

New Caney Independent School District
Sorters Mill Elementary School
2021-2022 Campus Improvement Plan

Board Approval Date: October 18, 2021

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 714 students enrolled for the 2020-2021 school year. We served students in Pre-K through 5th grade with 46% of our students being female and 54% being male. Our student population is comprised of two main ethnic groups which include Hispanic/Latino (70% of students) and White (24% of students). All other student sub-populations each consist of less than 5% of the total population. This is our third year within the current attendance zone.

Our program participation for the 2020-2021 school year included 55% of students who were bilingual and students receiving Gifted and Talented services was 6%. Students receiving dyslexia services was 7% and students receiving special education services was 12%. The total percentage of students that received free and reduced lunch was 67% and our Title One participation was 100% with 67% of our students qualifying as economically disadvantage. We also had 73% of our students meet the qualifications of being At Risk for not graduating on time. The student attendance rate for the 2020-2021 school year varied with a daily average of 92%.

Demographics Strengths

Demographic strengths for SME include adequate staff numbers and employees who are highly qualified professionals to meet the academic needs of our students. On-going, meaningful professional development is provided to the teachers of SME to meet the needs of our students. Our teachers are committed to the success of our students as we strive to grow them academically each year to meet or exceed their grade level end-of-year benchmarks. We continue to implement parent involvement through the Parenting Partners program at our campus. Our weekly newsletter and announcements are offered in both languages, as well as our parent night events to better support our parents and increase participation. SME has a diverse student population. The Dual Language program at SME continues to have approximately half of every grade level enrolled in this two-way language immersion program. This year we celebrated the cultural diversity of our campus with three Duals Language nights which our students and parents enjoy. Our students had the opportunity to showcase their work to their parents, classmates, and other staff members. According to our data, the number of student absences is decreasing from over 3,000 last year to 1,635 this year. Our class sizes remain small in our mainstream classes which provides more opportunities for student participation, individualized instruction, and an increased focus on learning.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): SME is not meeting the academic needs of all subpopulations with equity. **Root Cause:** Lack of instructional minutes in these areas is causing these deficits. For example, dyslexia, SPED, GT, etc.

Problem Statement 2: SME lacks parent involvement to support the needs of staff and students. **Root Cause:** SME parents have indicated on survey results that they don't have all of the skills needed to support their students outside of school and lack time to support their family and needs of the school.

Student Learning

Student Learning Summary

Sorters Mill relied mostly on local data including CBA's, Checkpoints, Mock assessments, Aimsweb and CLI to make best decisions for our campus. The data indicates that SME students are making great strides in their academic growth, yet there are still areas of improvement needed. Using Aimsweb as a driving force for assessment and intervention during the 2020-2021 school year, we were able to pinpoint three focus areas for both Reading and Math. It is important to note that this has been a collaborative effort with all grade levels PreK through 5th grade as we strive to make the best decisions for all kids on a UNITED front.

In the area of reading, our students were below the 10th percentile in the areas of oral reading fluency, vocabulary and reading comprehension according to Aimsweb. Students are having difficulty using context clues to define the meaning of unfamiliar words. Students also lack stamina and practice reading aloud for fluency. Reading Comprehension is an area of need based on all data. By developing the areas of oral reading fluency and vocabulary, it will directly impact the improvement of reading comprehension.

Based on the data, our school performed below the 10th percentile in the areas of fact fluency, number sense and place value. It has been discussed that the lack of reading comprehension is a contributing factor to the lack of growth in some math areas because students are unable to comprehend word problems. By developing strong readers, we are also creating more proficient math students. Setting a strong foundation of skills in Kindergarten through 2nd grade is essential, so when students reach the upper grades their gaps do not increase. Focusing on a continuum of fact fluency starting in kindergarten will ensure the success and growth for all students in all grade levels.

The identified areas in need of improvement according to the 2020-2021 STAAR scores were fourth grade writing and increasing both Spanish testers and students receiving Special Education services in the Meets and Masters areas for all content STAAR tests. Professional development for teachers in these areas will continue to be a need for SME. Consultants in the areas of reading (Kelly Tummy), math (Stacey Cain), writing (Gretchen Childs) were hired and contributed to improving teacher's instruction for the 2019-2020 school year. The implementation of the Texas Science of Teaching Reading Academies has been a great asset as teachers are being highly trained in the basic areas of reading instruction. Additionally, the implementation of Heggerty and Benchmark Phonics has helped teachers provide a stronger Tier 1 curriculum. Specific teachers were also identified to attend particular workshops and trainings with substitutes provided. Additionally, targeted students were provided additional focused tutoring by both teachers and hired tutors to increase achievement scores. A full time Instructional Coach and Rtl Specialist also provided intervention for at-risk students to increase achievement scores. In order to support Science instruction, a Science Lab class was added to the specials rotation. The dyslexia screener and Aimsweb was used to identify students that need to be monitored for deficits that could be indicators of dyslexia. Effective review of data at CARE Team meetings has increased the number of referrals for dyslexia testing. The number of students in 504 for dyslexia in 2019 was 22 students. This number increased to over 80 students in 2021, nearly quadrupling the enrollment in dyslexia.

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 school year. We will also focus on effectively implementing our Origo math curriculum and Units of Study reading and writing curriculums. We will continue to 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, continue training and monitoring the implementation of ELLevation on campus. and continue to refine and improve on our No Excuses University Six Exceptional Systems.

Grade level data on STAAR for 2020-2021 school year:

3rd grade Reading English 59% approaches, 26% Meets, and 11% Masters

3rd grade Reading Spanish 75% approaches, 0% Meets, and 0% Masters

3rd grade Math English 65% approaches, 26% Meets, and 17% Masters

3rd grade Math Spanish 0% approaches, 0% Meets, and 0% Masters

4th grade Reading English 49% approaches, 17% Meets, and 6% Masters
4th grade Reading Spanish 19% approaches, 19% Meets, and 13% Masters
4th grade Math English 41% approaches, 17% Meets, and 9% Masters
4th grade Math Spanish 24% approaches, 0% Meets, and 0% Masters
4th grade Writing English 51% approaches, 24% Meets, and 8% Masters
4th grade Writing Spanish 31% approaches, 15% Meets, and 0% Masters

5th grade Reading English 68% approaches, 41% Meets, and 20% Masters
5th grade Reading Spanish 88% approaches, 13% Meets, and 0% Masters
5th grade Math English 67% approaches, 41% Meets, and 15% Masters
5th grade Math Spanish 43% approaches, 43% Meets, and 0% Masters
5th grade Science English 61% approaches, 25% Meets, and 5% Masters
5th grade Science Spanish 38% approaches, 13% Meets, and 0% Masters

Student Learning Strengths

SME continues to focus on high quality Tier 1 instruction from the classroom teacher to academically grow every student. Effective use of collaborative planning allows for teachers to provide rigorous and engaging lessons for their students. Planning for small group instruction has allowed for more effective lessons to differentiate instruction to meet the needs of all students. Weekly PLC time is dedicated to professionally growing our teachers with best practices and using exceptional systems (collaboration, standards alignment, assessments, data management and interventions) for student success. A few areas of focus for the 2021-2022 school year will be to use Aimsweb data to drive small group interventions, use research-based interventions to help our struggling learners, monitor and analyze assessment data closely and work with all students to determine and accomplish their +10 academic growth goals. SPED students will need to progress in all content areas according to STAAR data from 2021. With effective use of Heggerty and Benchmark phonics in our primary grades, based on Aimsweb data, the phonological awareness scores are well above average in all grade levels.

SME exercises fidelity in assessing students using Aimsweb (K-5) and CLI (PreK-K). Furthermore, the teachers effectively analyze the data to help make adjustments to intervention for Tier 2 and Tier 3 students. The use of Aimsweb has allowed teachers to work closely with the RtI specialist to more adequately identify students in the Multi-Tiered System of Supports (MTSS). Each student is given adequate time and consideration in response to their particular circumstance. The Response to Intervention (RtI) process is implemented for all students exhibiting academic and behavioral struggles. Classroom teachers deliver Tier 2 interventions and the RtI Specialist delivers Tier 3 interventions. Additional instructional paraprofessionals have been allocated to lower the teacher to student ratio in the classroom, which allows teachers more one-on-one time for students needing additional assistance. Furthermore, dedicated staff are in place to provide targeted intervention for EL students. An EL Specialist supports Dual Language teachers and students for academic success on state curriculum and assessments. Special Education teachers offer resources as well and inclusion support. A Dyslexia teacher is also in place because New Caney ISD added dyslexia as an additional at-risk indicator criteria to target and prevent student dropouts. We have been able to utilize a part-time bilingual tutor to further help our students

academically in both English and Spanish.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Although the campus continues to improve, our students are not showing growth in the area of oral reading fluency based on Aimsweb and campus data. **Root Cause:** Academic achievement in reading is significantly below the target in all grade levels. Teachers have noted a lack of phonological awareness in grades K-2. 25% of 1st grade students were referred for further testing based on the District Dyslexia Screener criteria. Scaffolds for student learning were not implemented with fidelity to increase language acquisition.

Problem Statement 2 (Prioritized): The students at Sorters Mill are still well below meets expectations in the area of ELAR. **Root Cause:** Students at Sorters Mill Elementary are below level in reading fluency, foundational skills and vocabulary as identified through Aimsweb and local data. These basic skills are necessary for strong readers and writers. As we see deficits in the reading skills, we are also seeing those deficits transfer to the areas of math and writing.

Problem Statement 3: Based on data, the students at Sorters Mill are not meeting expectations or mastery level in the area of Math. **Root Cause:** Aimsweb data has consistently shown that the students at Sorters Mill Elementary are scoring well below in the basic math areas of fact fluency, number sense and place value. The lack of proficiency in these underlying skills is keeping students from being effective with more complex math applications.

School Processes & Programs

School Processes & Programs Summary

At Sorters Mill Elementary, teachers plan together as a team. Lessons have been aligned with the addition of Canvas to ensure that strong Tier 1 instruction is presented to all students. The EL coach, an administrator, the campus media specialist, as well as the Instructional Coach are a part of weekly planning meetings to discuss lesson plans, identify content and language objectives, and to plan for small group instruction.

Administrators work with grade level teams to make any changes that are needed on the SME Master Schedule. This year, the addition of the science lab to the master schedule allowed for a new rotation to be added to specials. The master schedule is created to allow for large periods of instructional time. Paraprofessionals were also able to have time in their schedule this year for additional training opportunities to encourage their professional growth and development.

SME will continue to focus on moving all students toward meeting their +10 goals in all content areas. The goal is to have all 3rd through 5th grade students hit Meets and Masters level on STAAR testing. We continue to focus on Reading in grades K-2 with the goal of all students reading on grade level by the end of second grade. Teachers use Aimsweb and Running Records to monitor student progress, as well as district curriculum assessments to identify needs of all students. Pre-K and kindergarten teachers use CLI assessments to determine student growth. Third through fifth grade teachers focus on CBA, Mock, and STAAR assessments, again building on small group differentiated instruction to meet the needs of students. In addition, all kindergarten through fifth grade teachers use a math skill building program called Happy Numbers. A bilingual tutor has been implemented for those students needing extra time and assistance in the area of math and reading. To increase math fluency, students in K-5 used XTra Math.

SME focuses on differentiated instruction for interventions during morning tutorial time and during a school-wide dedicated intervention time called Tiger Time, which takes place 5 days per week for 45 minutes per day. District assessments, CBA's, Mock, and Interim assessments are given throughout the year, which are aligned with the district bundles. After each curriculum-based assessment, instructional coaches review the data with teachers to analyze strengths and weaknesses and look for trends in instruction. Students who exhibit ongoing struggles are given Tier 2 interventions from their classroom teachers with support from paraprofessionals or Tier 3 interventions from our RtI specialist.

With the district's guidance and administrative support, we use professional development to carry out and discuss best practices to deliver the curriculum and focus on addressing the needs of the students. When teachers notice students not being successful, a built in support system is in place. This support system includes instructional coaches, administration, team leaders, and specialists on campus.

This year we used Aimsweb data a universal screener implemented. The screener helps us determine appropriate interventions based on student needs. Tier 1 and 2 interventions are provided by the teacher and reevaluated every 9 weeks. Our RtI specialist uses BLAST as a targeted intervention program for Tier 3 students. All RTI interventions are delivered in both English and Spanish depending on the student's language needs. Teachers also provide other supports to meet student's needs during tutoring in the morning before school starts and small group instruction during Tiger Time to differentiate for student learning needs throughout the day. We also use Aimsweb data to identify kindergarten and first graders who are having reading difficulties or showing signs of dyslexia. When a student meets the district criteria, we meet as a committee to decide if the student would benefit from a dyslexia evaluation or is in need of specific targeted interventions for 4-6 weeks.

Assessment data is collected throughout the school year to help identify student learning needs for instructional purposes. Teachers analyze assessment data to make instructional adjustments. Students who have an IEP and did not score well on the state test are provided an Accelerated Instruction Plan. This plan is written to help the student's specific deficit areas and give them the extra guidance and individualized instruction they require. The special ed teachers work in conjunction with the general ed teachers to tutor and take data of the progress made on the student's AIP.

Teachers have a voice in decision-making involved in school policies. A weekly professional learning community meeting is held in addition to staff meetings. These are opportunities for teachers to learn and provide feedback to administrators regarding campus decisions. Each grade level also has a designated Team Leader representative for additional support. Committees are in place at SME to ensure that a forum exists for everyone to have a voice and be heard in the decision-making process.

School Processes & Programs Strengths

Teachers collaborate during weekly planning sessions. This dedicated time has allowed teachers within the same grade level to plan for small group instruction. Teachers have a strong foundational knowledge of the standards. Evidence of this can be found in lesson plans, classroom instructional practices, and common assessments.

Student data is tracked through student goal folders. Teachers meet with students after assessments to note their current data and set new goals. Teachers track data on Data Walls in the Tiger Training room. This allows teachers to see the growth of their class as a whole on common assessments. Data is also discussed after each common assessment through Instructional Action Plans. This allows teachers to dig deeper into their scores and target specific TEKS for each of their students during small group instruction.

Teachers at SME are provided a 45-minute block of time for student RTI intervention and GT enrichment. Both Tier 1 and 2 interventions are provided to students by classroom teachers. Another strength of the SME master schedule includes fourth and fifth graders having Specials classes in the afternoon, so they have an uninterrupted block of instructional time in the morning. Grade level teachers meet in a weekly collaborative planning session as well as one PLC meeting per week with the Principal, Assistant Principals, and Instructional Coaches to share data, instructional ideas, implementation of new technology, and other strategies that work best for students in the classroom. The teachers and administrators utilize Aimsweb, CLI, teacher benchmarks, interim assessments, and previous STAAR data to identify student and campus needs.

SME teachers and staff have come together to form several committees. These committees include PBIS/ +10 Awards, Reading & Writing, Math, Science, STEAM Night, SME Vision, Student Leadership and NEU, and Sunshine. The committees are responsible to meet, plan, and implement new ideas that involve our students, staff, and the community. Examples of committee planning have included family literacy night, Read Across America week, math night, and STEAM activities for families. The Sunshine Committee is in charge of setting up little surprises and treats throughout the school year to make the staff feel appreciated and help teacher morale during testing season.

SME provides celebrations for academic success by grade level. These rewards are given to any students who meets their +10 goal on any of the district assessments. In addition, SME gives various incentives to encourage students to continue making good choices when it comes to their behavior and their day-to-day interaction with the staff and their peers. Every morning before instruction starts our teachers start their day with an SEL lesson to encourage positive behavior. Tiger Tickets are given out regularly by staff as a positive behavior support. Also, a prize cart visits grade-level classrooms once per week where students can cash in their Tiger Tickets for prizes.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: We are not meeting student achievement at the meets and masters level in the areas of math, science, and reading. **Root Cause:** The instruction is not aligned to the rigor of the assessment.

Problem Statement 2: District assessments, lack of instruction due to COVID 19, and report cards progress indicates that our remote learners are performing lower than their peers who are receiving instruction on campus and in person. **Root Cause:** Students need to be present on campus for the highest quality education and for accountability.

Problem Statement 3: A lack of opportunity for vertical collaboration with other grade levels over curriculum, strategies, Aimsweb data, and instructional practices. **Root Cause:** The last two years we have worked through our TIP to get us to address alignment, leaving out the vertical alignment piece.

Problem Statement 4: Equity for English and Spanish assessments such as universal screeners and resources. **Root Cause:** The Aimsweb screener does not provide the same components as the English screener to identify academic strengths and weaknesses. Equivalent resources in English and Spanish are difficult to locate.

Perceptions

Perceptions Summary

Teacher evaluation data from the 2020-2021 school year indicates the overall areas of refinement for SME teachers to be: planning lessons that encourage higher levels of thinking, supporting all learners in their pursuit of high levels of academic and SEL success, and differentiated instruction. Professional development is and will continue to be provided in these areas. To address these areas of refinement, we will focus on the following strategies: questioning resources for teachers to use during planning and instruction, modeling of effective and engaging lessons, and using the CHAMPS model for clearly communicating expectations to students. Teachers will continue to collaborate with the campus Instructional Coach and EL Specialist to become content experts and incorporate relevant resources and best practices into their lessons for higher student engagement and rigor.

SME encourages parent and community involvement through events that involve parents in their student's learning and progress. As we met challenges with COVID 19, we were still able to begin the year with a drive through meet the teacher and smile and supplies event on campus. Using the Zoom platform, Math fluency and Writing family nights were offered to all parents and students. A drive through Science STEM night allowed participants to pick up STEM activity kits to complete at home. Dual Language students created dream boards and held a Spanish Heritage night during parent Zoom events. Our GT students participated in a NASA Mission Control presentation. Fifth grade students traveled to Italiano's Restaurant for the yearly Manners Banquet. Dates and details of events are communicated with parents via parent newsletters, fliers, call outs, social media accounts, and our school marquee.

SME continues to offer the Parenting Partners program which trains parents in positive parenting skills and how to support the academic success of their students. This year eight parents participated online using Zoom. Our school counselor as well as teachers call parents to join in Parenting Partners. Fliers are passed out in person to encourage participation. Another language spoken on campus other than English is Spanish. Some office personnel and several teachers/teaching assistants on campus are bilingual making it easy to express ideas to parents and students. Translations of all newsletters and communication sent home in English is also provided in Spanish.

The most recent SME Parent survey results indicate that mobile communication apps and the Tiger Tales Newsletter are the most effective forms of communication. However, we also use call outs, fliers and the school marquee to share information.

SME holds a Pre-k and Kinder round up in April to promote enrollment.

Students and parents are encouraged to attend "Meet the Teacher Night" in August. Students are given the opportunity to meet the teacher, ask questions and become more comfortable with the next year's transition. Using the Canvas program has been an asset with parent communication and gives parents more insight on what the students are learning on a daily basis. Parents report that they check Canvas and make sure all tasks are completed. This allows parents to support the understanding of the content. Parents report that COVID, work schedules, and responsibilities at home often prevent them from participating in school events.

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

- Tiger Expectations (PBIS)
- Students of Character Celebrations
- 7 Mindsets
- No Excuses University Endorsements
- No Place for Hate
- Treat Parties for Attendance
- Each teacher endorses a college/university which promotes a culture of universal achievements
- 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.

A staff quality, recruitment and retention strength for SME is the Professional Learning Community model we have in place which allows all teachers to meet regularly for targeted campus professional development delivered by administrators, the Instructional Coach and EL Specialist. Common planning times are safeguarded and teachers collaborate weekly for instructional planning with each other and the Instructional Coach. Another strength includes the interest and willingness of teachers to attend PLC meetings and professional development trainings, workshops and conferences. Our teachers strive to become experts in their grade level content areas and problem solve together to meet the needs of their students. As a whole, the parents of our SME school community want to be involved. Being online has actually been an advantage as we have held all of our parent involvement nights online. Using Zoom as our primary platform, we were able to have Math Fluency Night, Writing Night and a drive through STEAM night event. Our dual language program also hosted a Hispanic Heritage night and a Dream Board Showcase for all dual language students. Many parents have commented that they were able to participate since it was virtual and they did not have to travel to campus to participate.

Due to COVID limitations, parents are now using online platforms for communication. They have been more informed as they find more information on the website, social media and other technology tools to find events for the campus.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: School safety and social emotional awareness were indicated as areas of need according to survey data. Morning meetings, dedicated SEL time, and guidance lessons that address the safety and security students feel when they are in attendance as well as the social and emotional issues that our students have felt in relation to the pandemic will need to be addressed. **Root Cause:** Our students have been through several big weather related events as well as a pandemic that have been difficult for our students and have resulted in students feeling uncertain and/or unsafe requiring a high level of social and emotional support.

Problem Statement 2: As teachers at SME strive to become experts in their grade level TEKS on-going professional development (PD) to enhance their learning is needed. The targeted areas of PD for 21-22 will be implementing the ELAR TEKS with rigor, delivering strong Tier 1 instruction, questioning, aligned formative assessments, and effective interventions for struggling learners. **Root Cause:** Teachers must be content TEKS experts in order to deliver effective Tier 1 instruction that prepares students for mastery. They must also plan ahead to guide student thinking with rigorous questioning, monitor learning with formative assessments, and provide focused interventions to support struggling learners. Students who are meeting grade level content must be challenged.

Problem Statement 3: Parents are not proficient with the communication tools that the campus uses. **Root Cause:** Campus wide communication tools have not been streamlined. Parents are not proficient with the online tools or know how to sign up and use these resources.

Problem Statement 4: Building a collaborative environment with more teacher input. **Root Cause:** Teachers have indicated that they want more opportunities for collaboration and input into campus based decisions.

Priority Problem Statements

Problem Statement 1: SME is not meeting the academic needs of all subpopulations with equity.

Root Cause 1: Lack of instructional minutes in these areas is causing these deficits. For example, dyslexia, SPED, GT, etc.

Problem Statement 1 Areas: Demographics

Problem Statement 3: Although the campus continues to improve, our students are not showing growth in the area of oral reading fluency based on Aimsweb and campus data.

Root Cause 3: Academic achievement in reading is significantly below the target in all grade levels. Teachers have noted a lack of phonological awareness in grades K-2. 25% of 1st grade students were referred for further testing based on the District Dyslexia Screener criteria. Scaffolds for student learning were not implemented with fidelity to increase language acquisition.

Problem Statement 3 Areas: Student Learning

Problem Statement 2: The students at Sorters Mill are still well below meets expectations in the area of ELAR.

Root Cause 2: Students at Sorters Mill Elementary are below level in reading fluency, foundational skills and vocabulary as identified through Aimsweb and local data. These basic skills are necessary for strong readers and writers. As we see deficits in the reading skills, we are also seeing those deficits transfer to the areas of math and writing.

Problem Statement 2 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Covid-19 Factors and/or waivers

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

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Running Records results
- Observation Survey results
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- 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



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.


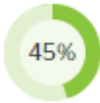
Performance Objective 1: Sorters Mill Elementary students in all sub-populations and special programs will show growth in regards to Meets Grade Level, or Masters Grade Level in performance as indicated on the STAAR Reading, Writing, Math, and Science state assessments in grades 3-5. Additionally, students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



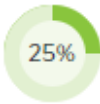
Targeted or ESF High Priority




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






Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will follow district curriculum and resources by planning collaboratively and following the bundles. 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>Strategy's Expected Result/Impact: Student mastery of grade level objectives.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Instructional Coach EL Specialist Grade Level Team Leaders Teachers</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy</p>	Formative			Summative
	Oct	Dec	Mar	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Professional Development will be provided to teachers on effective literacy through systematic and explicit instruction 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>Strategy's Expected Result/Impact: Increased reading, writing and math learning for students as evidenced through their performance and assessment data. Student scores on Curriculum Based Assessments, Aimsweb, and STAAR tests should increase.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Instructional Coach EL Specialist Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.2 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy</p> <p>Funding Sources: John Wink - SIP 1003 A Comprehensive Grant - \$2,000, Gretchen Childs, Learning Rocks - SIP 1003 A Comprehensive Grant - \$1,000, Harris County Dept. of Ed - Kelly Tummy - SIP 1003 A Comprehensive Grant - \$5,000</p>	Formative			Summative
	Oct	Dec	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: A full time Instructional Coach and EL 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>Strategy's Expected Result/Impact: Improvement in student learning and achievement evidenced through CBA, DRA, Aimsweb, and STAAR assessments.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coaches, Teachers, and Specialists.</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Dec	Mar	June
				

Strategy 4 Details	Reviews			
<p>Strategy 4: Implement routine PLC meetings to teach and discuss TEKS focused instruction, small group instruction, tracking tools to improve reading instruction, linguistic supports for instruction, student goals and progress, assessment data, and our No Excuses University efforts.</p> <p>Strategy's Expected Result/Impact: Improvement in student learning and achievement evidenced through CBA, DRA, Aimsweb, and STAAR assessment data.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coach, EL Specialist, and Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Dec	Mar	June
				
Strategy 5 Details	Reviews			
<p>Strategy 5: 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. Professional development from CLI for Pre-K and kindergarten teachers will also be provided that integrates instruction across developmental domains and early disciplines.</p> <p>Strategy's Expected Result/Impact: Improvement in student learning and achievement evidenced through CBA, DRA, Aimsweb, and STAAR assessment data.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coach, EL Specialist, and Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: Benchmark Education Company - SIP 1003 A Comprehensive Grant - \$5,614.50, Light Speed Sound Amplification Systems for 4th and 5th Grade - SIP 1003 A Comprehensive Grant - \$28,500, F&P Literacy continuum - Title I - \$2,350.43, Reading A-Z - SIP 1003 A Comprehensive Grant - \$553</p>	Formative			Summative
	Oct	Dec	Mar	June
				

Strategy 6 Details	Reviews			
<p>Strategy 6: 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. Care Team 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>Strategy's Expected Result/Impact: Improvement in student learning and achievement evidenced through CBA, DRA, Aimsweb, and STAAR assessment data.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coach, EL Specialist, and Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Dec	Mar	June
				
Strategy 7 Details	Reviews			
<p>Strategy 7: 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 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 2021-2022 STAAR tests. SME will also have UIL participants during the 2021-2022 school year. Motivation for student success will be provided through this competition.</p> <p>Strategy's Expected Result/Impact: 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>Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coach, EL Specialist, and Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Oct	Dec	Mar	June
				
Strategy 8 Details	Reviews			
<p>Strategy 8: 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 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>Strategy's Expected Result/Impact: Improvement in student learning and achievement evidenced through CBA, DRA, Aimsweb, and STAAR assessment data.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coach, EL Specialist, and Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p>	Formative			Summative
	Oct	Dec	Mar	June
				








Strategy 9 Details	Reviews			
<p>Strategy 9: 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>Strategy's Expected Result/Impact: Students who have IEP's and 504's will work toward meeting their individualized goals.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Special Ed Teachers, Instructional Aides, Dyslexia Teachers, Diagnostician, and Counselor</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p>	Formative			Summative
	Oct	Dec	Mar	June
				
Strategy 10 Details	Reviews			
<p>Strategy 10: 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>Strategy's Expected Result/Impact: Improvement in student learning and achievement evidenced through CBA, DRA, Aimsweb, and STAAR assessment data.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional and EL Coach, Instructional Paraprofessionals, and Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Oct	Dec	Mar	June
				
Strategy 11 Details	Reviews			
<p>Strategy 11: Staff members 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>Strategy's Expected Result/Impact: Improvement in student learning and achievement evidenced through CBA, Aimsweb, and STAAR assessment data.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional and EL Coach, Counselor, and Teachers</p> <p>Title I Schoolwide Elements: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p>	Formative			Summative
	Oct	Dec	Mar	June
				

Strategy 12 Details	Reviews			
<p>Strategy 12: Sorters Mill Elementary administrators will attend professional development training opportunities and conferences throughout the year including Region 6 workshops, Principal Institute (N2 Learning) TEPESA, and NEU conferences to learn quality educational leaderships skills that positively impact teacher and student learning.</p> <p>Strategy's Expected Result/Impact: Workshop or conference certificates, ongoing professional development, and the ability to lead and grow our staff.</p> <p>Staff Responsible for Monitoring: Principal and Assistant Principals</p> <p>Title I Schoolwide Elements: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>Funding Sources: Principal Institute - Title II - \$7,276</p>	Formative			Summative
	Oct	Dec	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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 2021-2022 school year.






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

Strategy 1 Details	Reviews			
<p>Strategy 1: School to parent and teacher to parent communication will be consistent among teachers and grade levels through the use of Remind and high student attendance will be encouraged.</p> <p>Strategy's Expected Result/Impact: Increase in weekly attendance rates at SME.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Teachers, and Attendance Clerk</p> <p>Title I Schoolwide Elements: 2.5 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p>	Formative			Summative
	Oct	Dec	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: 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>Strategy's Expected Result/Impact: Increase in student attendance to 96% school-wide.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Teachers, and Attendance Clerk</p>	Formative			Summative
	Oct	Dec	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Weekly and nine week awards will be given to classes and students have perfect attendance. They will get to choose from various incentives. Certificates can also be distributed for excellent attendance. Other examples of student incentives for nine-week awards may include: popsicles, PBIS trinkets, Little Debbie treats, or popcorn and a movie.</p> <p>Strategy's Expected Result/Impact: Increased student attendance rate to 96%.</p> <p>Staff Responsible for Monitoring: Principal, assistant principals, attendance clerk, and teachers</p> <p>Title I Schoolwide Elements: 2.5 - TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Oct	Dec	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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.




Strategy 1 Details	Reviews			
<p>Strategy 1: On-going staff, parent, and student training will take place for the effective use of computers, computer programs, Chromebooks, tablets, and technology devices to prove 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>Strategy's Expected Result/Impact: Training agendas and sign in sheets, classroom observations</p> <p>Staff Responsible for Monitoring: Principal, assistant principals, media specialist, and teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college, Improve low-performing schools</p>	Formative			Summative
	Oct	Dec	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				







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 2021-2022 school year. All students will receive ongoing health and wellness services.

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

Strategy 1 Details	Reviews			
<p>Strategy 1: All students and parents will be informed about the Student Code of Conduct found online and will receive a copy upon request. All students and teachers are trained on internet safety and cyberbullying through classroom instruction and Common Sense Media 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.</p> <p>Strategy's Expected Result/Impact: Reduction in number of referrals.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Teachers</p> <p>Title I Schoolwide Elements: 2.4, 3.1, 3.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Comprehensive Support Strategy</p>	Formative			Summative
	Oct	Dec	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Social and emotional needs will be addressed to decrease student office referrals and increase instructional time. Explicit classroom management training will be provided for teachers. The following resources will be utilized to promote positive social and emotional learning: Guidance lessons, PBIS, CHAMPS, No Place for Hate, and No Excuses University.</p> <p>Strategy's Expected Result/Impact: decrease student office referrals and increase instructional time</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals PBIS Committee Care Team Teachers Counselor</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy</p>	Formative			Summative
	Oct	Dec	Mar	June
				




Strategy 3 Details	Reviews			
<p>Strategy 3: 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>Strategy's Expected Result/Impact: Students will be aware of the dangers of drug use; reduction in discipline referrals.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Counselor Teachers</p> <p>Title I Schoolwide Elements: 2.6 - TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Comprehensive Support Strategy</p>	Formative			Summative
	Oct	Dec	Mar	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: 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>Strategy's Expected Result/Impact: Notes from consultation meetings and support/resources provided to our students who qualify for homeless services.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Counselor</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction - Comprehensive Support Strategy</p>	Formative			Summative
	Oct	Dec	Mar	June
				
Strategy 5 Details	Reviews			
<p>Strategy 5: Proactive and responsive health and wellness services will be provided to all students.</p> <p>Strategy's Expected Result/Impact: District mandates are followed and students receive quality health and wellness services.</p> <p>Staff Responsible for Monitoring: Principal Nurse PE Teacher</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Comprehensive Support Strategy</p>	Formative			Summative
	Oct	Dec	Mar	June
				







Strategy 6 Details	Reviews			
<p>Strategy 6: Raptor technology will be used to ensure adequate monitoring of visitors on campus.</p> <p>Strategy's Expected Result/Impact: Staff, students and parents will report a feeling of safety and security.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Receptionist</p> <p>Title I Schoolwide Elements: 2.5, 2.6, 3.1 - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction - Comprehensive Support Strategy</p>	Formative			Summative
	Oct	Dec	Mar	June
				
Strategy 7 Details	Reviews			
<p>Strategy 7: 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>Strategy's Expected Result/Impact: Increased student participation and safety in the school.</p> <p>Staff Responsible for Monitoring: Principals teachers counselor</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Comprehensive Support Strategy</p>	Formative			Summative
	Oct	Dec	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Strategy 1 Details	Reviews			
<p>Strategy 1: 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>Strategy's Expected Result/Impact: Decrease in teacher/staff turnover rate.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Counselor, RtI Specialist EL Specialist, Instructional Coach, School Secretary</p> <p>Title I Schoolwide Elements: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers</p>	Formative			Summative
	Oct	Dec	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: 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>Strategy's Expected Result/Impact: Student mastery of grade level TEKS</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, EL Specialist and Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Dec	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Region 6 School Improvement collaborative will be used as support.</p> <p>Strategy's Expected Result/Impact: To be a Met Standard campus for the 2020-2021 school year.</p> <p>Staff Responsible for Monitoring: Administration, Director of Accountability, Assessment and Special Programs, Campus ILT</p> <p>Title I Schoolwide Elements: 2.5 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers</p>	Formative			Summative
	Oct	Dec	Mar	June
				


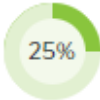
Strategy 4 Details	Reviews			
<p>Strategy 4: All teachers will attain state ESL certification and attend trainings to earn the local 30 hours of GT training or the 6 hour update, as needed and expected by New Caney ISD.</p> <p>Strategy's Expected Result/Impact: Teachers will hone their skills in SIOP to meet the learning needs of EL and will maintain their GT professional development to better serve their GT students.</p> <p>Staff Responsible for Monitoring: Administration, Teachers, Coordinator for District Testing and Gifted and Talented Program</p> <p>Title I Schoolwide Elements: 2.5 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Dec	Mar	June
				
Strategy 5 Details	Reviews			
<p>Strategy 5: 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>Strategy's Expected Result/Impact: Hiring of all open positions to ensure best practices are used to achieve student success in grade level TEKS.</p> <p>Staff Responsible for Monitoring: Administration, EL Coach, Instructional Coach, Teachers</p> <p>Title I Schoolwide Elements: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers</p>	Formative			Summative
	Oct	Dec	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				



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.

Strategy 1 Details	Reviews			
<p>Strategy 1: 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>Strategy's Expected Result/Impact: Increased PK/K enrollment for the coming school year.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Registrar EL Specialist Counselor</p> <p>Title I Schoolwide Elements: 2.6, 3.2 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy</p>	Formative			Summative
	Oct	Dec	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Parents are encouraged to participate in school wide events such as field trip chaperones, volunteering at the school, family engagement nights. All volunteers must complete the district volunteer approval process.</p> <p>Strategy's Expected Result/Impact: Principal Assistant Principals Receptionist</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Receptionist</p> <p>Title I Schoolwide Elements: 3.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Comprehensive Support Strategy</p>	Formative			Summative
	Oct	Dec	Mar	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: 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. 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>Strategy's Expected Result/Impact: Principal Assistant Principals Instructional Coach EL Specialist Teachers</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Instructional Coach EL Specialist Teachers</p> <p>Title I Schoolwide Elements: 3.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Comprehensive Support Strategy</p>	Formative			Summative
	Oct	Dec	Mar	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: 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>Strategy's Expected Result/Impact: Pre and Post Survey data, Parent graduation, and feedback from class facilitators and participants.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Instructional Coach EL Specialist RtI Specialist Counselor</p> <p>Title I Schoolwide Elements: 3.2 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy</p>	Formative			Summative
	Oct	Dec	Mar	June
				

Strategy 5 Details	Reviews			
<p>Strategy 5: SME will utilize social media such as our campus website, S'More, Remind, Facebook, Twitter, and School Messenger to communicate with parents.</p> <p>Strategy's Expected Result/Impact: Evidence of website updates, Remind messages, SchoolWay pushes, Facebook posts, Twitter tweets, and phone messages sent to parents via School Messenger.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Media Specialist Teachers</p> <p>Title I Schoolwide Elements: 3.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Level 2: Effective, Well-Supported Teachers, Level 3: Positive School Culture - Comprehensive Support Strategy</p>	Formative			Summative
	Oct	Dec	Mar	June
				
Strategy 6 Details	Reviews			
<p>Strategy 6: Meet the teacher night and open house will occur in the fall.</p> <p>Strategy's Expected Result/Impact: Sign In Sheets and meeting agendas.</p> <p>Staff Responsible for Monitoring: Principal Classroom Teachers</p> <p>Title I Schoolwide Elements: 3.2 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Level 2: Effective, Well-Supported Teachers, Level 3: Positive School Culture, Level 4: High-Quality Curriculum, Level 5: Effective Instruction - Comprehensive Support Strategy</p>	Formative			Summative
	Oct	Dec	Mar	June
				
Strategy 7 Details	Reviews			
<p>Strategy 7: 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>Strategy's Expected Result/Impact: Sign In Sheets, meeting agenda and presentation.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I Schoolwide Elements: 3.1, 3.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Level 3: Positive School Culture, Level 5: Effective Instruction - Comprehensive Support Strategy</p>	Formative			Summative
	Oct	Dec	Mar	June
				

Strategy 8 Details	Reviews			
<p>Strategy 8: 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>Strategy's Expected Result/Impact: Conference forms and updated Parent Contact Logs.</p> <p>Staff Responsible for Monitoring: Principal Classroom Teachers</p> <p>Title I Schoolwide Elements: 3.2 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy</p>	Formative			Summative
	Oct	Dec	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

State Compensatory

Budget for Sorters Mill Elementary School

Total SCE Funds:

Total FTEs Funded by SCE: 6.5

Brief Description of SCE Services and/or Programs

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Personnel for Sorters Mill Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Alexis Loll	Library Paraprofessional	1
Anna Aaron	Science Lab	1
Courtney Reeve	RtI Interventionist	0.5
Jenna Meza	Technology Para	1
Kristi Grimes	Instructional Para	1
Milagros Boudreaux	Dyslexia	0.5
Robert Hilton	Dyslexia	0.5
Sandra Huerta	ELL Specialist	1

Title I Personnel

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