

# Schertz-Cibolo Universal City Independent School District

## Schertz Elementary

### Campus Improvement Plan

2020-2021



# Mission Statement

*Schertz-Cibolo-Universal City ISD provides a safe, secure and challenging learning environment, through the responsible use of all resources, to afford opportunities for all students to realize their individual potential and to become responsible and productive members of society.*

*2018 Accountability Rating Overall - Met Standard*

## Vision

Prepare EVERY student to be a productive citizen.

## Value Statement

Leadership, Character, Commitment, Service, Learning

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Schertz Elementary is a Title 1, PreK-4th grade campus located in central Schertz near Randolph Air Force Base. Based on 2019-2020 data, the school had approximately 713 students with a diverse population consisting of mainly Hispanic, White and African American students. The campus was over 55% Hispanic and 31% white and is a dual language campus serving 23% English Learners. The makeup includes 55.89% economically disadvantaged and 41% at risk. The campus scorecard reflects that the campus was rated a D for the 2019-2020 school year. The campus attendance rate was 95% and our mobility rate is 10%. Teacher retention is high at 90.56% with over 75% of the teachers having 6 or more years experience and over 20% with more than 20 years. Parent satisfaction is above the district average and parent involvement in school events is average and improving. Is is located in an established neighborhood and was originally built in 1952 in a community with a growing number of military connected students, currently at 19%.

### 2019-2020 Race/Ethnicity Breakdown

Hispanic - 59.19%      White - 28.89%      Two or more races - 5%      African American - 6.17%

### 2019-2020 Student Groups

Economically Disadvantaged - 55.89%      At Risk - 41%      English Learners - 21.6%      Migrant - 0%      Special Education - 21%      Free Lunch participation - 46.70%      Reduced Lunch participation - 9%      Section 504 - 3.79%

### **Staff Data:**

All teachers are highly qualified and have state certification. Based on the 2018-2019 TAPR, Schertz has 70 staff with 84% being professional staff and a 49% minority rate. Over 76% of the teachers have 6 or more years experience.

### Attendance Rates:

1st 6 weeks 97.24%    2nd 6 weeks 95.98%    3rd 6 weeks 95.02%    4th 6 weeks 94.34%    5th 6 weeks Remote Learning    6th 6 weeks Remote Learning

### Demographics Strengths

- More than 70% of teachers have 6 or more years experience
- Weekly attendance averages showed consistency from 2018 to 2019
- Dual Language Program
- Diverse teacher population
- Programs to support teacher efficacy (Campus/District)
- Attendance strategies and resources positively impacted the first 6 weeks ( met district goal of 97%)

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** Parents and students don't feel a sense of belonging to our campus. **Root Cause:** Communication and Feedback between all stakeholders (staff, students, parents, community)

# Student Learning

## Student Learning Summary

Due to covid-19 and remote learning, we are using 2019 STAAR data and 2020 middle of the year Map data to identify strengths and weaknesses within student learning at Schertz.

### 2018-2019 STAAR Data:

Schertz Elementary met standard overall with a scale score of 64. We met student achievement with a score of 65 and student progress with a score of 59 due to the score for academic growth. We were improvement required for closing the gaps at a score of 59 instead of the goal of 60. There were no distinctions earned. According to STAAR data for 2018-2019, we showed improvements in 3rd grade Math spanish with a passing rate of 100%. We also showed a significant increase in the passing rate for 4th grade reading spanish from 48% in 2018 to 72% in 2019. We showed decreases in the areas of 4th grade writing from 67% passing in 2018 to 46% passing in 2019, 3rd grade reading spanish from 81% passing in 2018 to 57% passing in 2019, 4th grade reading from 75% passing in 2018 to 63% passing in 2019, and 4th grade math from 74% passing in 2018 to 60% passing in 2019.

### 2019-2020 MOY Map Data:

Our 2020 middle of the year Map Math data shows that the percentage of students in the 61st-100th percentile went up for all grade levels. The students in the 0-20th percentile decreased for every grade level by at least 2%. At least 50% of our students in every grade level met projected growth from beginning of the year to the middle of the year assessment.

Our 2020 middle of the year Map Reading data shows that the percentage of students in the 0-40th percentile decreased or stayed the same from the beginning of the year to the middle of the year. In Kindergarten through Second grade, the students in the 81st-100th percentile increased by at least 8%. At least 45% of our students in every grade level met projected growth from the beginning of the year to the middle of the year.

When comparing 2019 end of year data to 2020 middle of the year data, we grew anywhere from 2% to 20% of students from reading below grade to reading on grade level. The increase from end of year testing to beginning of the year testing could partially be attributed to creating optimal testing environments for all students.

Reading Overall Performance						
Overall	Lo (0-20%tile)	LoAvg (21-40 %tile)	Avg (41-60 %tile)	HiAvg (61-80 5tile)	Hi (81-100 %tile)	Projected Growth
BOY Kinder	11%	22%	21%	31%	16%	
MOY Kinder (English only)	10%	13%	21%	29%	27%	69%
BOY 1st Grade	22%	13%	25%	22%	19%	
MOY 1st Grade	12%	20%	18%	23%	27%	61%
BOY 2nd Grade	8%	26%	22%	30%	14%	
MOY 2nd Grade	13%	12%	17%	24%	34%	46%

**Reading Overall Performance**

BOY 3rd Grade	24%	12%	30%	29%	24%	
MOY 3rd Grade	23%	12%	24%	29%	14%	48%
BOY 4th Grade	22%	15%	16%	30%	17%	
MOY 4th Grade	18%	19%	17%	26%	18%	59%

**Math Overall Performance**

Overall	Lo (0-20%tile)	LoAvg (21-40 %tile)	Avg (41-60 %tile)	HiAvg (61-80 5tile)	Hi (81-100 %tile)	Projected Growth
BOY Kinder	15%	16%	28%	24%	18%	
MOY Kinder	9%	13%	18%	34%	26%	77%
BOY 1st Grade	16%	18%	21%	24%	22%	
MOY 1st Grade	14%	12%	17%	31%	26%	67%
BOY 2nd Grade	16%	18%	21%	24%	22%	
MOY 2nd Grade	14%	12%	14%	20%	41%	77%
BOY 3rd Grade	26%	17%	29%	23%	5%	
MOY 3rd Grade	25%	25%	20%	26%	4%	52%
BOY 4th Grade	31%	17%	13%	27%	12%	
MOY 4th Grade	28%	14%	19%	24%	15%	53%

**Student's Reading On Grade Level**

	1st Graders Reading On Level	2nd Graders Reading On Level	3rd Graders Reading On Level	4th Graders Reading On Level
Kinder EOY	53%	62%	54%	61%
First BOY	73%	80%	68%	68%
FIRST MOY	80%	76%	69%	72%

**Student Learning Strengths**

- At least 45% of students met projected growth in reading and math
- Growth in the Hi/Hi Average categories for reading and math
- Spanish STAAR Scores increased in the areas of 3rd grade math, 4th grade reading, and 4th grade writing
- We met our goal of increasing the passing rate of At Risk students by 10% in the following areas: 3rd grade math (31% to 41%) and 4th grade writing (28% to 38%)
- We met our goal of increasing the passing rate of Special Education students by 10% in the following areas: 3rd grade math (19% to 29%)
- Procedures and protocols established for optimal testing environments

**Problem Statements Identifying Student Learning Needs**

**Problem Statement 1:** Identifying, analyzing, and implementing critical content. **Root Cause:** Micro-cycles of teaching (Formative Assessments: Critical Content), Reteach



# School Processes & Programs

## School Processes & Programs Summary

Creating a highly engaged workforce is a priority for school administration and campus leaders. It is a campus priority to ensure that students and staff have a voice. At Schertz Elementary recruitment and retention of high quality staff (90.2% retention rate) is enhanced by Tier 1 Instructional Support. The Schertz Elementary Instructional Coach and Academic Assistant Principal engage in weekly collaborative planning, facilitate job embedded learning, carry out coaching cycles, and professional development for all staff. The Response to Intervention Teacher supports implementation of RTI via evidence based methods and monitoring.

Professional Development is planned using campus data, Tier 1 Data Analysis, STAAR Scores, and Teacher Feedback. Our Professional development focus for 2020-2021 school year is Fundamental Five, Teaching with Poverty in Mind, and consult with Shannon Abercrombie for ELAR. Job embedded learning and feedback will be provided through Targeted Walks, Focused Walk-Throughs, and T-Tess Observations.

At Schertz Elementary the campus organizational teams make decisions at the level closest to the work. The campus Instructional Leadership Team is focused on the Campus Improvement Plan and campus Scorecard. The campus Operational Leadership Team is focused on workforce and student day to day operations. The campus Positive Behavior Intervention Support Team is focused on campus wide student support and individual student support.

Response to Intervention at Schertz Elementary is a collaborative process that allows for all students to get what they need at a common intervention time.

## School Processes & Programs Strengths

- RtI systems identify Tier 1 instructional strengths and weaknesses
- Provide resources/program that are research based to provide student support in Tier 2 and Tier 3
- PBIS- Student Review supports student behavior with frequent monitoring
- Instructional Coaching cycle improved through professional development and a focus on data
- Academic Assistant Principal supports PLC process by focusing on planning and assessment
- Professional Learning Communities

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** Lack of authentic goal setting process and progress monitoring **Root Cause:** Collaboration of stakeholders (students, teachers, parents)

# Perceptions

## Perceptions Summary

Schertz Elementary conducted a Community Engagement Survey, Energage Staff Survey, and Panorama Survey. Based on the Community Engagement Survey, parent satisfaction is above the district average with a mean of 4.36 in 2019. Parent Participation on the survey decreased from 343 respondents to 242 respondents. Based on the Energage Staff Survey, employees feel their time is valued and they are working towards something meaningful at Schertz. Based on the beginning of the year Panorama, students feel that they have Grit and understand the Traits of a Graduate.

## Panorama STUDENT SURVEY RESULTS

(3rd and 4TH Grade Students ONLY) = 260 responses

Topics:	Spring 2019	Fall 2019	SCUC
Ø Grit:	53	58	
Ø Growth Mindset	58	52	
Ø Self Management	65	66	
Ø Social Awareness	63	65	
Ø Traits of a Graduate	61	64.6	

## Perceptions Strengths

- Grit, Traits of a Graduate, Self Management, and Social Awareness increase from Spring 2019 to Fall 2019.
- 

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Students don't feel respected in certain areas of school **Root Cause:** Lack of student voice and representation

# Priority Problem Statements

# Goals

**Goal 1:** All students will be college, career, and/or military ready.





**Performance Objective 1:** 100% of students at Schertz will meet Approaches grade level on STAAR across all tested subject areas. (Reading, Math, Writing)

**Targeted or ESF High Priority**

**Evaluation Data Sources:** STAAR

**Summative Evaluation:** None

<b>Strategy 1:</b> Implement Micro-Cycles (3-5 days) to formatively assess student progress towards Critical Content in Reading and Math. <b>Strategy's Expected Result/Impact:</b> None <b>Staff Responsible for Monitoring:</b> Admin Team Teachers <b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>ESF Levers:</b> Lever 5: Effective Instruction	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<b>Strategy 2:</b> Implement Small Group Instruction for Reading and Math in Tier 1 supported by feedback walk-throughs and district coordinators. <b>Strategy's Expected Result/Impact:</b> None <b>Staff Responsible for Monitoring:</b> Admin Team Teachers <b>Title I Schoolwide Elements:</b> 2.4, 2.5 - <b>ESF Levers:</b> Lever 5: Effective Instruction	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<b>Strategy 3:</b> Utilize the Effective School Framework to analyze school systems and establish a clear vision for student learning. <b>Strategy's Expected Result/Impact:</b> None <b>Staff Responsible for Monitoring:</b> Admin team Instructional Leadership Team Instructional Coach <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>





<p><b>Strategy 4:</b> Use formative data to drive Tier 1 instructional practices to ensure student progress toward mastering TEKS across all subject areas. ( Reading, Math, SS, Science, Writing)</p> <p><b>Strategy's Expected Result/Impact:</b> None</p> <p><b>Staff Responsible for Monitoring:</b> Admin Team Instructional Leadership Team Intervention team</p> <p><b>Title I Schoolwide Elements:</b> 2.6 - <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 5:</b> Utilize Universal Screener Data, MAPS, to make ongoing evidence based decisions for all students and develop actions plans to address student needs during Panther Time.</p> <p><b>Strategy's Expected Result/Impact:</b> None</p> <p><b>Staff Responsible for Monitoring:</b> Invention Team Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 2.6 - <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 1:** All students will be college, career, and/or military ready.

**Performance Objective 2:** Schertz Elementary will target the lowest sub population based on STAAR data for 2019 and increase the number of students passing STAAR by 10%. (White Sub Population was the lowest score)

**Evaluation Data Sources:** STAAR  
NWEA MAPS

**Summative Evaluation:** None





<p><b>Strategy 1:</b> Identify and Monitor the progress of White students by analyzing formative and summative assessments measuring critical content in reading and math.</p> <p><b>Strategy's Expected Result/Impact:</b> None</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Leadership Team Grade Level PLC Admin Team</p> <p><b>Title I Schoolwide Elements:</b> 2.6 - <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 2:</b> Provide access to evidence based instructional programs such as: Dreambox, Really Great Reading, Reading A to Z, Headsprout</p> <p><b>Strategy's Expected Result/Impact:</b> None</p> <p><b>Staff Responsible for Monitoring:</b> Intervention Team</p> <p><b>Title I Schoolwide Elements:</b> 2.6 - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 1:** All students will be college, career, and/or military ready.

**Performance Objective 3:** Schertz Elementary will target the lowest sub population based on STAAR data for 2019 and increase the number of students passing STAAR by 10%. (Special Education Students)

**Evaluation Data Sources:** STAAR  
NWEA Maps

**Summative Evaluation:** None





<b>Strategy 1:</b> Implement master schedule to address all students learning needs, including Special Education <b>Strategy's Expected Result/Impact:</b> None <b>Staff Responsible for Monitoring:</b> Academic Assistant Principal Special Education PLC <b>Title I Schoolwide Elements:</b> 2.5, 2.6 - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<b>Strategy 2:</b> Identify and Monitor Special Education students by analyzing formative and summative assessments to measure progress towards critical content and IEP goals. <b>Strategy's Expected Result/Impact:</b> None <b>Staff Responsible for Monitoring:</b> Academic Assistant Principal Special Education PLC <b>Title I Schoolwide Elements:</b> 2.5 - <b>ESF Levers:</b> Lever 5: Effective Instruction	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<b>Strategy 3:</b> Provide evidence based interventions to address student's academic needs <b>Strategy's Expected Result/Impact:</b> None <b>Staff Responsible for Monitoring:</b> Special Education PLC RtI Admin Team <b>Title I Schoolwide Elements:</b> 2.6 - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 1:** All students will be college, career, and/or military ready.

**Performance Objective 4:** Schertz Elementary will target the lowest sub population based on STAAR data for 2019 and increase the number of students passing STAAR by 10%. (English Learners)

**Evaluation Data Sources:** TELPAS  
STAAR

**Summative Evaluation:** None

<b>Strategy 1:</b> Teach and monitor student progress towards academic vocabulary. <b>Strategy's Expected Result/Impact:</b> None <b>Staff Responsible for Monitoring:</b> Admin Team ESL Teacher Dual Language Teachers <b>Title I Schoolwide Elements:</b> 2.6 - <b>ESF Levers:</b> Lever 5: Effective Instruction	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<b>Strategy 2:</b> Collaboratively plan intentional student experiences in TELPAS domains through the PLC process. <b>Strategy's Expected Result/Impact:</b> None <b>Staff Responsible for Monitoring:</b> Dual Language Teachers ESL Teacher <b>Title I Schoolwide Elements:</b> 2.5 - <b>ESF Levers:</b> Lever 5: Effective Instruction	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<b>Strategy 3:</b> Collaboratively plan intentional student experiences in TELPAS domains through the PLC process. <b>Strategy's Expected Result/Impact:</b> None <b>Staff Responsible for Monitoring:</b> ESL Teacher Dual Language Teachers <b>Title I Schoolwide Elements:</b> 2.5 - <b>ESF Levers:</b> Lever 5: Effective Instruction	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				







**Goal 2:** High-performing and engaged workforce.

**Performance Objective 1:** 80% of participants will respond in the top 3 of scoring bands in workforce satisfaction survey.

**Evaluation Data Sources:** Studer Survey  
Continuous Improvement Form

**Summative Evaluation:** None





<b>Strategy 1:</b> Utilize weekly Panther Press newsletter from administration team with feedback tool for continuous improvement to address staff concerns. <b>Strategy's Expected Result/Impact:</b> None <b>Staff Responsible for Monitoring:</b> Admin Team <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<b>Strategy 2:</b> Engage in Culturally Responsive Professional Development to increase sense of belonging and connectedness of staff. <b>Strategy's Expected Result/Impact:</b> None <b>Staff Responsible for Monitoring:</b> Admin Team Instructional Coach <b>ESF Levers:</b> Lever 3: Positive School Culture	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<b>Strategy 3:</b> Solicit workplace feedback from targeted employee groups, specifically paraprofessionals. <b>Strategy's Expected Result/Impact:</b> None <b>Staff Responsible for Monitoring:</b> Admin Team <b>ESF Levers:</b> Lever 3: Positive School Culture	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<b>Strategy 4:</b> Participate in SCUC Leadership Academy that focused on being Culturally Responsive. <b>Strategy's Expected Result/Impact:</b> Create Sense of Belonging <b>Staff Responsible for Monitoring:</b> Admin, ILT <b>Title I Schoolwide Elements:</b> 3.1 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 3: Positive School Culture	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 3:** Highly satisfied students, parents, and community.

**Performance Objective 1:** 60% of respondents will include satisfaction (strongly agree) on SCUC ISD Student Satisfaction Survey.

**Evaluation Data Sources:** District Student Survey

**Summative Evaluation:** None





<b>Strategy 1:</b> Plan and deliver guidance lessons targeting the traits of a graduate. <b>Strategy's Expected Result/Impact:</b> None <b>Staff Responsible for Monitoring:</b> Counselor <b>ESF Levers:</b> Lever 3: Positive School Culture	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<b>Strategy 2:</b> Read and discuss text each month that address specific components of Social Emotional Learning. <b>Strategy's Expected Result/Impact:</b> None <b>Staff Responsible for Monitoring:</b> Counselor Teachers	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<b>Strategy 3:</b> Implement Zone of Regulation in Grades K-2. <b>Strategy's Expected Result/Impact:</b> None <b>Staff Responsible for Monitoring:</b> Counselor CIS Teachers <b>ESF Levers:</b> Lever 3: Positive School Culture	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 3:** Highly satisfied students, parents, and community.

**Performance Objective 2:** 90% of respondents will indicate satisfaction on SCUC ISD Parent Satisfaction Survey.

**Evaluation Data Sources:** Studer Education Survey, for Parents/Community

**Summative Evaluation:** None





<b>Strategy 1:</b> Implement grade level family picnic opportunities in the fall that include opportunities for parent learning. <b>Strategy's Expected Result/Impact:</b> None <b>Staff Responsible for Monitoring:</b> CIS Admin Team <b>ESF Levers:</b> Lever 3: Positive School Culture	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<b>Strategy 2:</b> Implement Parent Engagement Nights to address student learning. <b>Strategy's Expected Result/Impact:</b> None <b>Staff Responsible for Monitoring:</b> Admin Counselor Instructional Leadership Team <b>Title I Schoolwide Elements:</b> 3.2 - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<b>Strategy 3:</b> Communicate a weekly update through dojo with information such as: weekly attendance, student growth, and important dates. <b>Strategy's Expected Result/Impact:</b> None <b>Staff Responsible for Monitoring:</b> Admin Team Teachers <b>Title I Schoolwide Elements:</b> 3.2 - <b>ESF Levers:</b> Lever 3: Positive School Culture	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 3:** Highly satisfied students, parents, and community.

**Performance Objective 3:** Schertz Elementary will maintain a 97% weekly attendance average for the 2019-2020 school year.

**Evaluation Data Sources:** Weekly Attendance Data

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Monitor attendance by identifying students with 3 or more unexcused absences in a 4 week period and contact parents by phone, letter and/or home visit.</p> <p><b>Strategy's Expected Result/Impact:</b> None</p> <p><b>Staff Responsible for Monitoring:</b> Attendance Secretary Assistant Principal</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 2.6 - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 2:</b> Create and implement attendance contracts for students with 12 or more unexcused absences.</p> <p><b>Strategy's Expected Result/Impact:</b> None</p> <p><b>Staff Responsible for Monitoring:</b> Admin Team Counselor CIS PBIS</p> <p><b>Title I Schoolwide Elements:</b> 2.5 - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 3:</b> Design and Implement a structure for credit recovery for students who have been absent 20 or more school days.</p> <p><b>Strategy's Expected Result/Impact:</b> None</p> <p><b>Staff Responsible for Monitoring:</b> Attendance Secretary Teachers CIS Counselor Admin Team</p> <p><b>Title I Schoolwide Elements:</b> 2.5 - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 4:** Efficient district and campus operations.

# Title I Schoolwide Elements

## ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

### 1.1: Comprehensive Needs Assessment

Schertz Elementary is a Title I, PreK-4th grade campus located in central Schertz near Randolph Air Force Base. Based on 2019-2020 data, the school had approximately 713 students with a diverse population consisting of mainly Hispanic, White and African American students. The campus was over 55% Hispanic and 31% white and is a dual language campus serving 23% English Learners. The makeup includes 55.89% economically disadvantaged and 41% at risk. The campus scorecard reflects that the campus was rated a D for the 2019-2020 school year. The campus attendance rate was 95% and our mobility rate is 10%. Teacher retention is high at 90.56% with over 75% of the teachers having 6 or more years experience and over 20% with more than 20 years. Parent satisfaction is above the district average and parent involvement in school events is average and improving. Is is located in an established neighborhood and was originally built in 1952 in a community with a growing number of military connected students, currently at 19%.

#### 2019-2020 Race/Ethnicity Breakdown

Hispanic - 59.19%      White - 28.89%      Two or more races - 5%      African American - 6.17%

#### 2019-2020 Student Groups

Economically Disadvantaged - 55.89%      At Risk - 41%      English Learners - 21.6%      Migrant - 0%      Special Education - 21%      Free Lunch participation - 46.70%      Reduced Lunch participation - 9%      Section 504 - 3.79%

#### **Staff Data:**

All teachers are highly qualified and have state certification. Based on the 2018-2019 TAPR, Schertz has 70 staff with 84% being professional staff and a 49% minority rate. Over 76% of the teachers have 6 or more years experience.

#### Attendance Rates:

1st 6 weeks 97.24%      2nd 6 weeks 95.98%      3rd 6 weeks 95.02%      4th 6 weeks 94.34%      5th 6 weeks Remote Learning      6th 6 weeks Remote Learning

Due to covid-19 and remote learning, we are using 2019 STAAR data and 2020 middle of the year Map data to identify strengths and weaknesses within student learning at Schertz.

**2018-2019 STAAR Data:**

Schertz Elementary met standard overall with a scale score of 64. We met student achievement with a score of 65 and student progress with a score of 59 due to the score for academic growth. We were improvement required for closing the gaps at a score of 59 instead of the goal of 60. There were no distinctions earned. According to STAAR data for 2018-2019, we showed improvements in 3rd grade Math spanish with a passing rate of 100%. We also showed a significant increase in the passing rate for 4th grade reading spanish from 48% in 2018 to 72% in 2019. We showed decreases in the areas of 4th grade writing from 67% passing in 2018 to 46% passing in 2019, 3rd grade reading spanish from 81% passing in 2018 to 57% passing in 2019, 4th grade reading from 75% passing in 2018 to 63% passing in 2019, and 4th grade math from 74% passing in 2018 to 60% passing in 2019.

**2019-2020 MOY Map Data:**

Our 2020 middle of the year Map Math data shows that the percentage of students in the 61st-100th percentile went up for all grade levels. The students in the 0-20th percentile decreased for every grade level by at least 2%. At least 50% of our students in every grade level met projected growth from beginning of the year to the middle of the year assessment.

Our 2020 middle of the year Map Reading data shows that the percentage of students in the 0-40th percentile decreased or stayed the same from the beginning of the year to the middle of the year. In Kindergarten through Second grade, the students in the 81st-100th percentile increased by at least 8%. At least 45% of our students in every grade level met projected growth from the beginning of the year to the middle of the year.

When comparing 2019 end of year data to 2020 middle of the year data, we grew anywhere from 2% to 20% of students from reading below grade to reading on grade level. The increase from end of year testing to beginning of the year testing could partially be attributed to creating optimal testing environments for all students.

Reading Overall Performance						
Overall	Lo (0-20%tile)	LoAvg (21-40 %tile)	Avg (41-60 %tile)	HiAvg (61-80 5tile)	Hi (81-100 %tile)	Projected Growth
BOY Kinder	11%	22%	21%	31%	16%	
MOY Kinder (English only)	10%	13%	21%	29%	27%	69%
BOY 1st Grade	22%	13%	25%	22%	19%	
MOY 1st Grade	12%	20%	18%	23%	27%	61%
BOY 2nd Grade	8%	26%	22%	30%	14%	
MOY 2nd Grade	13%	12%	17%	24%	34%	46%
BOY 3rd Grade	24%	12%	30%	29%	24%	
MOY 3rd Grade	23%	12%	24%	29%	14%	48%
BOY 4th Grade	22%	15%	16%	30%	17%	
MOY 4th Grade	18%	19%	17%	26%	18%	59%

Math Overall Performance						
Overall	Lo (0-20%tile)	LoAvg (21-40 %tile)	Avg (41-60 %tile)	HiAvg (61-80 5tile)	Hi (81-100 %tile)	Projected Growth
BOY Kinder	15%	16%	28%	24%	18%	
MOY Kinder	9%	13%	18%	34%	26%	77%
BOY 1st Grade	16%	18%	21%	24%	22%	
MOY 1st Grade	14%	12%	17%	31%	26%	67%
BOY 2nd Grade	16%	18%	21%	24%	22%	
MOY 2nd Grade	14%	12%	14%	20%	41%	77%
BOY 3rd Grade	26%	17%	29%	23%	5%	
MOY 3rd Grade	25%	25%	20%	26%	4%	52%
BOY 4th Grade	31%	17%	13%	27%	12%	
MOY 4th Grade	28%	14%	19%	24%	15%	53%

Student's Reading On Grade Level				
	1st Graders Reading On Level	2nd Graders Reading On Level	3rd Graders Reading On Level	4th Graders Reading On Level
Kinder EOY	53%	62%	54%	61%
First BOY	73%	80%	68%	68%
FIRST MOY	80%	76%	69%	72%

Creating a highly engaged workforce is a priority for school administration and campus leaders. It is a campus priority to ensure that students and staff have a voice. At Schertz Elementary recruitment and retention of high quality staff (90.2% retention rate) is enhanced by Tier 1 Instructional Support. The Schertz Elementary Instructional Coach and Academic Assistant Principal engage in weekly collaborative planning, facilitate job embedded learning, carry out coaching cycles, and professional development for all staff. The Response to Intervention Teacher supports implementation of RTI via evidence based methods and monitoring.

Professional Development is planned using campus data, Tier 1 Data Analysis, STAAR Scores, and Teacher Feedback. Our Professional development focus for 2020-2021 school year is Fundamental Five, Teaching with Poverty in Mind, and consult with Shannon Abercrombie for ELAR. Job embedded learning and feedback will be provided through Targeted Walks, Focused Walk-Throughs, and T-Tess Observations.

At Schertz Elementary the campus organizational teams make decisions at the level closest to the work. The campus Instructional Leadership Team is focused on the Campus Improvement Plan and campus Scorecard. The campus Operational Leadership Team is focused on workforce and student day to day operations. The campus Positive Behavior Intervention Support Team is focused on campus wide student support and individual student support.

Response to Intervention at Schertz Elementary is a collaborative process that allows for all students to get what they need at a common intervention time.



Schertz Elementary conducted a Community Engagement Survey, Energage Staff Survey, and Panorama Survey. Based on the Community Engagement Survey, parent satisfaction is above the district average with a mean of 4.36 in 2019. Parent Participation on the survey decreased from 343 respondents to 242 respondents. Based on the Energage Staff Survey, employees feel their time is valued and they are working towards something meaningful at Schertz. Based on the beginning of the year Panorama, students feel that they have Grit and understand the Traits of a Graduate.

### **Panorama STUDENT SURVEY RESULTS**

(3rd and 4TH Grade Students ONLY) = 260 responses

<b>Topics:</b>	<b>Spring 2019</b>	<b>Fall 2019</b>
Ø Grit:	53	58
Ø Growth Mindset	58	52
Ø Self Management	65	66
Ø Social Awareness	63	65
Ø Traits of a Graduate	61	64.6

## **ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)**

### **2.1: Campus Improvement Plan developed with appropriate stakeholders**

The CIP was developed on July 29th using STAAR data, MAPS- NWEA, DIBELS, District Common Unit Assessment data, Parent satisfaction, community and student survey data, and student attendance. The team reviewed multiple data sources and used a 5 Why Protocol to determine the root cause and identify the problem statement for Demographics, Student Academic Achievement, School Process and Programs, and Perceptions. The CNA was reviewed on August 6th, September 27th, October 24th, and November 14th with various stakeholders. See attached CNA document in addendum for agendas, sign ins and member roles.

#### **Developed and Reviewed:**

2/2020 NWEA/STAAR Benchmark Data (3rd and 4th grade teachers)

7/21/2020 (ILT/PBIS team)

9/10/2020 CIC

9/14/2020 (ILT/PBIS team)

## **2.2: Regular monitoring and revision**

The CIP and Campus Scorecard were reviewed and revised on July 21st the Campus Leadership Teams, September 10 by CIC, and September 14 by ILT. The teams consisted of various stakeholders that included teachers, district personnel, administrators, and parent liaisons. Data was reviewed to determine the effectiveness of the strategies listed as apart of the CIP during each of the meetings listed above. We will review data and formatively check progress towards our goals in November, January, and March with various stakeholders that will include ILT, PBIS, and CIC.

## **2.3: Available to parents and community in an understandable format and language**

The CIP is located in the front office and on the district and campus website for all stakeholders in English and Spanish.

The Parent Engagement Policy is located in the front office and on the campus website in English and Spanish.

The Title 1 Annual PowerPoint is located in the front office and campus website in English and Spanish.

The Parent Compact is located in the front office and campus website in English and Spanish.

## **2.4: Opportunities for all children to meet State standards**

### **Priority 1 Goals:**

- **100% of students at Schertz will meet Approaches grade level on STAAR across all tested subject areas. (Reading, Math, Writing)**
- **Schertz Elementary will increase the number of White students passing STAAR by 10%.**
- **Schertz Elementary will increase the number of Special Education students passing STAAR by 10%.**

- **Schertz Elementary will increase the number of English Learners passing STAAR by 10%.**

## **2.5: Increased learning time and well-rounded education**

### **Prioirty 3 Goals:**

**Schertz Elementary will have a 97% weekly attendance average for the 20-21 school year.**

### **Programs:**

Positive Behavior Support ( Social Emotional Learning)

Panorama: A computer program purchased by the district to support well-rounded education by identifying students Social and Emotional Needs

Book of the Month

Really Great Reading (K-3)

Benchmark (4)

RtI (K-4)

Guidance (K-4)

Parent Satisfaction Survey

Student Survey (Social Emotional Learning)

## **2.6: Address needs of all students, particularly at-risk**

**100% of students at Schertz in third and fourth grade will score approaches on STAAR or meet expected and/or accelerated growth.**

- Implement Micro-Cycles (3-5 days) to formatively assess student progress towards Critical Content in Reading and Math.
- Implement Guided Instruction for Reading and Math in Tier 1 supported by Professional Development from Region 20 and District Coordinators.
- Utilize Universal Screener Data, MAPS/DIBELS, to make ongoing evidence based decisions for students not meeting grade level expectations within the response to intervention process.
- Develop a system for Focused WalkThroughs that will allow teachers to learn with and through each other.
- Utilize the Effective School Framework to analyze school systems and establish a clear vision for student learning.
- Use data to drive Tier 1 instructional practices to ensure student progress toward mastering TEKS across all subject areas. (Reading, Math, SS, Science, Writing)

**Schertz Elementary will increase the number of Special Education students meeting approaches on STAAR by 10%.**

- Implement master schedule to address all students learning needs, including Special Education
- Provide evidence based interventions to address student's academic needs
- Identify and Monitor Special Education students by analyzing formative and summative assessments to measure progress towards critical content

**Schertz Elementary will increase the number of White students meeting approaches on STAAR by 10%.**

- Identify and Monitor the progress of White students by analyzing formative and summative assessments measuring critical content in reading and math.
- Provide access to evidence based instructional programs such as: Dreambox, Really Great Reading, Reading A to Z

**Schertz Elementary will increase the number of English Learners meeting approaches on STAAR by 10%.**

- Teach and monitor student progress towards academic vocabulary.
- Analysis of TELPAS data to collaboratively plan intentional student experiences in TELPAS domains through the PLC process.
- Collaboratively plan intentional student experiences in TELPAS domains through the PLC process.

**ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)**

**3.1: Develop and distribute Parent and Family Engagement Policy**

A Parent Engagement Policy was initially developed by Title 1 principals in SCUCISD. During the Annual Title 1 meeting held on September 23 and 24 parents were provided a draft copy of the Engagement Policy. Time was provided during the meeting for parents to read the document and provide feedback. Feedback was collected to finalize the document for 2020-2021 and it was shared with parents via email blast and website.

A Student/Parent/Teacher Compact was initially developed by Title 1 principals in SCUCISD. The draft 2019 version is one that has been refined over the past several years by teachers and parents. During the Annual Title 1 meeting held on September 23 and 24 parents were provided a draft copy of the Engagement Policy. Time was provided during the meeting for parents to read the document and provide feedback. Feedback was collected to finalize the document for 2020-2021 and it was shared with parents via email blast and website.

It is available in English and Spanish on our campus website.

Copies of the Parent Engagement Policy and Compact are located in addendum.

**3.2: Offer flexible number of parent involvement meetings**

Aug. 11 Pre-Kinder/Kindergarten Drive Thru MTT 5:30-7:30 Location: Schertz Elementary

Aug. 15 1-4 Meet the Teacher 5:30-7:00 Location: Via Zoom

# Addendums