

**New Caney Independent School District**  
**Sorters Mill Elementary School**  
**2020-2021 Campus Improvement Plan**

# Mission Statement

Promote students who are equipped to thrive in the REALITY of tomorrow.

## Vision

Preparing our learning community for the REALITY of tomorrow.

## Value Statement

We believe that our students and staff must be:

We believe that our students and staff must be:

Responsible Citizens

Effective Communicators

Academically Prepared

Lifelong Learners

Interpersonal Collaborators

Thinking with Innovation

Yes Minded

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Sorters Mill Elementary (SME) had 721 students enrolled for the 2019-2020 school year. We served students in Pre-K through 5th grade with 47% of our students being female and 53% being male. Our student population is comprised of two main ethnic groups which include Hispanic/Latino (72% of students) and White (23% of students). All other student sub-populations each consist of less than 5% of the total population. This is our second year within the current attendance zone.

Our program participation for the 2019-2020 school year included 52% of students who were bilingual and students receiving Gifted and Talented services was 6%. Students receiving dyslexia services was 5% and students receiving special education services was 8%. The total percentage of students that received free and reduced lunch was 72% and our Title One participation was 100% with 72% of our students qualifying as economically disadvantage. We also had 70% of our students meet the qualifications of being At Risk for not graduating on time. The student attendance rate for the 2019-2020 school year varied with a daily average of 96%.

### Demographics Strengths

Strengths for our Title 1 campus includes an even distribution of 53% male and 47% female students. In addition, our campus has a high number of students enrolled in our district's Dual Language program with almost half of every grade level being Dual Language teachers and students for the 2019-2020 school year. We have found that parents attend school lunches, classroom parties, field trips, performances. All school events have parent sign-in sheets to document attendance. Local businesses that helped us with donations and spirit nights during the 2019-2020 school year were: Joslin Construction, Junior Master Gardener, Warren's Landscaping, Sign Gypsies, and The Rusty Buckle BBQ Company. We found that whenever we need items or support, local businesses step up to help us. Some of the special programs offered at SME during the 2019-2020 school year and that align with our students, parents and community members included: Dual Language classes, GT programming including our District UIL Teams, Tiger Choir, Student Leadership Council, Tiger News Crew, Rodeo Art, PE activities (such as Jump Rope for Heart), our Staffed Science Lab, and monthly awareness campaigns (such as monthly Acts of Random Kindness).

### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** Parent involvement at Sorters Mill Elementary could be higher in order to utilize parents as partners in their child(ren)'s education. **Root Cause:** We need higher participation from parents during Family Learning Nights and student performance events in order to increase parent collaboration and involvement at our school.

# Student Learning

## Student Learning Summary

When looking at how our students performance on state assessments compares with student performance on local benchmark assessments and the students' report card grades we found that report card grades are higher than students performance scores on Mock and STAAR testing events. This indicates that we need more effective alignment across grade levels in regards to evaluating and grading student work that is a true reflection of their learning. We also discovered that consistently the lowest areas of student performance for our campus are Spanish reading and writing. However, we address differentiation and accelerated instruction through each grade level's designated Tiger Time, small group instruction, tutorials and our GT programming. In addition, we meet individual student learning needs through the following activities: DRA assessments, Report Card grades, Istation, Checkpoints, Mock data, CBA data, unit assessment data, weekly progress monitoring, evaluations, Fast Forward data and TELPAS data. Student-specific services and interventions are determined, implemented, monitored, adjusted and evaluated through the campus Response to Intervention process and Special Education procedures in place at our school. The following curriculums and structures will be in place at our school during the 2019-2020 school year to support the academic growth of all students: Units of Study for both reading and writing, Origo for math, Collaborative Team Planning, Horizontal and Vertical Alignment of TEKS instruction, Parenting Partners, various extracurricular activities, Tiger Time, RtI, Small group instruction, inclusion, resource, dyslexia, speech, OT, VI, GT programming, 504 accommodations, counseling, Pre-K and Paces.

Students taking state assessments in Spanish are consistently performing lower as compared to their peers taking state assessments in English. Suggestions to improve student learning for Spanish testers included targeting the highest quality instruction for EL students, especially given the fact that over half of every grade level will have Dual Language teachers and students during the 2019-2020 school year. We will also focus on effectively implementing our Origo math curriculum and Units of Study reading and writing curriculums. We will also focus on properly identifying student's correct testing languages through careful data analysis of several CBA testing data points and strong instruction must be provided to prepare Spanish testers for success on STAAR. In addition, we will continue to seek and hire highly qualified bilingual certified teachers, provide high quality professional development for all teachers and continue to refine and improve on our No Excuses University Six Exceptional Systems.

## Student Learning Strengths

Students and teacher use John Wink data to create plus ten goals for all subject areas. This has led to a considerable growth in all areas, especially from the 2018 to the 2019 STAAR data in all subject areas. Fourth Grade Reading, Math and Writing showed the most growth. Math showed the most improvement across all grade levels with an increase of 15%. We also saw overall growth with our economically disadvantage students and sour English Language Learners. Unfortunately, we were not able to compare state data for the 2019-2020 school year due to COVID-19. However, based on the most recent Curriculum Based Assessment (CBA) we saw a 14% growth in 5th grade Math (English) from the 2019 STAAR data. There were also slight increases in 3rd grade Math and 4th Grade Reading.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** All students should receive high quality Tier 1 instruction and students who struggle academically must receive targeted interventions to support their learning and maximize academic growth. **Root Cause:** Lack of immediate identification of struggling learners during instruction.

**Problem Statement 2 (Prioritized):** Students taking state assessments in Spanish are consistently performing lower as compared to their peers taking state assessments in English. **Root Cause:** Student testing language not properly identified through careful data analysis and lack of strong instruction provided to prepare Spanish testers for success on the STAAR.

**Problem Statement 3:** Teachers in all grade levels at Sorters Mill Elementary are in need of supplemental materials for math, reading , science and writing. **Root Cause:**

Teachers do not have appropriate supplemental materials to meet the needs of the needs of all students. o be renewed annually and additional identified needs for classroom instruction have taken place.

# School Processes & Programs

## School Processes & Programs Summary

During the 2019-2020 school year our school implemented a phonics curriculum through Units of Study in all Kindergarten through second grade classes which coincides with the current use of Reading and Writing Units of Study. The Heggerty Phonemic Awareness Curriculum was implemented in Kindergarten and 1st Grade. We also strengthened the new math curriculum called Origo, and utilized which has a technology component. Since Origo is all online, as is Happy Numbers, which are students required to use, the need for technology for students in grades K-5 is a necessity. In 2018-2019 we also created and implemented check point assessments which students in first through fifth grade took in between the district CBA assessments. The reason for these extra assessments were to have more data points to monitor the learning of our students and guide future instruction. One of our major focuses for the 2018-2019 school year was unpacking the TEKS and collaborative planning in all grade levels in order to have both horizontal and vertical alignment of TEKS for our students. We also strived to incorporate rigorous questioning, formative assessment, provide collaboration opportunities and authentic learning activities for our students.

The follow is a summary of the future needs we have for Curriculum, Instruction & Assessment:

- Learning the new ELAR TEKS
- Technology devices, supplies, and materials
- Focus on lesson delivery, student activities and student products during weekly collaborative planning meetings
- Comprehensive alignment for all subject areas & grade levels
- Continue to analyze and monitor assessment data for all students
- Continue to implement +10 academic goals for all students
- We need to have more online practice to go with online assessments
- Much instructional time is taken by testing in Kindergarten through fifth grade

## School Processes & Programs Strengths

Below is a summary of strengths for Curriculum, Instruction & Assessment for the 2018-2019 school year:

- Aligned reading curriculum across grade levels (Units of Study)
- Writing is aligned to reading curriculum being intertwined with the Units of Study
- Resources dedicated to writing and reading across grade levels
- High yield strategies and SIOP shared in planning and utilized during instruction
- School wide math problem solving model created and implemented
- Scripted lessons helpful as a guide for instruction and alignment (vertical & horizontal)
- Critical thinking wheels implemented across grade levels
- Planning is done collaboratively by grade level teams (pre-planning documents)
- Data points such as checkpoints, CBAs, DRAs, and Mocks to drive instruction
- Action plans created and implemented during instruction
- Gifted Tiger Challenge for GT students
- Bi-weekly GT enrichment days
- Instructional Coach & EL Specialist have been responsive to teacher needs for resources and materials
- Learning walks and reflections

- Outside consultant Professional Development
- No Excuses University distinction earned

### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1 (Prioritized):** Continued professional development and consultant support is needed in order for teachers to successfully implement the reading, writing and math curriculums they are responsible for using during the 2020-2021 school year. **Root Cause:** Teachers do not have a deep understanding of the TEKS and the curriculums they use to successfully teach their students the state standards to meet the needs of all students.



# Perceptions

## Perceptions Summary

A few examples of efforts that help shape our positive school culture and climate include the following:

- Tiger Expectations (PBIS)
- Students of Character Celebrations
- Student Leadership Council
- No Excuses University Endorsements
- No Place for Hate
- Treat Parties for Attendance
- Each teacher endorses a college/university which promotes a culture of universal achievement.
- Tiger Pride Pep Rallies
- Graduation Walks from former SME students
- Teacher treats and praise given often

Our No Excuses University endorsements for each one of the six exceptional systems incorporates our collective beliefs and philosophies about how we work with our students in order to maximize their learning.

## Perceptions Strengths

According to staff and parent surveys our school culture and climate are welcoming and positive. As a school we need to continue to strengthen relationships with staff, students and parents and provide more opportunities for input as well as solicit feedback from families and community members. Suggestions to strengthen school culture and climate with parents would include more frequent communication via various mediums such as Class DoJo, Remind 101, newsletters, and the marquee. Muffins with Mom, Donuts with Dad and possibly more frequent surveys for parents are an option. Suggestions to strengthen school culture and climate with staff would include having more frequent requests for feedback and opportunities to provide input. Staff would also thrive on additional positive praise throughout the upcoming school year. As a staff, we will review and update our No Excuses University endorsements for each one of the six exceptional systems we have in place that guide the work we do with our students on a daily basis to maximize their learning. All required parent documents are translated into Spanish before distribution.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Student learning needs to be maximized by continuing to strengthen the culture and climate of Sorters Mill Elementary. **Root Cause:** Academic growth is not maximized because of the culture and climate of the campus.

# Priority Problem Statements

**Problem Statement 1:** Parent involvement at Sorters Mill Elementary could be higher in order to utilize parents as partners in their child(ren)'s education.

**Root Cause 1:** We need higher participation from parents during Family Learning Nights and student performance events in order to increase parent collaboration and involvement at our school.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** Students taking state assessments in Spanish are consistently performing lower as compared to their peers taking state assessments in English.

**Root Cause 2:** Student testing language not properly identified through careful data analysis and lack of strong instruction provided to prepare Spanish testers for success on the STAAR.

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 3:** All students should receive high quality Tier 1 instruction and students who struggle academically must receive targeted interventions to support their learning and maximize academic growth.

**Root Cause 3:** Lack of immediate identification of struggling learners during instruction.

**Problem Statement 3 Areas:** Student Learning

**Problem Statement 4:** Continued professional development and consultant support is needed in order for teachers to successfully implement the reading, writing and math curriculums they are responsible for using during the 2020-2021 school year.

**Root Cause 4:** Teachers do not have a deep understanding of the TEKS and the curriculums they use to successfully teach their students the state standards to meet the needs of all students.

**Problem Statement 4 Areas:** School Processes & Programs

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals

## Accountability Data

- Texas Academic Performance Report (TAPR) 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
- Federal Report Card Data

## Student Data: Assessments

- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Running Records results
- Observation Survey results
- Prekindergarten Self-Assessment Tool

## Student Data: Student Groups

- 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
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

## Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- School safety data

## Employee Data

- Staff surveys and/or other feedback

- Teacher/Student Ratio
- State certified and high quality staff data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

**Parent/Community Data**

- Parent surveys and/or other feedback

# Goals

Revised/Approved: October 19, 2020

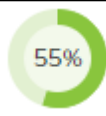

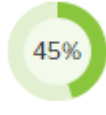


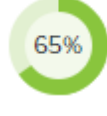
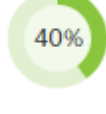

**Goal 1:** Sorters Mill will increase the achievement of all students and prepare all students for post-secondary education and the workplace through high quality, student-centered programs.

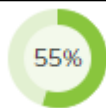




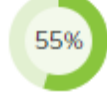
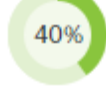

**Performance Objective 1:** Sorters Mill Elementary students in all sub-populations and special programs will show growth in regards to Meets Grade Level, or Masters Grade Level in performance as indicated on the STAAR Reading, Writing, Math, and Science state assessments in grades 3-5. Additionally, students in Pre-K through second grade will make at least one year's growth toward meeting their end of year benchmark expectations and DRA targets. In addition, ELLevation strategies will be used to increase English language acquisition.


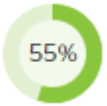


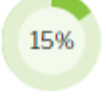
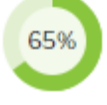


**Targeted or ESF High Priority**

**Evaluation Data Sources:** Interim Data, DRA data and results from the STAAR tests will reflect growth in the Meets and Masters levels.



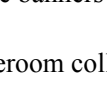
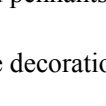
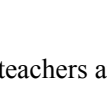
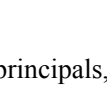




	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
<p><b>Strategy 1:</b> Teachers will follow district curriculum's and resources by planning collaboratively and following the bundles accessed through Canvas. Teachers will collaboratively plan for high quality instruction using a unified grade level lesson plan template that will include formative assessments. All necessary supplemental instructional materials and professional development needed to enhance learning opportunities for all students on STAAR, Lucy Calkins Units of Study, Guided Reading, etc. will be provided.</p> <p><b>Strategy's Expected Result/Impact:</b> Student mastery of grade level objectives.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Instructional Coach EL Specialist Grade Level Team Leaders Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Level 1: Strong School Leadership and Planning, Level 2: Effective, Well-Supported Teachers, Level 4: High-Quality Curriculum, Level 5: Effective Instruction - <b>Comprehensive Support Strategy - Targeted Support Strategy</b></p>	50%	60%		
<p><b>Strategy 2:</b> Professional Development will be provided to teachers on effective literacy and the reading and writing workshop model of literacy instruction. Teachers will participate in ongoing supplemental math professional development through modeling, coaching and feedback with an emphasis on alignment. These trainings will provide teachers with greater skills to deliver high quality Tier 1 instruction as well as differentiated instruction to meet the needs of their individual students.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased reading, writing and math learning for students as evidenced through their performance and assessment data. Student scores on Curriculum Based Assessments, Aimsweb, DRA and STAAR tests should increase.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Instructional Coach EL Specialist Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6, 3.2 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Level 2: Effective, Well-Supported Teachers, Level 4: High-Quality Curriculum, Level 5: Effective Instruction - <b>Comprehensive Support Strategy - Targeted Support Strategy</b></p>	55%	70%		

<p><b>Strategy 3:</b> A full time Instructional Coach will support teachers with professional development, collaborative lesson planning, lesson modeling, co-teaching, and observation utilized to give feedback. Supplemental tutors will support struggling students in the areas of reading and math.</p> <p><b>Strategy's Expected Result/Impact:</b> Improvement in student learning and achievement evidenced through CBA, DRA, Aimsweb, and STAAR assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, and Specialists.</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
				
<p><b>Strategy 4:</b> Implement routine PLC meetings to teach and discuss TEKS focused instruction, high yield instructional strategies, tracking tools to improve reading instruction, linguistic supports for instruction, quality questioning, student goals and progress, assessment data, and our No Excuses University efforts.</p> <p><b>Strategy's Expected Result/Impact:</b> Improvement in student learning and achievement evidenced through CBA, DRA, Aimsweb, and STAAR assessment data.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Instructional Coach, EL Specialist, and Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
				
<p><b>Strategy 5:</b> Instructional Coaches and EL Coach will provide teachers with instructional coaching utilizing observation feedback, monitoring lesson plans, modeling lessons, planning for whole group and small group instruction, and the delivery of differentiated lessons.</p> <p><b>Strategy's Expected Result/Impact:</b> Improvement in student learning and achievement evidenced through CBA, DRA, Aimsweb, and STAAR assessment data.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Instructional Coach, EL Specialist, and Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
				
<p><b>Strategy 6:</b> Sorters Mill Elementary will implement HB3 Pk-3 reading and math proficiency goals. Professional development, teacher resources, and student resources will be purchased to implement goals with fidelity to reach targets for student learning. All staff will be provided with supplemental instructional materials needed in core content academic areas to enhance learning opportunities for all students. This includes technology and supplemental materials for rigorous instruction and STAAR test preparation.</p> <p><b>Strategy's Expected Result/Impact:</b> Improvement in student learning and achievement evidenced through CBA, DRA, Aimsweb, and STAAR assessment data.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Instructional Coach, EL Specialist, and Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
				

<p><b>Strategy 7:</b> Teachers will implement differentiated instruction when delivering Balanced Literacy and Balanced Numeracy lessons. Teachers will also take Running Records to document student progress. Struggling students will receive RtI (MTSS) intervention. Tier 2 interventions will be delivered by classroom teachers in the classroom and Tier 3 interventions will be delivered via pull-out by the RtI (MTSS) specialist. Each grade level will have a designated Tiger Time for student intervention or accelerated instruction. RtI (MTSS) meetings will be held regularly to discuss identified students and develop a plan of action. The Dyslexia Specialist will also deliver dyslexia lessons to qualifying students via pull-out. Supplemental materials and resources may be used for instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Improvement in student learning and achievement evidenced through CBA, DRA, Aimsweb, and STAAR assessment data.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Instructional Coach, EL Specialist, and Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
				
<p><b>Strategy 8:</b> Gifted and Talented students will utilize TX Performance Standards for project based learning opportunities in order to expose them to higher level thinking skills. GT students will meet with a lead GT teacher every other week and receive enrichment time each week from their grade level GT teachers. The goals for all of our GT students is to score mastery on their 2020-2021 STAAR tests. SME will also have UIL participants during the 2020-2021 school year. Motivation for student success will be provided through this competition.</p> <p><b>Strategy's Expected Result/Impact:</b> Improvement in student learning and achievement evidenced through CBA, DRA, Aimsweb, and STAAR assessment data. High student participation and ranking at the district UIL event.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Instructional Coach, EL Specialist, and Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
				
<p><b>Strategy 9:</b> Teachers in all grade levels will set goals with their students and monitor their attainment of those goals. Growth will be documented and displayed along with incentives that may be provided to students (Goal Getters) and monthly pep rally celebrations. Data from assessments will be tracked in goal folders and monitored to help provide guidance on future remediation and instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Improvement in student learning and achievement evidenced through CBA, DRA, Aimsweb, and STAAR assessment data.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Instructional Coach, EL Specialist, and Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
				
<p><b>Strategy 10:</b> Professional development from CLI for Pre-K and kindergarten teachers that integrates instruction across developmental domains and early disciplines. The program covers differentiated instruction and social emotional development.</p> <p><b>Strategy's Expected Result/Impact:</b> Improvement in student learning and achievement evidenced through CLI data. Students will transition to the next grade level better prepared with foundational skills.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Pre-K, and Kindergarten Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
				

<p><b>Strategy 11:</b> Special education teachers, our dyslexia teacher, and instructional paraprofessionals will utilize the Individualized Educational Plans (IEP's) and 504 individualized learning plans to address individual student needs during in school pull outs, inclusion, and tutorials.</p> <p><b>Strategy's Expected Result/Impact:</b> Students who have IEP's and 504's will work toward meeting their individualized goals.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Special Ed Teachers, Instructional Aides, Dyslexia Teachers, Diagnostician, and Counselor</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
				
<p><b>Strategy 12:</b> Family learning events pertaining to RLA, Math, Science, and/or Dual Language program will occur. Parents will become informed about concepts their students are learning at school. Students will also participate in fun content themed activities throughout the school year.</p> <p><b>Strategy's Expected Result/Impact:</b> Parent Involvement in Family Learning Nights will be measured by parent sign in sheets and improvement in student learning and achievement as evidences by CBA, DRA, and STAAR assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Instructional Coach, Teachers, and EL Specialist</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
				
<p><b>Strategy 13:</b> Students in grades K-5 will visit the science lab weekly to assist with common academic vocabulary, enhance classroom instruction, and perform hands-on experiments.</p> <p><b>Strategy's Expected Result/Impact:</b> Improvement in student learning and achievement evidenced through CBA, DRA, Aimsweb, and STAAR assessment data.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Instructional and EL Coach, Instructional Paraprofessionals, and Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
				
<p><b>Strategy 14:</b> Staff members will attend will attend professional development workshops and conferences as needed. These may include Region 6 Conferences, CAST, CAMT, or No Excuses University, as well as others as identified by campus needs.</p> <p><b>Strategy's Expected Result/Impact:</b> Improvement in student learning and achievement evidenced through CBA, DRA, Aimsweb, and STAAR assessment data.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Instructional and EL Coach, Counselor, and Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
				













<p><b>Strategy 15:</b> Sorters Mill Elementary administrators will attend professional development training opportunities and conferences throughout the year including Region 6 workshops, TEPSA, and NEU conferences to learn quality educational leaderships skills that positively impact teacher and student learning.</p> <p><b>Strategy's Expected Result/Impact:</b> Workshop or conference certificates, ongoing professional development, and the ability to lead and grow our staff.</p> <p><b>Staff Responsible for Monitoring:</b> Principal and Assistant Principals</p> <p><b>Title I Schoolwide Elements:</b> 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
				
<p><b>Strategy 16:</b> SME will review and revise our No Excuses University efforts to continually improve our work with students to maximize their academic learning. All homerooms will continue to adopt a college or university to promote post-secondary education awareness and encourage college-readiness among our students. The main hallways of the school and classroom bulletin boards will also display college banners and pennants and we will hold monthly Tiger Pep Rallies where college awareness will be highlighted.</p> <p><b>Strategy's Expected Result/Impact:</b> Homeroom college decorations and increase in school spirit as well as awareness of education beyond high school.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, and RtI Specialist</p> <p><b>Title I Schoolwide Elements:</b> 2.6 - <b>TEA Priorities:</b> Connect high school to career and college</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
				
<p><b>Strategy 17:</b> SME will implement HB3 and Pk-3 reading and math proficiency goals. Professional development, teacher resources, and student resources will be purchased to implement goals with fidelity to reach targets for student learning.</p> <p><b>Strategy's Expected Result/Impact:</b> Student's success in the academic areas of reading and math will increase with the additional supports.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, assistant principals, and coaches</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 1:** Sorters Mill will increase the achievement of all students and prepare all students for post-secondary education and the workplace through high quality, student-centered programs.

**Performance Objective 2:** Sorters Mill will maintain or exceed an attendance rate for students of 96% or more during the 2020-2021 school year.

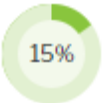

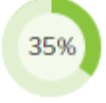

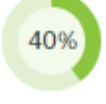

**Evaluation Data Sources:** The 2020 TAPR Report will show an increased attendance rate for students enrolled in Sorters Mill.

<p><b>Strategy 1:</b> School to parent and teacher to parent communication will be consistent and high student attendance will be encouraged.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in weekly attendance rates at SME.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Teachers, and Attendance Clerk</p> <p><b>Title I Schoolwide Elements:</b> 2.5 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
				
<p><b>Strategy 2:</b> Phone calls will be made to parents of absent students. The attendance committee will meet with parents of students who have attendance issues each month and the process outlined by the Student Services Department will be followed.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student attendance to 96% school-wide.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Teachers, and Attendance Clerk</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
				
<p><b>Strategy 3:</b> Weekly and nine week awards will be given to classes and students have perfect attendance. They will get to choose from a popcorn, fruit roll-up, donut, popsicle party. Certificates can also be distributed for excellent attendance. Other examples of student incentives for nine-week awards may include: Spirit Sticks, food party, or popcorn and a movie. Award ceremonies will be given to students in December and May to award students with perfect attendance</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student attendance rate to 96%.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, assistant principals, attendance clerk, and teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.5 - <b>TEA Priorities:</b> Improve low-performing schools</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 1:** Sorters Mill will increase the achievement of all students and prepare all students for post-secondary education and the workplace through high quality, student-centered programs.

**Performance Objective 3:** Sorters Mill will foster the use of technology and blended learning as effective instructional tools.

**Evaluation Data Sources:** Yearly evaluation of all overall technology plan.


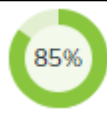
<p><b>Strategy 1:</b> As a result of needs identified during the NCISD Visioning Work sessions in 2012-2013, CES will support efforts such as those outlined in the ConnectEd initiative of the federal government and the "Creating A New Vision for Public Education in Texas" initiative from Texas Association of School Administrators. This will be accomplished by providing educators with the professional development, infrastructure and tools to accelerate learning.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in the use of effective blended learning and tools to enhance student learning.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Media Specialist, and Classroom Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
				
<p><b>Strategy 2:</b> SME will continue to implement a one to one technology plan which puts a Chromebook in the hands of every child in grades 2-5. Students in grades K-1 will have access to tablets in their classrooms to increase and improve student achievement. The campus Media Specialist will also attend weekly planning meetings for all grade levels to help teachers incorporate technology into their lessons for both student engagement and rigorous thinking.</p> <p><b>Strategy's Expected Result/Impact:</b> Use of student technology in classrooms and through blended learning will improve student achievement scores.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Media Specialist, and Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 2.6 - <b>TEA Priorities:</b> Connect high school to career and college, Improve low-performing schools</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
				
<p><b>Strategy 3:</b> On-going staff and student training will take place for the effective use of computers, computer programs, Chromebooks, tablets, and technology devices to provide all students and staff with more effective skills to present lessons, view lessons, assist students, and enhance the learning experience. Supplemental technology supplies will be needed to keep technology at the level of rigor and to meet the needs of current student's digital citizenship skills and to prepare students for the future.</p> <p><b>Strategy's Expected Result/Impact:</b> Training agendas and sign in sheets, classroom observations</p> <p><b>Staff Responsible for Monitoring:</b> Principal, assistant principals, media specialist, and teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Connect high school to career and college, Improve low-performing schools</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
				

**Strategy 4:** All students and teachers are trained on internet safety and cyberbullying through classroom instruction for students and SafeSchools courses to prevent online harassment and bullying to meet state requirements and Title 1 CIP requirements. Parents are also involved through the district appropriate use of technology acknowledgement form, set home at the beginning of the school year and signed by the parents.


**Strategy's Expected Result/Impact:** Lesson plans and online SafeSchools documentation


**Staff Responsible for Monitoring:** Principal, Assistant Principal, Media Specialist, and Teachers

**ESF Levers:** Lever 3: Positive School Culture

Reviews			
Formative			Summative
Sept	Dec	Mar	June
			

 No Progress

 Accomplished





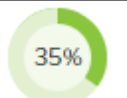
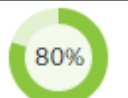
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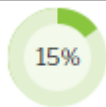
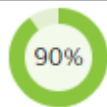




**Goal 2:** Sorters Mill will provide a safe and orderly environment that promotes student learning for all students.

**Performance Objective 1:** Sorters Mill will provide a safe and orderly learning environment that promotes student learning for all children by increasing student compliance with the student code of conduct. Sorters Mill will reduce the number of student referrals by 5% for the 2020-2021 school year. All students will receive ongoing health and wellness services.

**Evaluation Data Sources:** Sorters Mill will review the PEIMS 425 discipline records.

<p><b>Strategy 1:</b> All students and parents will be informed about the Student Code of Conduct found online and will receive a copy upon request.</p> <p><b>Strategy's Expected Result/Impact:</b> Reduction in number of referrals.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 3.1, 3.2 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture - <b>Comprehensive Support Strategy</b></p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
				
<p><b>Strategy 2:</b> Social and emotional needs will be addressed to decrease student office referrals and increase instructional time. The following resources will be utilized to promote positive social and emotional learning: PBIS, CHAMPS, Character Counts, No Place for Hate, 7 Mindsets, No Excuses University.</p> <p><b>Strategy's Expected Result/Impact:</b> decrease student office referrals and increase instructional time</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principals PBIS Committee Care Team Teachers Counselor</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Connect high school to career and college, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy</b></p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
				
<p><b>Strategy 3:</b> Appropriate whole group, small group and individual guidance lessons will be conducted in all grade levels to address anger management, conflict resolution strategies, bullying and any other topics as needed at least once every nine weeks.</p> <p><b>Strategy's Expected Result/Impact:</b> Appropriate guidance lessons will be conducted in all grade levels to address anger management, conflict resolution strategies, bullying and any other topics as needed at least once every nine weeks.</p> <p><b>Staff Responsible for Monitoring:</b> Appropriate guidance lessons will be conducted in all grade levels to address anger management, conflict resolution strategies, bullying and any other topics as needed at least once every nine weeks.</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6, 3.1 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy</b></p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
				









<p><b>Strategy 4:</b> All students and teachers will participate in Red Ribbon Week activities for students to become aware of the dangers of drugs and for teachers to be aware and recognize possible signs of drug use.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be aware of the dangers of drug use; reduction in discipline referrals.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Counselor Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.6 - <b>TEA Priorities:</b> Connect high school to career and college, Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture - <b>Comprehensive Support Strategy</b></p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
				
<p><b>Strategy 5:</b> All identified Homeless students will be monitored and consulted with on occasion for needs at home and school using the support of the district homeless liaison.</p> <p><b>Strategy's Expected Result/Impact:</b> Notes from consultation meetings and support/resources provided to our students who qualify for homeless services.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Counselor</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Connect high school to career and college, Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy</b></p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
				
<p><b>Strategy 6:</b> Proactive and responsive health and wellness services will be provided to all students.</p> <p><b>Strategy's Expected Result/Impact:</b> District mandates are followed and students receive quality health and wellness services.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Nurse PE Teacher</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture - <b>Comprehensive Support Strategy</b></p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
				
<p><b>Strategy 7:</b> Raptor technology will be used to ensure adequate monitoring of visitors on campus.</p> <p><b>Strategy's Expected Result/Impact:</b> Staff, students and parents will report a feeling of safety and security.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Receptionist</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 2.6, 3.1 - <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy</b></p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
				

<p><b>Strategy 8:</b> 5th Grade students will participate in Leadership Program to promote student leadership. They will provide support for a safe and orderly environment in classroom hallways, cafeteria and arrival areas on campus.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student participation and safety in the school.</p> <p><b>Staff Responsible for Monitoring:</b> Principals teachers counselor</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Connect high school to career and college, Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture - <b>Comprehensive Support Strategy</b></p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
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



**Goal 3:** Sorters Mill will engage in proactive planning and visioning to respond to the changing educational needs of the district and to maximize our resources.

**Performance Objective 1:** Sorters Mill Elementary will engage in academic planning and visioning to provide targeted interventions to support struggling learners and accelerated instruction to respond to students performing on grade level with teachers and paraprofessionals who meet highly effective and ESSA standards of highly qualified.

**Evaluation Data Sources:** Aimsweb data and ESSA

<p><b>Strategy 1:</b> SME will hire and retain highly qualified teachers by providing mentors for new teachers. We will provide times for them to meet, on-site professional development, and positive incentives.</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease in teacher/staff turnover rate.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Counselor, RTI Specialist EL Specialist, Instructional Coach, School Secretary</p> <p><b>Title I Schoolwide Elements:</b> 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
				
<p><b>Strategy 2:</b> Provide intensive intervention of EL students in grades 3-5. EL Specialist will work with students and teachers. EL Specialist will help coach teachers in language acquisition strategies and language objectives.</p> <p><b>Strategy's Expected Result/Impact:</b> Student mastery of grade level TEKS</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, EL Specialist and Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
				
<p><b>Strategy 3:</b> Region 6 School Improvement collaborative will be used as support.</p> <p><b>Strategy's Expected Result/Impact:</b> To be a Met Standard campus for the 2020-2021 school year.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Director of Accountability, Assessment and Special Programs, Campus ILT</p> <p><b>Title I Schoolwide Elements:</b> 2.5 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
				
<p><b>Strategy 4:</b> All teachers will attain state ESL certification and attend trainings to earn the local 30 hours of GT training or the 6 hour update, as needed and expected by New Caney ISD.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will hone their skills in SIOP to meet the learning needs of EL and will maintain their GT professional development to better serve their GT students.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Teachers, Coordinator for District Testing and Gifted and Talented Program</p> <p><b>Title I Schoolwide Elements:</b> 2.5 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
				







<p><b>Strategy 5:</b> SME will participate in all NCISD sponsored and related hiring activities and events online and in-person, as available, to attract new and Highly Qualified teachers.</p> <p><b>Strategy's Expected Result/Impact:</b> Hiring of all open positions to ensure best practices are used to achieve student success in grade level TEKS.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, EL Coach, Instructional Coach, Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
				
 No Progress  Accomplished  Continue/Modify  Discontinue				





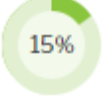


**Goal 4:** Sorters Mill will continue to increase opportunities for parent/family and community engagement in all educational processes of our district.

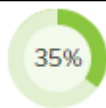









**Performance Objective 1:** Sorters Mill parents/family are provided various options for engagement in their child's education.

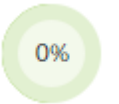
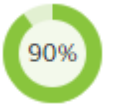






**Targeted or ESF High Priority**

**Evaluation Data Sources:** Sorters Mill will provide documentation of parent/family engagement in various campus activities.

<p><b>Strategy 1:</b> SME will hold a PK/Kinder Round-Up in April and August each year in coordination with the district to attract students in PK who meet the federal, state, and local guidelines for attendance. Students and Parents will also participate in Meet the Teacher Night and Parents Matter sessions to provide the opportunity for students to meet the teacher, ask questions, and become more comfortable with the transition in to the school year.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased PK/K enrollment for the coming school year.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Registrar EL Specialist Counselor</p> <p><b>Title I Schoolwide Elements:</b> 2.6, 3.2 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy</b></p>	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
	 15%	 50%		
<p><b>Strategy 2:</b> Parents are encouraged to participate in school events such as field trip chaperones and even volunteer at the school. All volunteers must complete the district volunteer approval process.</p> <p><b>Strategy's Expected Result/Impact:</b> Principal Assistant Principals Receptionist</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Receptionist</p> <p><b>Title I Schoolwide Elements:</b> 3.2 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture - <b>Comprehensive Support Strategy</b></p>	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
	 0%	 0%		

<p><b>Strategy 3:</b> Family learning events will be implemented focusing on music and fine arts programs, as well as academic topics. Campus and staff will maintain agendas and sign in sheets for programs and meetings.</p> <p><b>Strategy's Expected Result/Impact:</b> Principal Assistant Principals Instructional Coach EL Specialist Teachers</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Instructional Coach EL Specialist Teachers</p> <p><b>Title I Schoolwide Elements:</b> 3.2 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Level 3: Positive School Culture - <b>Comprehensive Support Strategy</b></p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
				
<p><b>Strategy 4:</b> Tiger Fest will be held for all SME students, parents, and families.</p> <p><b>Strategy's Expected Result/Impact:</b> Programs, booths, and video of participation.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Teachers</p> <p><b>Title I Schoolwide Elements:</b> 3.2 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Level 3: Positive School Culture - <b>Comprehensive Support Strategy</b></p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
				
<p><b>Strategy 5:</b> Parents will be given the opportunity to participate in a parent involvement program called Parenting Partners. This program will be offered in both English and Spanish.</p> <p><b>Strategy's Expected Result/Impact:</b> Pre and Post Survey data, Parent graduation, and feedback from class facilitators and participants.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Instructional Coach EL Specialist RtI Specialist Counselor</p> <p><b>Title I Schoolwide Elements:</b> 3.2 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Level 3: Positive School Culture, Level 4: High-Quality Curriculum, Level 5: Effective Instruction - <b>Comprehensive Support Strategy</b></p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
				

<p><b>Strategy 6:</b> SME will utilize Thursday folders as a weekly communication tool for parents. A school newsletter (provided in English and Spanish) as well as student work will be sent home to parents each week on Thursdays.</p> <p><b>Strategy's Expected Result/Impact:</b> Weekly Tiger Tales newsletters and parent survey.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Teachers</p> <p><b>Title I Schoolwide Elements:</b> 3.2 - <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - <b>ESF Levers:</b> Level 3: Positive School Culture, Level 5: Effective Instruction - <b>Comprehensive Support Strategy</b></p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
				
<p><b>Strategy 7:</b> SME will utilize social media such as our campus website, Remind, SchoolWay, Facebook, Twitter, and School Messenger to communicate with parents.</p> <p><b>Strategy's Expected Result/Impact:</b> Evidence of website updates, Remind messages, SchoolWay pushes, Facebook posts, Twitter tweets, and phone messages sent to parents via School Messenger.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Media Specialist Teachers</p> <p><b>Title I Schoolwide Elements:</b> 3.2 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Level 2: Effective, Well-Supported Teachers, Level 3: Positive School Culture - <b>Comprehensive Support Strategy</b></p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
				
<p><b>Strategy 8:</b> A parents matter informational seminar, meet the teacher night and open house will occur in the fall.</p> <p><b>Strategy's Expected Result/Impact:</b> Sign In Sheets and meeting agendas.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Classroom Teachers</p> <p><b>Title I Schoolwide Elements:</b> 3.2 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Level 2: Effective, Well-Supported Teachers, Level 3: Positive School Culture, Level 4: High-Quality Curriculum, Level 5: Effective Instruction - <b>Comprehensive Support Strategy</b></p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
				
<p><b>Strategy 9:</b> A Title 1 and campus rating meeting with the Principal will occur in the fall semester to share a Title 1 presentation, distribute and review the Parent and Family Engagement policy and improve stakeholder communication. Parent Involvement Policy, as well as the School-Parent Compact, are distributed in both English and Spanish at the beginning of the school year.</p> <p><b>Strategy's Expected Result/Impact:</b> Sign In Sheets, meeting agenda and presentation.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Title I Schoolwide Elements:</b> 3.1, 3.2 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Level 3: Positive School Culture, Level 5: Effective Instruction - <b>Comprehensive Support Strategy</b></p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
				

<p><b>Strategy 10:</b> Parent conferences will be held in the fall semester for teachers to update parents on the academic progress of their student. Teachers will meet in the Spring with parents as necessary to promote academic growth for struggling students.</p> <p><b>Strategy's Expected Result/Impact:</b> Conference forms and updated Parent Contact Logs.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Classroom Teachers</p> <p><b>Title I Schoolwide Elements:</b> 3.2 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy</b></p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
				
<p><b>Strategy 11:</b> The SME counselor will coordinate the smooth transition of our fifth grade students to middle school. She will work with the middle school counselors to ensure that our students complete their course selections and that parents are informed of middle school transition information.</p> <p><b>Strategy's Expected Result/Impact:</b> The SME counselor will coordinate the smooth transition of our fifth grade students to middle school. She will work with the middle school counselors to ensure that our students complete their course selections and that parents are informed of middle school transition information.</p> <p><b>Staff Responsible for Monitoring:</b> The SME counselor will coordinate the smooth transition of our fifth grade students to middle school. She will work with the middle school counselors to ensure that our students complete their course selections and that parents are informed of middle school transition information.</p> <p><b>Title I Schoolwide Elements:</b> 2.6 - <b>TEA Priorities:</b> Connect high school to career and college, Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture - <b>Comprehensive Support Strategy</b></p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

# State Compensatory

## Budget for Sorters Mill Elementary School

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
1993111103000	6129 Salaries or Wages for Support Personnel	\$185,883.00
<b>6100 Subtotal:</b>		<b>\$185,883.00</b>

## Personnel for Sorters Mill Elementary School

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Allison Segura	Dyslexia		.5
Brittany Hunter	Science Lab		1
Gipsy Leal	RtI Interventionist		.5
Jenna Meza	Technology Para		1
Kristi Grimes	Instructional Para		1
Maria Martinez	ELL Specialist		1
New Staff Member	Library Paraprofessional		1

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Gipsy Leal	RtI Specialist		.5
Tammy Forrest	Instructional Coach		1



# Addendums