

Manor Independent School District
ShadowGlen Elementary
2019-2021 Campus Improvement Plan



Mission Statement

District Mission Statement:

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

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.

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.

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: Our AA, ELL, and White subpopulations are not meeting the standard on STAAR **Root Cause:** We are a rapidly growing campus and cannot always identify needs soon enough.

Student Academic Achievement

Student Academic 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 74%)

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 Academic 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 Academic Achievement Needs

Problem Statement 1: There has not been consistency in the implementation of programs at SGE **Root Cause:** Leadership and teacher changes have impacted our level of student academic achievement.

Problem Statement 2: Lack of implementation in progress monitoring systems and resources in all content areas. **Root Cause:** Lack of PD and practice with fidelity and monitoring of systems.

School Processes & Programs

School Processes & Programs 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 are based upon the needs identified in this improvement plan.

School Processes & Programs Strengths

ShadowGlen Elementary has 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 School Processes & Programs Needs

Problem Statement 1: SGE was opened as a New Tech campus but has not utilized the PBL practices with fidelity and has only been housed in one grade level. This year we will be expanding to 3 - 5 **Root Cause:** Inconsistency in leadership and expectations for New Tech practices and protocols implementation.

Perceptions

Perceptions 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.

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.

Perceptions 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.

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 Perceptions Needs

Problem Statement 1: Teachers feel as if they are not supported when it comes to student discipline. **Root Cause:** Clear discipline procedures had not yet been outlined.

Priority Problem Statements

Problem Statement 1: SGE was opened as a New Tech campus but has not utilized the PBL practices with fidelity and has only been housed in one grade level. This year we will be expanding to 3 - 5

Root Cause 1: Inconsistency in leadership and expectations for New Tech practices and protocols implementation.

Problem Statement 1 Areas: School Processes & Programs

Problem Statement 2: Lack of implementation in progress monitoring systems and resources in all content areas.

Root Cause 2: Lack of PD and practice with fidelity and monitoring of systems.

Problem Statement 2 Areas: Student Academic Achievement

Problem Statement 3: There has not been consistency in the implementation of programs at SGE

Root Cause 3: Leadership and teacher changes have impacted our level of student academic achievement.

Problem Statement 3 Areas: Student Academic Achievement

Problem Statement 4: Our AA, ELL, and White subpopulations are not meeting the standard on STAAR

Root Cause 4: We are a rapidly growing campus and cannot always identify needs soon enough.

Problem Statement 4 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- State and federal planning requirements

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations

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 EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Observation Survey 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
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- Section 504 data
- Gifted and talented data
- Dyslexia 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
- Enrollment trends

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Professional development needs assessment data
- TTESS data

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

Goals





Goal 1: Strategic Plan Goal 1. Be the district of choice in this Texas region based on student success. (Objective 1) Excellence goal: SGE will increase its literacy progress indicator (meets and masters on English Language Arts, ELA) by at least seven percentage points (from 43% to 50%) at the end of the 2019-2021 school year.

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

Evaluation Data Source(s) 1: Accountability Ratings Overall Summary

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	May
<p>TEA Priorities Build a foundation of reading and math 1) Strengthen Tier 1 instruction and instructional interventions by monitoring the effectiveness of Tier 2 and Tier 3 interventions. SGE will provide training and support in small group instruction for core academic areas and monitor the RtI process, Targeted interventionists will assist all at-risk students K-5 as will the Instructional Coach.</p>		Principal Assistant Principals Instructional Coach Literacy Coach Teachers	Increased scores on campus and district assessments. Accountability Ratings Overall Summary Report				
<p>Problem Statements: Demographics 1 - Student Academic Achievement 2 Funding Sources: Title I, Part A - 64533.00</p>							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	May
<p>TEA Priorities Build a foundation of reading and math</p> <p>2) ShadowGlen Elementary will: * Increase third grade Reading STAAR performance from 23% to 28% in Masters Grade Level Performance. * Increase 4th grade Reading STAAR performance from 25% to 30% in Masters Grade Level. * Increase 5th grade Reading STAAR performance from 20% to 25% in Masters Grade Level.</p>		Literacy Coach Instructional Coach Academic Interventionist Principal Assistant Principal	Impact can be measured by DRA and Accountability Ratings Overall Summary				
Problem Statements: Demographics 1 - Student Academic Achievement 1							
<p>TEA Priorities Build a foundation of reading and math</p> <p>3) ShadowGlen Elementary will implement a system to track student literacy data that creates opportunities for growth and development.</p>		Principal Assistant Principals Literacy Coach Instructional Coach	At the end of the year, literacy data will indicate an increase of at least 7% as measured by DRA and STAAR data.				
Problem Statements: Demographics 1 - Student Academic Achievement 1							
<p>TEA Priorities Build a foundation of reading and math</p> <p>4) Provide online resources - (1) for at risk students in order to formative and summative assess areas of academic growth in grades 3 - 5; (2) for at risk students in grade K - 2 to strengthen numeracy.</p>		Principal Assistant Principals Instructional Coach Literacy COach	End of year data will show an increase in at least 7 percentage points from the previous year.				
Problem Statements: Demographics 1 - Student Academic Achievement 2							
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Our AA, ELL, and White subpopulations are not meeting the standard on STAAR Root Cause 1: We are a rapidly growing campus and cannot always identify needs soon enough.

Student Academic Achievement

Problem Statement 1: There has not been consistency in the implementation of programs at SGE **Root Cause 1:** Leadership and teacher changes have impacted our level of student academic achievement.


Problem Statement 2: Lack of implementation in progress monitoring systems and resources in all content areas. **Root Cause 2:** Lack of PD and practice with fidelity and monitoring of systems.

Goal 2: Strategic Plan Goal 2. Be a "great place to work" where employees find purpose, do worthwhile work, and make a difference. (Objective 3) Teacher growth goal: The teacher growth score of SGE will increase by at least five percentage points (from 69% to 74%) at the end of the 2019-2020 school year.

Performance Objective 1: ShadowGlen Elementary will implement job embedded and professional learning systems aligned with curricular, instructional, and assessment needs; consistent support, development, coaching/mentoring and peer learning opportunities; and allocate regular time for whole group and individualized professional development and learning activities.

Evaluation Data Source(s) 1: Agendas
Sign-In Sheets

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	May
1) 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 Principals 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.				
Problem Statements: Student Academic Achievement 1							
2) Provide team building opportunities and other staff morale boosters to positively impact school culture (birthday recognition, pizza with the principal, etc).		Principal Assistant Principal	Studer data will show an increased rating in the area of support from the previous year.				
Problem Statements: Student Academic Achievement 1							
							

Performance Objective 1 Problem Statements:


Student Academic Achievement
Problem Statement 1: There has not been consistency in the implementation of programs at SGE Root Cause 1: Leadership and teacher changes have impacted our level of student academic achievement.

Goal 2: Strategic Plan Goal 2. Be a "great place to work" where employees find purpose, do worthwhile work, and make a difference. (Objective 3)
 Teacher growth goal: The teacher growth score of SGE will increase by at least five percentage points (from 69% to 74%) at the end of the 2019-2020 school year.

Performance Objective 2: The campus leadership team (including admin and teachers) at ShadowGlen Elementary will attend professional development through training and conferences such as New Tech Annual Conference and New Tech Leadership conference to increase rigor and relevance and student academic performance. The content and training at these conferences is specific to the needs of the campus.

Evaluation Data Source(s) 2: Documentation of PD will lead to an 80% increase in student engagement and learning as compared to last year's data .

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	May
ESF Levers Lever 1: Strong School Leadership and Planning Lever 5: Effective Instruction 1) Attend professional development through training and conferences such as New Tech Annual Conference and New Tech Leadership conference to increase rigor and relevance and student academic performance. The content and training at these conferences is specific to the needs of the campus.		Principal Assistant Principal Literacy Coach Instructional Coach Teacher Leads					
Problem Statements: School Processes & Programs 1 Funding Sources: Title I, Part A - 16000.00							
							

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 1: SGE was opened as a New Tech campus but has not utilized the PBL practices with fidelity and has only been housed in one grade level. This year we will be expanding to 3 - 5 Root Cause 1: Inconsistency in leadership and expectations for New Tech practices and protocols implementation.

Goal 3: Strategic Plan Goal 3. Serve internal and external customers in partnership to support the highest levels of student success. (Objective 4) Parent and community engagement goal: SGE will build capacity for parental involvement to increase student achievement to 85% in all core subjects.


Performance Objective 1: ShadowGlen Elementary will build capacity for parental Involvement to increase student academic performance by at least 5 percentage points.

Evaluation Data Source(s) 1: Title I Crate submissions

Sign-in sheets

Agendas

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	May
1) ShadowGlen Elementary will provide workshops to help parents work with their students at least quarterly.	3.2	Principal Assistant Principals Parent Liaison	At least 25% of parents will attend at least one session.				
Problem Statements: Student Academic Achievement 1							
2) ShadowGlen will host a minimum of two workshops supporting students seminars each semester to increase academic achievement.	2.5						
Problem Statements: Student Academic Achievement 1							
							

Performance Objective 1 Problem Statements:

Student Academic Achievement
Problem Statement 1: There has not been consistency in the implementation of programs at SGE Root Cause 1: Leadership and teacher changes have impacted our level of student academic achievement.

Goal 3: Strategic Plan Goal 3. Serve internal and external customers in partnership to support the highest levels of student success. (Objective 4) Parent and community engagement goal: SGE will build capacity for parental involvement to increase student achievement to 85% in all core subjects.

Performance Objective 2: ShadowGlen Elementary will work with the Parent Teacher Association to increase parent membership and assist parents in having a voice in addressing issues that are important on the local and state level.

Evaluation Data Source(s) 2: Texas PTA data will show and increase in membership from the previous year.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	May
1) ShadowGlen Elementary will host two membership drives each year to encourage parents to join PTA.		Principal Assistant Principals PTA President	ShadowGlen Elementary membership count will result in an award for increased membership.				
Problem Statements: Student Academic Achievement 1							

Performance Objective 2 Problem Statements:

Student Academic Achievement
Problem Statement 1: There has not been consistency in the implementation of programs at SGE Root Cause 1: Leadership and teacher changes have impacted our level of student academic achievement.

Goal 4: Strategic Plan Goal 4. Engage students in a variety of individualized and flexible learning opportunities inside and outside the classroom. (Objective 2) Equity goal: SGE will increase its student growth indicator (Domain II, Part A, Raw Score) by at least five percentage points (from 69% to 75%) at the end of the 2019-2021 school year.

Performance Objective 1: ShadowGlen Elementary will combine instruction, innovation in technology, and field experiences to produce higher results in student academic outcomes.

Evaluation Data Source(s) 1: STAAR

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	May
1) Purchase instructional materials to address students' needs to close the achievement gap between the African American/White sub populations and other tested sub populations.		Principal Assistant Principal Instructional Coach Literacy Coach					
	Problem Statements: Demographics 1 - Student Academic Achievement 1, 2 Funding Sources: Title I, Part A - 8717.00, SCE - 199 E 11 6117 00 XXX 24 155 - 0.00						
2) Use Nepris and Nearpod online services to bridge the disconnect between the abstract and concrete to increase student background knowledge.		Instructional Coach Principal Assistant Principals					
	Problem Statements: Student Academic Achievement 1 - School Processes & Programs 1						
3) Implement the PBL process with fidelity in grades 3 - 5 to extend the TEKS ensuring learning at the application level.		Team Leads Instructional Coach Principal Assistant Principal					
	Problem Statements: School Processes & Programs 1						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	May
4) ShadowGlen Elementary will hire temporary academic interventionists to promote small group application of TEKS and improved academic achievement.		Instructional Coach Literacy Coach Principal Assistant Principal					
Problem Statements: Demographics 1 - Student Academic Achievement 1 Funding Sources: SCE - 199 E 11 6117 00 XXX 24 155 - 0.00							

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Our AA, ELL, and White subpopulations are not meeting the standard on STAAR Root Cause 1: We are a rapidly growing campus and cannot always identify needs soon enough.
Student Academic Achievement
Problem Statement 1: There has not been consistency in the implementation of programs at SGE Root Cause 1: Leadership and teacher changes have impacted our level of student academic achievement.
Problem Statement 2: Lack of implementation in progress monitoring systems and resources in all content areas. Root Cause 2: Lack of PD and practice with fidelity and monitoring of systems.
School Processes & Programs
Problem Statement 1: SGE was opened as a New Tech campus but has not utilized the PBL practices with fidelity and has only been housed in one grade level. This year we will be expanding to 3 - 5 Root Cause 1: Inconsistency in leadership and expectations for New Tech practices and protocols implementation.

Goal 5: Strategic Plan 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 the school leadership team, that includes community members and parents, is included in budgetary decisions.

Evaluation Data Source(s) 1: CAT meeting sign in sheets and agendas.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	May
1) The ShadowGlen Elementary CAT will meet on a monthly basis to monitor program implementation and budget decisions.		Principal CAT members					
Problem Statements: Student Academic Achievement 1							

Performance Objective 1 Problem Statements:

Student Academic Achievement
Problem Statement 1: There has not been consistency in the implementation of programs at SGE Root Cause 1: Leadership and teacher changes have impacted our level of student academic achievement.

Campus Advisory Team

Committee Role	Name	Position
Administrator	Niccole Delestre	
Administrator	April Jones	
Administrator	Joanne Garza	
Non-classroom Professional	Kristen Turpin	
Instructional Coach	Vincent Manor	
Instructional Coach	Nwando Clyburn	
Non-classroom Professional	Quentella Quichocho	
Parent	Lisa Hansen	
Parent	Gisela Hermes-Herver	
District-level Professional	Celeste Sodergren	
Classroom Teacher	Wyatt Eason	
Classroom Teacher	Shaleka Boone	
Classroom Teacher	Danielle Ehrgott	
Classroom Teacher	Gladys Wall	
Classroom Teacher	Melissa Munez	
Paraprofessional	Meghan Moreno	
Classroom Teacher	Jamilia Hamlin	
Classroom Teacher	Steven Walton	