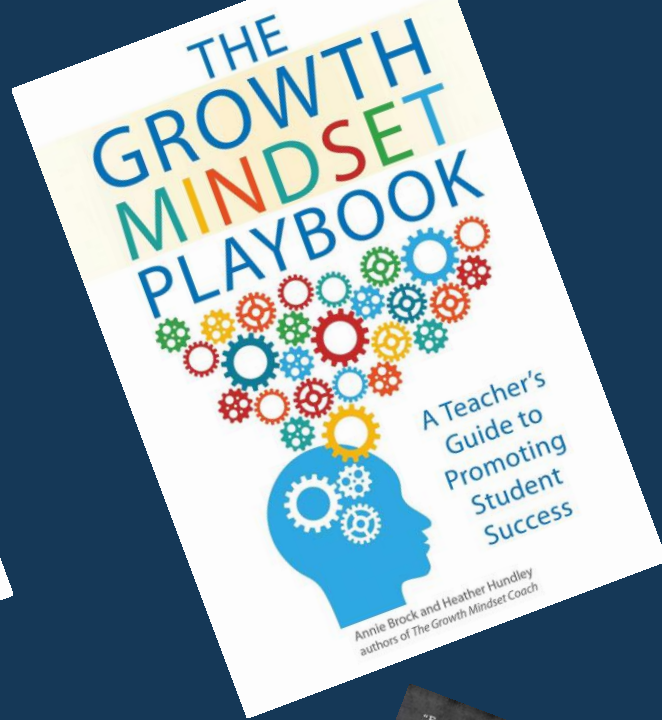
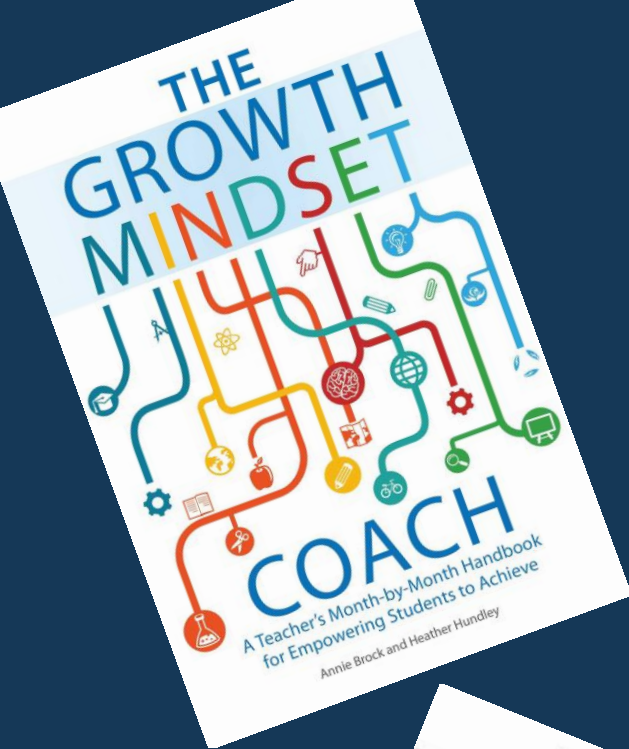




Tell me and I forget, teach
me and I may remember,
involve me and I learn.

Benjamin Franklin

“ quoteency



**SEL & Relationship
Resources on
campus!**



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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

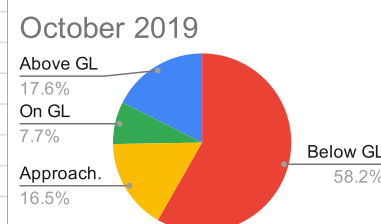
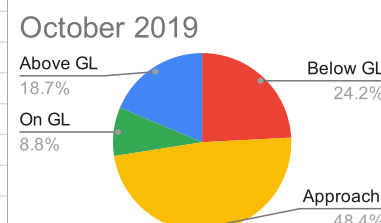
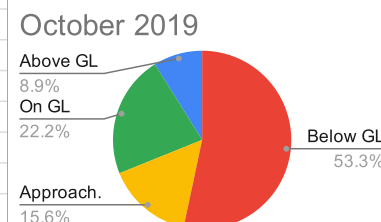
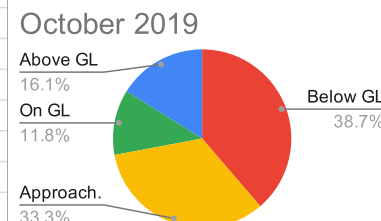
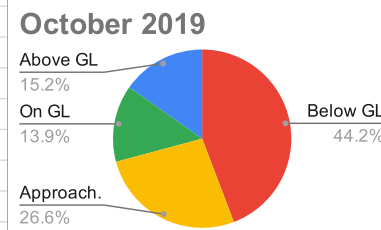
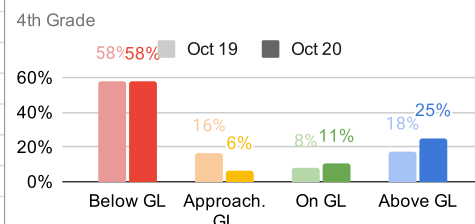
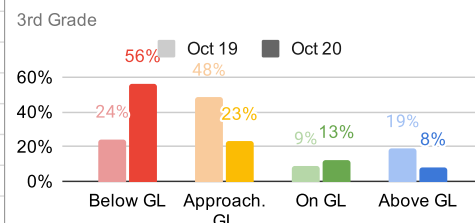
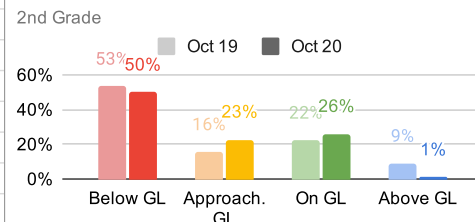
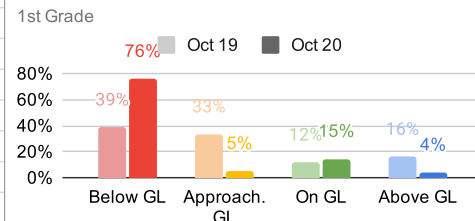
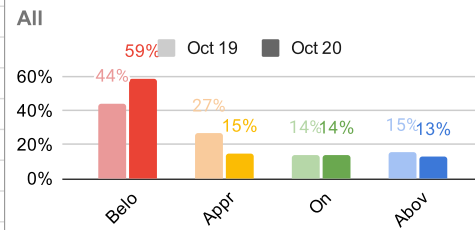
All	%		#	
	Oct 19	Oct 20	Oct 19	Oct 20
Below GL	44%	59%	206	271
Approach. GL	27%	15%	124	68
On GL	14%	14%	65	63
Above GL	15%	13%	71	59
Tested			466	461

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

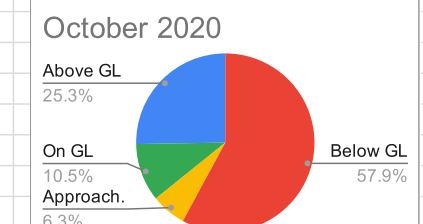
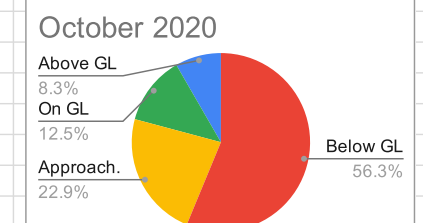
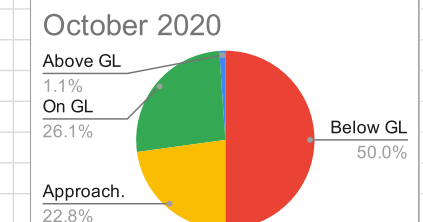
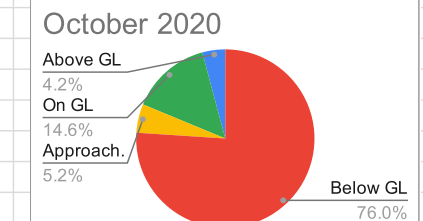
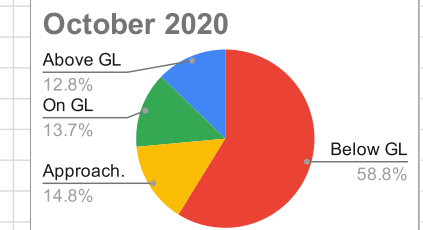
G2	%		#	
	Oct 19	Oct 20	Oct 19	Oct 20
Below GL	53%	50%	48	46
Approach. GL	16%	23%	14	21
On GL	22%	26%	20	24
Above GL	9%	1%	8	1
Tested			90	92

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

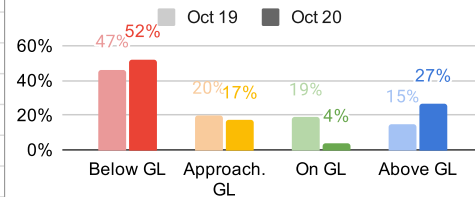


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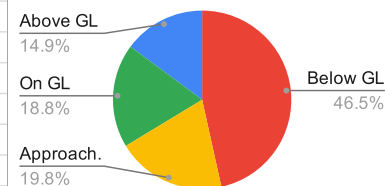


G5	%		#	
	Oct 19	Oct 20	Oct 19	Oct 20
Below GL	47%	52%	47	43
Approach. GL	20%	17%	20	14
On GL	19%	4%	19	3
Above GL	15%	27%	15	22
Tested			101	82

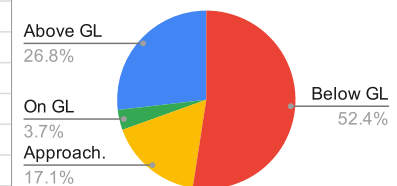
5th Grade



October 2019



October 2020



Oct 20							Oct 19						
ALL	EWE	1	2	3	4	5	EWE	1	2	3	4	5	
Below GL	267	73	47	52	55	40	206	36	48	22	53	47	
Approach. GL	66	5	21	21	6	13	124	31	14	44	15	20	
On GL	63	14	24	12	10	3	65	11	20	8	7	19	
Above GL	57	4	1	8	22	22	71	15	8	17	16	15	
Tested	453	96	93	93	93	78	466	93	90	91	91	101	
Below GL	59%	76%	51%	56%	59%	51%	44%	39%	53%	24%	58%	47%	
Approach. GL	15%	5%	23%	23%	6%	17%	27%	33%	16%	48%	16%	20%	
On GL	14%	15%	26%	13%	11%	4%	14%	12%	22%	9%	8%	19%	
Above GL	13%	4%	1%	9%	24%	28%	15%	16%	9%	19%	18%	15%	