

Manor Independent School District
ShadowGlen Elementary
2018-2019 Campus Improvement Plan

Accountability Rating: Met Standard



Mission Statement

District Mission Statement:

ManorISD will ensure the social, emotional, and academic development of every student through innovative opportunities.

District Strategic Plan Goals (5 year plan)

1. Be the district of choice in this Texas region based on student success.
2. Be a "great place to work" where employees find purpose, do worthwhile work, and make a difference.
3. Serve internal and external customers in partnership to support the highest levels of student success
4. Engage students in a variety of individualized and flexible learning opportunities inside and outside the classroom.
5. Allocate resources with a relentless focus on efficiency and effectiveness based on priorities of student success.

District Student Outcome Goals (2 year plan)

SOG #1 The percentage of third grade students in the district who meet or exceed Postsecondary Readiness Standard as measured by STAAR will increase from 34% to 46% by 2020-21.

SOG #2 The percentage of students in the district who are economically disadvantaged that meet or exceed the STAAR Grade Level Postsecondary Readiness Standard for all grades on two or more subjects will increase from 28% to 40% by 2020-21.

SOG#3 The percentage of graduates displaying college readiness in the district who earn at least 12 hours of Postsecondary Credit will increase from 10.7% to 21% by 2020-21.

Campus Mission Statement:

The mission of ShadowGlen Elementary School is to prepare students to excel in a technologically advanced society, through collaboration, problem solving and critical thinking.

Vision

District Vision Statement:

Manor ISD strives for excellence through strong partnerships and a culture of continuous improvement resulting in innovative, proficient, empowered, forward-looking students.

Campus Vision Statement:

Students will develop interpersonal skills and resiliency while cultivating creativity, communication, and global mindedness needed for success.

Value Statement

District Core Values:

Responsibility: Being accountable for honesty, integrity and transparency with a commitment to a strong work ethic, and high moral standards.

Respect: Honoring oneself, one another, the district and the community at all times.

Culture: Promoting a positive community that ensures diversity collaboration and a standard of excellence.

Service: Dedicated to providing quality customer service and effective communication.

Discovery: Developing all stakeholders to become lifelong learners, focused on continuous improvement through innovative practices.

Campus Core Values:

Persevere

Relate

Influence

Determine

Engage

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Comprehensive Needs Assessment

Demographics

Demographics Summary

ShadowGlen Elementary is a three year old, Pre-K - 5 grade campus in Manor ISD. Although this improvement plan focuses on the 2018 - 2019 school year, the demographic information comes from information available in May 2018. Student enrollment at ShadowGlen Elementary has experienced spurts of both growth and decline. During the 2017 - 2018 school year, it decreased 7.9 percent. May enrollment shows that 583 students were enrolled and that Hispanic and African American student populations make up the majority of the student population. The campus serves a population that is 60% Hispanic, 23% African American, 12 % White, and 5% Asian.

The 16.5% mobility rate of ShadowGlen Elementary is a little above the state average of 16.2%. Attendance rates for ShadowGlen have remained steady with only a slight decrease from 2016 - 2017. Many of the students reside in the neighborhood and surrounding neighborhoods. There are 8 bus routes serving the school. ShadowGlen Elementary's student groups include 35% English Language Learners (ELLs), 6% Gifted and Talented and 8% Special Education. Additionally, 60% are economically disadvantaged and 40% are identified as at-risk.

Demographics Strengths

ShadowGlen Elementary has many strengths. Some of the most notable strengths include:

- Many families move into the neighborhood for the school. Because our families value education, we have many supportive parents and students who are committed to success.
- The attendance rate at ShadowGlen Elementary continues to go up.
- Students at ShadowGlen Elementary are very accepting of new students regardless of race or ethnicity.

The following demographic needs are listed in order of importance:

1. Data from the Studer survey reveals a need for professional development on culture, customs, and traditions of the increasingly diverse ethnic backgrounds of our students. The root cause is that the ethnic background of the majority of our teachers does not match the growing and changing diversity of our students.
2. According to information provided by the city, a large multi-unit flats complex will be opening in ShadowGlen Elementary's attendance area in the fall of 2019. Information suggests that our student enrollment could rapidly rise during the next school year and surpass the capacity of the campus. ShadowGlen Elementary needs a plan to be prepared for additional students.

Problem Statements Identifying Demographics Needs

Problem Statement 1: There is growing and changing diversity of our students **Root Cause:** The ethnic background of our teachers does not match our students.

Student Achievement

Student Achievement Summary

All schools in Texas must meet standards set in three state accountability areas. For the 2017-2018 school year, ShadowGlen met these targets.

Index 1 - Student Achievement. ShadowGlen Elementary Score: 73 out of 100

- 19% masters
- 42% meets
- 75% approaches

Index 2 - School Progress. ShadowGlen Elementary Score: 77 out of 100

- Economically Disadvantaged Students 60.9%

Index 3 - Closing the Gaps. ShadowGlen Elementary Score 78 out of 100

- Grade Level Performance - 13 of 17 Targets Met 76%
- English Language Proficiency - 1 out of 1 Targets Met 100%
- Student Achievement - 5 out of 9 Targets Met 56%

These scores result in ShadowGlen Elementary receiving a 2018 Texas Accountability **Met Standard** rating. The campus did not earn any distinctions.

Although we are proud of our scores, we know there is much more work to be done. On the 2017 - 2018 STAAR, the following scores for all grades show the percentage of the Approaches Standard or Above:

Reading - 76% (District 67%)

Math - 81% (District 743%)

Writing - 56% (District 51% and State 63%)

Science - 60% (District 70% and State 72%)

While the campus is showing overall growth, the amount of growth among student groups is not equal. One focus for the campus is the variance between the number of students at the masters level and the number of students at the approaches level. Campus wide instructional strategies and intervention time will be implemented to accelerate learning and close this gap. Note the highest and lowest 2018 STAAR scores listed below:

3rd Grade Reading: 54 % White - 13% Special Education

3rd Grade Math: 56% White - 33% Special Education

4th Grade Reading: 48% Hispanic - 24% Special Education

4th Grade Math: 58% Hispanic - 33% Special Education

4th Grade Writing: 38% White - 10% Special Education

5th Grade Reading: 46% Hispanic - 11% Special Education

5th Grade Math: 48% White - 11% Special Education

5th Grade Science: 30% Hispanic and White - 11% Special Education

When looking at this variance, it is important to remember that student groups vary in size. To address the variance, the campus has analyzed scores for each individual student and by each standard. Individual students will be targeted for intervention and acceleration. The goal of the campus is to close the gaps between all student groups with a special emphasis on the Special Education student group.

ShadowGlen Elementary did not meet the 6% target in the state Additional Targeted Support for White students.

Student Achievement Strengths

Student Achievement Strengths

ShadowGlen Elementary has a population of hard-working, high achieving students. The campus is proud of many different student achievement strengths including:

- Third grade Reading rose 18 points
- All grade levels experienced growth in Reading and Math

Student Achievement Needs

There will always be student achievement needs until every student achieves 100% mastery of the TEKS. From our data analysis, we have identified the following as the most current, critical student achievement needs. They are listed in priority order:

1. 2018 STAAR data reveals that Special Education students score significantly below all other student groups in 3rd, 4th, and 5th grade across contents.

The root cause is the need for greater structures and strategies for providing support and intervention for Special Education students.

2. 4th Grade Writing scores are below the state average. No student groups scored above 40% and African American students scored 26%. The root cause is identified as a lack of mastery at earlier grade levels.

3. 5th Grade Science scores are below the state and district average. No student group scored above 30% and English Language Learners scored 17%. The root cause is identified as a lack of prerequisite skills taught at earlier grade levels.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Students, across student groups, have yet to reach their full academic potential. **Root Cause:** Lack of mastery and prerequisite skills taught at earlier grade levels.

School Culture and Climate

School Culture and Climate Summary

One of the core beliefs of ShadowGlen Elementary is that students learn in an environment where differences are valued and mistakes are seen as opportunities to learn and grow. With this in mind, the entire campus operates under what we call Bobcat PRIDE. The campus motto is, "Whatever It Takes." Students are taught that excellence is the habit to achieve.

Teachers and other staff receive training on how to ensure that a healthy learning environment is created and maintained. The training also includes instruction on framing the lesson and how to ensure that academics are a primary focus. Teachers know that in top classrooms, time is allotted to learn how to do routines and rituals right.

School Culture and Climate Strengths

School Culture and Climate Strengths

ShadowGlen Elementary celebrates these strengths:

- The student survey reports that 72% of students feel that their teachers care about them.
- The student survey reports that 78% of students feel that the principal is a good leader.
- The teacher survey data state that 66% of teachers feel supported and that the principal provides feedback concerning areas to improve.
- The parent survey reveals that parents feel that the school provides a safe environment for students to learn.

School Culture and Climate Needs

The following needs are prioritized:

- The student survey reveals 26% of students report a concern about students being nice to each other at school. The root cause of this is numerous administrative changes with different student expectations.
- The teacher survey reveals 52% of teachers report a concern with getting feedback about their strengths as an employee. The root cause of this is

numerous administrative changes and different leadership styles.

- The parent survey reveals that parents are concerned about the lack of positive feedback from school staff on how well students are learning. The root cause of this is an over dependency of technology and not taking time to meet and speak with parents.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Adults on our campus struggle with the constant need to find balance between the many obligations and responsibilities that they must juggle. **Root Cause:** Others having control over individual margins.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

All staff members at ShadowGlen Elementary hold the credentials necessary to meet state and federal guidelines resulting in students being surrounded by staff that hold high expectations for learning.

Eighteen new staff members joined the ShadowGlen Elementary this year. Some transferred from other campus and eight are new to the profession. Those that are new to the profession will attend the Novice Teacher Academy provided by the district and are also being supported by campus mentors. All teachers, including new to MISD and novice teachers, will attend monthly professional development sessions on campus. The professional development will be based upon the needs identified in this improvement plan and will be provided by our own teacher leaders, the campus instructional specialists, campus administrators, and a few outside professionals. It is important at ShadowGlen Elementary to provide ongoing, very targeted, job-embedded professional learning.

In addition to professional development, the weekly PLC meetings reinforce what they are learning by discussing training, discussing implementation and sharing articles, etc. Teachers will observe each other in the spirit of learning together.

Staff Quality, Recruitment, and Retention Strengths

Staff Quality, Recruitment, and Retention Strengths

Data from the Spring 2018 Employee Engagement Survey identifies the following strengths:

- The ShadowGlen Elementary staff values that the principal provides feedback concerning areas for improving their performance.
- The ShadowGlen Elementary staff values that the principal led staff meetings make efficient use of time and are productive.
- The ShadowGlen Elementary staff values that the principal provides the support needed to accomplish their work objectives.

The following needs are listed in priority order:

1. ShadowGlen Elementary's survey reveals a need for consistent leadership at the administrative level. The root cause is that there have been 3 principals in the school's 4 year history.
2. The survey also reveals a need for time and collaboration outside of the normal PLC meetings in order to fully implement the professional development strategies being learned. The root cause is that all teachers feel a little insecurity about changing instructional practices without follow-up

discussions.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Our students need access to high quality teachers and staff. **Root Cause:** The root cause is a higher than stage average turn over rate.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

The Curriculum, Instruction, and Assessment focus at ShadowGlen Elementary is guided by the TEKS Resource System scope and sequence and the results of campus based assessments. The TEKS Resource System promotes 21st Century Skills including critical thinking and problem solving communication skills; creativity; collaboration and information media literacy skills.

Assessment plays a major role in decision making and take many different forms at ShadowGlen Elementary. The campus is committed to moving away from using fill in the blank and multiple choice assessments as their only assessments tools. Authentic assessments that allow students to demonstrate their learning through performance products and presentations in regular use. Campus level disaggregation depends on plotting of critical skills and expectations at the beginning of each formative assessment period based on analysis of student need and curricular expectations. Kindergarten through second grade focus upon TPRI, Fountas and Pinnell Assessment, and campus benchmarks for assessment. Third through fifth grade focus on STAAR, MVRC, Imagine Math, and campus benchmarks. Special courses and programs such as physical education, music, art, special education, dyslexia, and EL instruction use the same standard of assessment as the grade levels of their students. Texas English Language Proficiency Assessment System (TELPAS) is a major assessment for EL students.

Weekly PLCs are held with the principal and the literacy and instructional coaches. These grade level learning communities target lesson planning, data review, strategic planing, and professional learning.

Student progress is monitored either as prescribed by the interventionist at 4 week intervals depending on individual students' needs. The RtI committee are held every month during professional learning time. The data from campus assessments are used to identify students that are performing in Tier 2 or Tier 3 categories. Questions are asked about what is being done to address these students needs. Are they making progress? What interventions are being used? What parent communication is being conducted? These meetings are held with the RtI coordinator and the instructional leadership team. Data has shown that first teach in some grade levels has not been effective, so a multi-tiered instructional approach that provides instruction and/or behavioral intervention during the school day is in place.

All decisions regarding professional development, programs and practices ar baseded upon the needs identified in this improvement plan.

Curriculum, Instruction, and Assessment Strengths

ShadowGlen Elementary had identified the following strengths:

1. A strong RtI process
2. Planning in PLCs
3. The ability to interpret and use common assessment data to drive our instructional practices and decisions.

Curriculum, Instruction, and Assessment Needs

The following needs are listed in priority order:

- A comparison of the performance indicators for each grade level standard and an analysis of STAAR scores and CBAs identify some gaps in instruction and student achievement. The root cause is a lack of consistently providing instruction at the correct level of rigor.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: As a campus there are gaps in instruction and student achievement **Root Cause:** There is a lack of consistency in providing instruction at the correct level of rigor.

Parent and Community Engagement

Parent and Community Engagement Summary

ShadowGlen Elementary works very hard at creating a family-friendly school environment. We strive to provide a responsive climate for parents and to widely communicate ways for parents to partner with us in educating their children. Our practices recognize a variety of parenting traditions and practices within the school community. Because of the diversity of our campus, ShadowGlen Elementary has a Parent Liaison to help strengthen connections between home and school. We begin in early June updating our website for the new school year, including as many dates as possible to help parents plan ahead. The campus provides translations on the our printed materials in both English and Spanish. We also provide interpreters for school events, especially for those early in the year, such as registration and Meet the Teacher Night. We make sure that our routines are consistent, including sending our Take-Home Thursday folders every week. We take pride in the fact that parents report our office staff as very parent-friendly.

Parent and Community Engagement Strengths

ShadowGlen Elementary works hard to maintain these strengths:

- A parent liaison that coordinates the volunteer program maintains the parent room, strengthens communication between home and school, makes home visits, etc.
- A process to involve parents in planning, implementing and evaluating family involvement activities.
- Family workshops
- Parent events with the principal

Parent and Community Engagement Needs

These needs are listed in priority order:

- Student attendance data, parent participation data, teacher survey data, and parent survey data for the current school year confirms that the implementation of the Parent Liaison continues to be needed and a high priority for the campus.
- While parent participation at some events is considered strong, a analysis of parent sign-in sheets, etc reveals that parent involvement is not equal

- among the parents of all student groups. The root cause may be a perceived language/cultural barrier.
- Parent participation data shows greater participation in activities that are "fun" as compared to activities that support learning and are more "academic" The root cause is not completely defined.
 - The parent survey reports that working parents are unable to participate as much as stay-at-home parent. The root cause is that due to various working hours and demands of their jobs, working parents cannot always come to school.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Parent involvement is not equal among the parents of all student groups. **Root Cause:** A perceived language/cultural barrier.

School Context and Organization

School Context and Organization Summary

Parents, teachers, and students at ShadowGlen Elementary take pride in their school and school's reputation of success. The perception of ShadowGlen Elementary among all is that it is a safe and positive environment with a strong focus on academic excellence. There is a high standard for best instructional practices as well as building social character. ShadowGlen Elementary's focus goes far beyond STAAR Scores. Our commitment is to keep students at the center of all actions and decisions. As a result, learning is of paramount importance. When our students do not learn, you will see adjustments made within instruction, the school context and organization. We work hard to ensure that instructional time is protected. Teachers and students are not pulled out of the classroom for unnecessary reasons. Teachers value the planning time that they have with their PLCs and also to prepare for their individual classroom instruction. There is a healthy sense of urgency of staff that promotes professionalism and unity of purpose.

School Context and Organization Strengths

ShadowGlen Elementary is proud of the following strengths:

- Teachers are aware of a strong sense of urgency for best instructional practices as placed upon them by the active parent community.
- RtI is being utilized successfully with students being referred to the appropriate special population.
- A master schedule and calendar maximize the amount of time spent on instruction and ensure that special programs times are addressed.
- Interruptions to the instructional day are kept to a minimum.
- Safety drills are performed frequently and efficiently.

The following need will be addressed during the 2018 - 2019 year:

- The campus needs to strengthen the process for implementing mid-course adjustments identified through formative reviews.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: While the campus utilizes PLC as a model for school improvement there is still a great deal of discrepancy between the fidelity of implementation among grade level teams. **Root Cause:** The campus has not strengthened the process for implementing mid-course adjustments identified

through formative reviews.

Technology

Technology Summary

In 2018, ShadowGlen was the recipient of an incredible grant by the Manor Schoolhouse Foundation. This grant allowed the campus to update the broadcast equipment in the ShadowGlen Elementary School studio. ShadowGlen Elementary has two computer labs with 25 computers each. One of these labs is used as an intervention lab. Each classroom has access to 10 iPads and each grade level has the access to 30 MacBooks.

Technology Strengths

ShadowGlen Elementary has identified these strengths:

- iPads with internet access are available for student use.
- Two full computer labs are available for students with 30 additional MacBooks in the lab.
- All classrooms are equipped with a variety of current technology.
- During previous school years some teachers received training on PBL and how to integrate PBL units with their curriculum. Follow-up professional development is planned for the summer of 2019.

Technology Needs

ShadowGlen Elementary has the following needs:

- All teachers are not trained in PBL.
- Teachers indicate a high priority for continuing support as they implement PBL units during our staggered implementation.

Problem Statements Identifying Technology Needs

Problem Statement 1: There is a lot of technology in our building, however there is a lack of knowledge of how to effectively implement technology in the classroom. **Root Cause:** Lack of training and follow through with technology.

Priority Problem Statements

Problem Statement 1: Students, across student groups, have yet to reach their full academic potential.

Root Cause 1: Lack of mastery and prerequisite skills taught at earlier grade levels.

Problem Statement 1 Areas: Student Achievement

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 and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Federal Report Card 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) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Running Records results

Student Data: Student 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, progress, and participation data,
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.

- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- School safety data

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Communications data

Goals

Goal 1: Be a district of choice in this Texas Region based on student success

Performance Objective 1: ShadowGlen Elementary will attain high student achievement through meaningful and motivational experiences for all students. Eighty-five percent of all students will meet state standards in all subjects.

Evaluation Data Source(s) 1: STAAR data June 2019

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	May
Comprehensive Support Strategy 1) Strengthen Tier 1 instruction and instructional interventions by monitoring the effectiveness of Tier 2 interventions, providing training and support in small group instruction for core academic areas, monitoring training and support of RTI process, targeted interventions for at-risk students by hiring an Instructional Coach and Interventionists.	Campus Principals, Instructional Coaches, RTI Coordinators, Classroom Teachers,	Increased Scores on District Common Assessments, Formative Assessments, and MOY and EOY Screeners				
			Funding Sources: Title I, Part A - 51000.00, State Compensatory Education - 9500.00			
2) Provide time for PLCs to address student achievement and instructional implications through teacher collaboration. Grade level PLCs will use data to evaluate effectiveness of the lessons they've taught based on student data.	Principal Assistant Principal Instructional Coach Literacy Coach Teachers	Implementation can be measured by the sign in sheet, agendas, and PLC minutes. Impact can be measured by the number of standards that were mastered based on EOY 2018 data and 2019 EOY data including CBAs and STAAR.				
			Problem Statements: Student Achievement 1			
3) Mathematics - (1) Attain or exceed 85% on STAAR; (2) Address achievement of existing subgroups as measured by STAAR; (3) Address non state tested grades as measured by district assessments.	Literacy Coach Instructional Coach Teachers Interventionist Principal Assistant Principal	Impact can be measured by student assessment data.				
			Funding Sources: Local Funds - Instruction - 0.00			

4) 1) Reading - (1) Attain or exceed 85% on STAAR; (2) Address achievement of existing subgroups as measured by STAAR; (3) Address non state tested grades as measured by district assessments.	Literacy Coach Instructional Coach Teachers Interventionist Principal Assistant Principal	Impact an be measured by student assessment data.				
5) Science - (1) Attain or exceed 85% on STAAR; (2) Address achievement of existing subgroups as measured by STAAR; (3) Address non state tested grades as measured by district assessments.	Literacy Coach Instructional Coach Teachers Interventionist Principal Assistant Principal	Impact an be measured by student assessment data.				
Funding Sources: Local Funds - Instruction - 0.00						
6) Writing - (1) Attain or exceed 85% on STAAR; (2) Address achievement of existing subgroups as measured by STAAR; (3) Address non state tested grades as measured by district assessments.	Literacy Coach Instructional Coach Teachers Interventionist Principal Assistant Principal	Impact can be measured by student assessment data.				
Funding Sources: Local Funds - Instruction - 0.00						
7) Provide online resources - (1) for at risk students in order to formative and summative assess areas of student academic growth in grades 3 - 5; (2) for at risk students in grades K - 5 to strengthen numeracy.	Principal Assistant Principal Instructional Coach Literacy Coach	Impact can be measured by student assessment data.				
Funding Sources: State Compensatory Education - 8000.00						
= Accomplished = Continue/Modify = No Progress = Discontinue						

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: Students, across student groups, have yet to reach their full academic potential. Root Cause 1: Lack of mastery and prerequisite skills taught at earlier grade levels.

Goal 1: Be a district of choice in this Texas Region based on student success

Performance Objective 2: ShadowGlen Elementary will attain high student attendance through motivational experiences for all students. Students will feel safe in their school environment and want to come to school. Student attendance will increase from 96% to 98%.

Evaluation Data Source(s) 2: The District Weekly Herding Mustang Report
Campus Weekly Attendance Meetings
EOY Attendance Data

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	May
1) Implement an incentives program where students with perfect attendance are recognized each nine weeks.	Principal Assistant Principal Attendance Associate	Weekly Attendance Data				
2) Organize an end of year celebration to recognize students with outstanding attendance (fewer than 3 absences and tardies) and perfect attendance (neither absent nor tardy).	Principal Assistant Principal Attendance Associate	Attendance Data				
3) Safety - (1) Have monthly drills to ensure student safety; (2) purchase a system of communication; (3) address student safety as it relates to academic success; (4) partner with Manor PD for student safety sessions	Principal Assistant Principal Counselor	Implementation can be measured by the number of students who feel safe at school according to the Student Survey. Impact will be measured by the increased number of standards mastered on EOY exams and also STAAR scores of at least 85% in all student groups.				
4) ShadowGlen Elementary will be recognized as a No Place for Hate campus and complete and or participate in 3 events per year to support a positive school environment.	Principal Assistant Principal Counselor	Implementation can be measured by the completion of planned events. Impact can be measured by SGE receiving a No Place for Hate campus designation.				
= Accomplished = Continue/Modify = No Progress = Discontinue						

Goal 2: Be a "great place to work" where employees find purpose, do worthwhile work, and make a difference

Performance Objective 1: ShadowGlen Elementary will recruit, train, and retain highly qualified teachers and paraprofessionals. ShadowGlen Elementary will be staffed at 100% each acadeic year.

Evaluation Data Source(s) 1: MISD HR records.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	May
1) Purchase reading and instructional materials for all staff to address students' needs. Materials will be geared toward closing the achievement gap between all student groups.	Principal Assistant Principal	Implementation can be measured by student data reports and student data notebook entries confirming teachers are implementing resources with fidelity. Impact can be measured with CBA data in all content areas showing that achievement gaps are closing and student groups are on track to show increases between administrations of at least 5 points before STAAR is administered.				
2) Participate in the MISD, Region 13, and other partnering agencies job fairs and recruiting events.	Principal Assistant Principal	ShadowGlen Elemenetary will be staffed prior to the first day of classes.				
= Accomplished = Continue/Modify = No Progress = Discontinue						

Goal 2: Be a "great place to work" where employees find purpose, do worthwhile work, and make a difference

Performance Objective 2: ShadowGlen Elementary will attain 90% retention of staff by providing educational and motivational experiences.

Evaluation Data Source(s) 2: The number of resignations at the end of the year as well as MISD HR data.

Summative Evaluation 2:

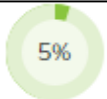
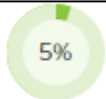
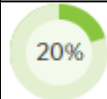




Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	May
1) Provide team building opportunities and other staff morale boosters to positively impact school culture.	Principal Assistant Principal	Review of 2019 Studer data will show an increased rating when compared to 2018 data.				
2) Encourage staff to maintain and increase attendance by providing recognition.	Principal Assistant Principal	At least 90% of staff will be in attendance 95% of the academic year.				
= Accomplished = Continue/Modify = No Progress = Discontinue						

Goal 2: Be a "great place to work" where employees find purpose, do worthwhile work, and make a difference

Performance Objective 3: ShadowGlen Elementary will implement job embedded professional learning systems aligned with curricular, instructional, and assessment needs; provides consistent support, development, coaching/mentoring and peer learning opportunities; and allocate regular time for whole group and individual staff development and learning activities.

Evaluation Data Source(s) 3: Agendas
Sign-In sheets

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	May
1) The campus leadership team (including admin and teachers) at ShadowGlen Elementary will attend professional development through training and conferences such as Model Schools and New Tech Network, to increase rigor and relevance and student achievement. The content and training at these conferences is specific to the needs of the campus.	Principal Assistant Principal Teacher Leaders	Documentation of leadership trainings will lead to an 80% increase in student engagement and learning as compared to last year's data.				
	Funding Sources: Title I, Part A - 10000.00					
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

Goal 2: Be a "great place to work" where employees find purpose, do worthwhile work, and make a difference

Performance Objective 4: Administrators at ShadowGlen Elementary School will use multiple data sets including teacher evaluation, surveys and student data to inform a formal retention and improvement process that creates opportunities for growth, development, and additional leadership roles.

Evaluation Data Source(s) 4: EmPower ED online data system, Student surveys as well as the Observation and Feedback protocol will be used to evaluate this objective.

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	May
1) Administrators will do documented walkthroughs to ensure time on task	Principal Assistant Principal	At the end of the year the number of walkthroughs will have a positive correlation to student academic success as measured by CFA, CBA and STAAR data.				
2) ShadowGlen Elementary will implement a system to track student literacy data that creates opportunities for growth and development.	Principal Assistant Principal Literacy Coach	At the end of the year literacy data will indicate an increase in student STAAR scores of at least 15%. In addition, 85% of students will be reading on or above grade level according to EOY DRA data.				
= Accomplished = Continue/Modify = No Progress = Discontinue						

Goal 3: Serve internal and external customers in partnership to support the highest levels of student success

Performance Objective 1: ShadowGlen Elementary build capacity for parental involvement to increase student academic performance to 85% in all core subjects.

Evaluation Data Source(s) 1: Title 1 Crate submissions
 Agendas
 Sign-in Sheets from meetings/events

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	May
1) ShadowGlen Elementary will provide training to include guest speakers to help parents work with their children to improve achievement at least 3 times per year.	Principal Assistant Principal Parent Liaison	Documentation of trainings provided. At least 25% of parents will have attended at least one training session.				
2) ShadowGlen Elementary will work with the Parent Teacher Association to increase parent membership and allow parents to have a voice in addressing issues that are important on the local and state level.	Principal Assistant Principal Parent Liaison	Documentation of partnering with Texas PTA. At least 25% more parents will become members of PTA when compared to membership in 2018.				
= Accomplished = Continue/Modify = No Progress = Discontinue						

Goal 3: Serve internal and external customers in partnership to support the highest levels of student success

Performance Objective 2: ShadowGlen Elementary will ensure that all community stakeholders and educators are aware of all school goals for instruction, achievement, and SEL. As well as, activities used to meet these goals and progress toward meeting these goals. Fifty percent of SGE stakeholders will attend information sessions.

Evaluation Data Source(s) 2: Parent meeting agendas
 CAT agendas
 Notices sent to parents

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	May
1) ShadowGlen Elementary will host a minimum of two cultural events to celebrate the diversity of our student and parent population.	Principal Assistant Principal Counselor Parent Liaison Teachers					
2) ShadowGlen Elementary will host two community meetings to discuss campus goals and progress toward achieving those goals.	Principal Assistant Principal Parent Liaison	At least 25% of stakeholders will attend each meeting as documented by sign-in sheets				
= Accomplished = Continue/Modify = No Progress = Discontinue						

Goal 3: Serve internal and external customers in partnership to support the highest levels of student success

Performance Objective 3: ShadowGlen Elementary will implement and utilize a system of open communication that provides for the timely, responsible sharing of information within the school community and provides information in multiple ways through different media to ensure communication with all stakeholders.

Evaluation Data Source(s) 3: Weekly social media postings by the Campus Communications Representative (24 weekly minimum)
 Notices sent home to parents

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	May
1) ShadowGlen Elementary will begin to update its campus website and other social media platforms in July so that parents can plan ahead. Teachers will communicate with parents via Class Dojo to keep them informed of campus and class activities.	Principal Assistant Principal Campus Webmaster Parent Liaison					
= Accomplished = Continue/Modify = No Progress = Discontinue						

Goal 4: Engage Students in a variety of individualized and flexible learning opportunities inside and outside the classroom.

Performance Objective 1: ShadowGlen Elementary will combine instruction, innovation in technology, and field experiences to produce higher results in student outcomes. Eighty-five percent of students will meet grade level standard on STAAR in all content areas and be reading on or able grade level on DRA.

Evaluation Data Source(s) 1: 2019 STAAR data
EOY DRA

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	May
1) ShadowGlen Elementary students will participate in PBL experiences to ensure application of the TEKS.	Principal Assistant Principal Teachers	Implementation will include the research and creation of TEKS driven lesson plans that culminate in a PBL product. Documentation of the implementation will be measured by student growth from BOY to EOY. 50% of students will meet the STAAR standard in grades 3 -5 and K - 2 students will be reading on or above grade level.				
2) ShadowGlen Elementary will hire temporary academic interventionists to ensure student academic growth.	Principal Assistant Principal	Implementation can be measured by student data. Documentation will include the timesheets submitted for payroll. 50% of student will show growth from BOY to STAAR in grades 3 - 5 and district assessments and DRA in grades K - 2.				
Funding Sources: State Compensatory Education - 9000.00						
= Accomplished = Continue/Modify = No Progress = Discontinue						

Goal 4: Engage Students in a variety of individualized and flexible learning opportunities inside and outside the classroom.

Performance Objective 2: ShadowGlen Elementary will initiate incentives that promote the use of digital programs such as myON, Nepris, and Nearpod.

Evaluation Data Source(s) 2: Data usage from each program will be tracked from BOY to EOY.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	May
1) Continue the implementation of digital programs such as myON in order to raise reading performance for each student.	Principal Assistant Principal Literacy Cocah Teachers	Implementaion can be measured by myOn data reports confirming that teachers are utilizing digital resources with fidelity. Impact can be measured by CBA and JIT data showing that achievement gaps are closing and student groups are on track to show increases between JIT and STAAR of at least 10 points.				
2) Begin the implementation of Nepris and Nearpod in PBL experiences in order to raise real world connections in everyday lessons.	Principal Assistant Principal Literacy Cocah Teachers	Implementaion can be measured by Nepris schedules and Nearpod usage confirming that teachers are utilizing digital resources with fidelity. Impact can be measured by CBA and JIT data showing that achievement gaps are closing and student groups are on track to show increases between JIT and STAAR of at least 10 points.				
= Accomplished = Continue/Modify = No Progress = Discontinue						

Goal 5: Allocate resources with a relentless focus on efficiency and effectiveness based on priorities of student success

Performance Objective 1: ShadowGlen Elementary will implement a system where input from a school leadership team, that includes parents and community members, is included in budget decisions. One hundred percent of budgetary decisions will be presented and approved with input.

Evaluation Data Source(s) 1: CAT Sign-in sheets and agendas
 PTA Meeting Agendas and sign-in sheets
 Faculty Meeting Sign-in sheets and Agendas

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	May
1) SGE CAT Committee will meet every other month to monitor program implementation and budget decisions.	Principal CAT members	Documentation of implementation will be monitored by sign-in sheets. Implementation will lead to increased budget making decisions by stakeholders as monitored by the CNA and CIP.				
= Accomplished = Continue/Modify = No Progress = Discontinue						

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Strengthen Tier 1 instruction and instructional interventions by monitoring the effectiveness of Tier 2 interventions, providing training and support in small group instruction for core academic areas, monitoring training and support of RTI process, targeted interventions for at-risk students by hiring an Instructional Coach and Interventionists.

Title I Schoolwide Element Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Veronica Escaname	Instructional Coach	3-5	1.0

Campus Action Team

Committee Role	Name	Position
Administrator	Niccole Delestre	Principal
Classroom Teacher	Christa Trimm	Pre-K
Classroom Teacher	Rhonda Champagne	Kinder
Classroom Teacher	Heather Stein	First
Classroom Teacher	Rose Chavez	Second
Classroom Teacher	Gladys Wall	Third
Classroom Teacher	Christine Perez	Fourth
Classroom Teacher	Amber Kirk	Fifth
Instructional Coach	Nwando Clyburn	Literacy Coach
Parent	Lisa Hansen	PTA
Community Representative	Jo Hansen	PTA
Paraprofessional	Rocqell Jordan	Parent Liaison
Administrator	Denise Deckard	Assistant Principal
Classroom Teacher	Rebecca Youmans	SPED
Non-classroom Professional	Kristen Turpin	Counselor
Non-classroom Professional	Quentella Quichocho	Interventionist
Classroom Teacher	Morgan Daniels	Music
Administrator	Quintina Gildon	Assistant Principal
Parent	Gisela Hermes-Herver	Parent