

Spring Branch Independent School District
Cedar Brook Elementary School
2021-2022 Campus Improvement Plan



Mission Statement

To instill in all students the desire to be lifelong learners and reach their individual potential.

Vision

CBE will empower students to be life long learners so that every student achieves academic success and personal independence.

Core Values

Every Child: We put students at the heart of everything we do.

Collective Greatness: We, as a community, leverage our individual strengths to reach challenging goals.

Collaborative Spirit: We believe in each other and find joy in our work.

Limitless Curiosity: We never stop learning and growing.

Moral Compass: We are guided by strong character, ethics and integrity.

Core Characteristics of a T-2-4 Ready Graduate

Academically Prepared: Every Child finds joy in learning, has a learner's mindset and is motivated and equipped with the knowledge, skills and competencies to succeed in life.

Ethical & Service-Minded: Every Child acts with integrity, is personally responsible for their actions and is a civically-engaged community member.

Empathetic & Self-Aware: Every Child appreciates differences, forms secure relationships and cares for their own and others' emotional, mental and physical health.

Persistent & Adaptable: Every Child is fueled by their own passions, interests and goals and perseveres with confidence and courage.

Resourceful Problem-Solver: Every Child thinks critically and creatively and applies knowledge to find and solve problems.

Communicator & Collaborator: Every Child skillfully conveys thoughts, ideas, knowledge and information and is a receptive and responsive listener.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Cedar Brook Elementary serves PK- 5th grade students. Cedar Brook's enrollment hovers around 702 students.

The student population is approximately: 3.70% African American, 86.04% Hispanic, 6.13% Anglo, and 1.71% Asian, 2.42% at Two-or-more ethnicities; 73.65% At risk; 79.34% Economically Disadvantaged, 61.54% LEP, 4.99% GT, and 9.54% SPED.

Demographics Strengths

CBE is a diverse school that welcomes students from all over SBISD. CBE we offers three different programs; TWDL, OWDL and MS.

Student Learning

Student Learning Summary

Due to COVID 19 we do not have EOY data for the 2019-2020 school year.

Student Academic Achievement Summary

2019 STAAR results:

3rd-5th Grade Reading: 73%

3rd-5th Grade Math: 71%

4th Grade Writing: 53%

5th Grade Science: 57%

MAP results:

Math: 60%

Reading: 45%

Note: Not all grade levels hit 50%. The following grade levels were below 50%:

MAP Reading:

K: 32%

1st: 37%

2nd: 39%

5th: 47%

MAP Math:

1st: 48%

2nd: 39%

4th: 48%

Student Learning Strengths

Due to COVID 19 we do not have data to update from the 2019-2020 school year. We will retain our accountability rating from 2018-2019.

2018-2019 - CBE met standard overall.

Overall Accountability Rating - 83 / B

Student Achievement -71 / C

School Progress -85 / B

Closing the Gaps -78 / C

Distinction Designations: Comparative Academic Growth

Area of Strength: School Progress -85 / B

In addition, Closing the Gaps was 78/C in 2018-2019 as compared to 2017-2018 Closing the Gaps, which was a 56 rated Improvement Required

School Processes & Programs

School Processes & Programs Summary

CBE strives to hire the most qualified staff available. CBE will support and develop all staff members to provide the best possible instruction to all of our students.

New OWDL and TWDL teachers will receive extensive training from Dr. Mercuri to support the dual language instruction in their classrooms.

In addition, we will continue to implement Opportunity Culture on our campus. Two experienced teachers from within CBE were hired to support our primary and intermediate students and teachers. One MCL will work with the primary grades and the other will work with the intermediate grades. End of year data will be used to determine where each MCL will focus at the beginning of the school year.

As a part of Opportunity Culture, a Digital Lab Monitor position has been created for the new school year. Our Digital Lab Monitor will supervise all digital learning in our new computer lab and ensure a productive learning environment. Students will be able to personalize their own learning as they navigate through different platforms.

We have two interventionists that support students during our school-wide intervention time.

Another way to ensure staff quality, recruitment, and retention for CBE is, by functioning as a Professional Learning Community. Teachers will participate in collaborative planning meetings in all grade levels. CBE is committed to establish a culture of collaboration; thus achieving our collective purpose of learning for all. Administrators will coach teachers by providing formal and informal instructional feedback in order to build teacher capacity and overall grow instructional practices.

Also, all new teachers will receive additional support through a mentor/Buddy program who will ensure new members of our team feel supported, equipped and encouraged. At CBE every new teacher is paired up with a mentor teacher or a buddy teacher. If the new teacher is brand new to the profession they have a mentor teacher to help guide them through their first year and if they are just new to CBE or district they have a buddy teacher. Lead mentors help the mentor and buddy teachers be the best mentors they can be to these new teachers so that they feel prepared and successful for the school year. Monthly meetings with the mentors are held to address any questions or concerns the new teachers may have and make sure that all mentors are up to date with any school events coming up, due dates or any other information they need to relay to the new teachers.

CBE staff members have completed GT initial hours and required update.

All OWDL and TWDL teachers have and will continue to participate in ongoing staff development sessions with Dr. Mercuri in order to strengthen our Dual language program. These sessions have been differentiated to meet the needs of individual teachers. Staff strengths include flexibility, collaboration, responsiveness, and devotion to our students. Implementation and receptiveness to collaborative planning.

Perceptions

Perceptions Summary

2019-2020 Panorama School Connectedness Student Survey was not administered due to COVID 19. A Parent survey on the effectiveness of distance learning for the last 9 weeks of the school year was conducted.

2018-2019 Panorama School Connectedness Student Survey Results:

School Belonging: 69%

School Climate: 70%

School Rigorous Expectations: 83%

School Safety: 64%

School Teacher- Student Relationships: 74%

Perceptions Strengths

School Rigorous Expectations: 83%

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Performance Objectives with summative review (prior year)
- State and federal planning requirements
- Covid-19 Factors and/or waivers

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- (STAAR) current and longitudinal results, including all versions

Student Data: Student Groups

- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data

Student Data: Behavior and Other Indicators

- Student surveys and/or other feedback
- School safety data

Goals

Goal 1: STUDENT ACHIEVEMENT. Every Cedar Brook Elementary School student will master rigorous academic standards to ensure college and career readiness.

Performance Objective 1: ACHIEVEMENT: By June 2022, Cedar Brook Elementary School will increase student performance on STAAR Grades 3-5 exams in reading and math by at least 8 points at each performance level (approaches, meets, masters).




2020-21: Reading: 66% (approaches), 38% (meets), 21 % (masters); Math: 66% (approaches), 40 % (meets), 26 % (masters)







2019-20: Not Rated due to COVID

2018-19: Reading: 74% (approaches), 44% (meets), 24% (masters); Math: 73% (approaches), 42% (meets), 23% (masters)

2017-18: Reading: 67% (approaches), 36% (meets), 15% (masters); Math: 71% (approaches), 32% (meets), 12% (masters)

Evaluation Data Sources: STAAR 3-8 Reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Campus -wide intervention groups: Grade level teams in all grade levels (except Pre-K) will plan to pull small groups across grade levels according to data from a variety of sources in reading and math: MAP, STAAR, reading levels, DRA/EDL, OS, small group anecdotal data and formative assessments. Purchase of technology software and technology devices to support intervention. Achieve 3000 will be purchased for all students. Primary grades- Smarty Ants Intermediate grades- KidBiz. Reading A- Z/ Raz Kids will be purchased. Technology equipment will be purchased for students to use. Strategy's Expected Result/Impact: Improvement in student performance data both formative and summative (STAAR,MAP, and PSA data) across all subgroups. Feedback from staff and students in relationship to rigor and differentiation. Small group records reflecting variable, differentiated groups in reading and math. Staff Responsible for Monitoring: Administrators Team leaders Teachers Lead Interventionist MCL's Title I Schoolwide Elements: 2.4, 2.5, 2.6 Funding Sources: Technology Software - 211 - Title I, Part A - 211.11.6397 - \$13,460.64	Formative		
	Oct	Jan	Apr
			



Strategy 2 Details	Formative Reviews		
Strategy 2: CBE will implement Units of Study-Teachers College in all grade levels (except Pre-K). Strategy's Expected Result/Impact: Improvement in student performance data both formative and summative (MAP, running records, reading levels across all subgroups). Small group records reflecting variable, differentiated groups in reading. Staff Responsible for Monitoring: Administrators Team leaders Teachers Lead Interventionist MCL's	Formative		
	Oct	Jan	Apr
			
Strategy 3 Details	Formative Reviews		
Strategy 3: TWDL Content and Language Allocation Update: CBE will work with Multilingual department to ensure our TWDL program is meeting the needs of all of our students and providing alignment across all grade levels in Math. We continue to strengthen and support our Dual language programs through professional development. School-wide implementation of the CBE Dual Language Non Negotiables. Strategy's Expected Result/Impact: Consistency and alignment across the TWDL program Staff Responsible for Monitoring: Administrators Team leaders Teachers Lead Interventionist MCL's	Formative		
	Oct	Jan	Apr
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			






Goal 1: STUDENT ACHIEVEMENT. Every Cedar Brook Elementary School student will master rigorous academic standards to ensure college and career readiness.

Performance Objective 2: EARLY LITERACY: By June 2022, Cedar Brook Elementary School will increase the combined % of students reading On Grade Level or Above Grade Level on the End-of-Year Running Records assessment in each primary grade, K, 1, and 2, by 10 percentage points or \geq to 85%.

2020-21: Kindergarten 70% On Grade Level or Above Grade Level; 1st Grade: 67% On Grade Level or Above Grade Level; 2nd Grade: 41% On Grade Level or Above Grade Level

Evaluation Data Sources: Running Records End-of-Year Report

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers will provide small group instruction for students, complete running records, track student progress and provide books at independent reading level. Teachers will utilize Reading A-Z, RazKids and other online reading tools to support student reading achievement.</p> <p>Paraprofessionals will support small group instruction for Kindergarten classes. MCL's and Interventionist will support all grade levels with reading pull out groups.</p> <p>Strategy's Expected Result/Impact: Increase the number of students reading at or above grade level.</p> <p>Staff Responsible for Monitoring: Teachers MCL'S LIS Interventionists Administrators Kinder Paraprofessionals</p>	Formative		
	Oct	Jan	Apr
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Teachers in grades K, 1, and 2nd grade will receive phonics professional development (Estrellitas, Phonics Units of Study Kit, and Palabras a su Paso). Teachers will implement instructional practices daily to support and provide students with a strong literacy foundation.</p> <p>Strategy's Expected Result/Impact: Build teacher capacity around phonics instruction and increase student reading levels.</p> <p>Staff Responsible for Monitoring: MCL'S LIS Interventionists Administrators</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p> <p>Funding Sources: Estellitas Training - 211 - Title I, Part A</p>	Formative		
	Oct	Jan	Apr
			

Strategy 3 Details	Formative Reviews		
Strategy 3: Train and implementation of Massive Practice to support students that are reading below level J. Strategy's Expected Result/Impact: Increase student reading levels. Staff Responsible for Monitoring: Teachers MCL'S LIS Interventionists Administrators ELL Paraprofessional Title I Schoolwide Elements: 2.4, 2.6	Formative		
	Oct	Jan	Apr
	 60%		
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 1: STUDENT ACHIEVEMENT. Every Cedar Brook Elementary School student will master rigorous academic standards to ensure college and career readiness.

Performance Objective 3: GAP-CLOSING: By June 2022, Cedar Brook Elementary School will increase overall performance on STAAR Grades 3-5 exams to narrow the gap or improve performance above the target by at least 10 percentage points for English Learners.

2020-21: English Learners 33%; non-English Learners 52%






2019-20: Not Rated due to COVID

Evaluation Data Sources: State Accountability Report Domain 1

Strategy 1 Details		Formative Reviews		
Strategy 1: Collaborative Planning meetings will be conducted every two weeks to review data, plan units of instruction using the Proficiency Scales, identify Essential Standards and create rigorous common assessments. Teacher will use district curriculum and lead4ward to road map and plan. Strategy's Expected Result/Impact: Improvement in student performance data both formative and summative (STAAR,MAP, and PSA data) across all subgroups. Feedback from staff and students in relationship to rigor and differentiation. Overall increase in student achievement. Staff Responsible for Monitoring: Administrators Team leaders Teachers LIS Interventionist MCL's Title I Schoolwide Elements: 2.4, 2.6		Formative		
		Oct	Jan	Apr
Strategy 2 Details		Formative Reviews		
Strategy 2: Primary and Intermediate grade levels will receive additional support in the form of a MCL and Interventionist. They will work with students requiring extra assistance. The MCLs will also support the teachers by modeling lessons and pulling small groups. They will focus on reading and math. Strategy's Expected Result/Impact: Student data across all subgroups. Teacher and MCL feedback Overall increase in student achievement. Staff Responsible for Monitoring: Administrators Team leaders Teachers Lead Interventionist MCL's		Formative		
		Oct	Jan	Apr

Strategy 3 Details	Formative Reviews		
Strategy 3: Flexible student groups within teams (Intervention groups): Grade Level teams in all grade levels (except Pre-K) will plan to pull small groups across their grade levels according to data from a variety of sources in reading and math: MAP, STAAR, DRA/EDL, OS, small group anecdotal data and formative assessments. Purchase reading/instructional materials and supplies for intervention. Students will be provided with materials and resources. Strategy's Expected Result/Impact: Improvement in student performance data both formative and summative (STAAR, MAP and PSA data) across all subgroups. Feedback from staff and students in relationship to rigor and differentiation. Small group records reflecting differentiated groups in reading and math. Overall increase in student achievement Staff Responsible for Monitoring: Administrators Team leaders Teachers Lead Interventionist MCL's Title I Schoolwide Elements: 2.4, 2.5, 2.6	Formative		
	Oct	Jan	Apr
Strategy 4 Details	Formative Reviews		
Strategy 4: Intervention Specialists will be used to provide small group instruction, modeling, coaching, and co-teach opportunities for teachers. Strategy's Expected Result/Impact: Improvement in student performance data both formative and summative (STAAR, MAP and PSA data) across all subgroups. Overall increase in student achievement Staff Responsible for Monitoring: Administrators MCL's Funding Sources: Teacher and Professional Salary - 211 - Title I, Part A - 211.11.6119	Formative		
	Oct	Jan	Apr
Strategy 5 Details	Formative Reviews		
Strategy 5: Campus wide intervention time will be created meet HB4545 requirements and support the needs of our students. Strategy's Expected Result/Impact: Improvement in student performance data both formative and summative (STAAR,MAP and PSA data) across all subgroups. Overall increase in student achievement Staff Responsible for Monitoring: Teachers Administrators MCL's Interventionist	Formative		
	Oct	Jan	Apr

Strategy 6 Details	Formative Reviews		
Strategy 6: Campus wide training on lead4ward (lead4ward 101, Leading Intervention, training on tools/resources and planning guides. Implementation of lead4ward resources. Strategy's Expected Result/Impact: Build teacher capacity and an increase in overall student performance Staff Responsible for Monitoring: Administrators Team leaders Teachers LIS & MIS Interventionist MCL's Title I Schoolwide Elements: 2.4, 2.5, 2.6 Funding Sources: lead4ward training - 211 - Title I, Part A - 211.13.62.99 - \$5,900	Formative		
	Oct	Jan	Apr
Strategy 7 Details	Formative Reviews		
Strategy 7: Tutorials will be conducted afterschool to support the needs of our students and to meet HB4545 requirements. Strategy's Expected Result/Impact: Increase in overall student performance Staff Responsible for Monitoring: Administrators Teachers Interventionist MCL's Title I Schoolwide Elements: 2.4, 2.5, 2.6 Funding Sources: Tutorials - 211 - Title I, Part A	Formative		
	Oct	Jan	Apr
Strategy 8 Details	Formative Reviews		
Strategy 8: Tutors will be used during the day to support teachers and students with instruction. Strategy's Expected Result/Impact: Improvement in student performance data both formative and summative. Overall increase in student achievement. Staff Responsible for Monitoring: Administrators MCL's Funding Sources: Teacher and professional salary - 211 - Title I, Part A	Formative		
	Oct	Jan	Apr
Strategy 9 Details	Formative Reviews		
Strategy 9: School-wide implementation of ELD block of time to support language development. Purchase ELPS Flip books and resources for teachers. Strategy's Expected Result/Impact: Increase percentage of students reclassification data Staff Responsible for Monitoring: Administrators Teachers Interventionist MCL's Funding Sources: ELPS Flip books and resources for teachers. - 211 - Title I, Part A	Formative		
	Oct	Jan	Apr

Strategy 10 Details	Formative Reviews		
Strategy 10: Participate in trainings from the Multilingual department. Teachers will implement instructional practices shared during training. Books and resources will be purchased to support implementation. Strategy's Expected Result/Impact: Increase percentage of students reclassification data Staff Responsible for Monitoring: Administrators Teachers Interventionist MCL's	Formative		
	Oct	Jan	Apr
Strategy 11 Details	Formative Reviews		
Strategy 11: Summer School Enrichment Program Strategy's Expected Result/Impact: Provide a variety of enrichment opportunities to extended student learning and overall increase in student achievement. Title I Schoolwide Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum Funding Sources: Supplies and materials - 282 ARP21 (ESSER III Campus Allocations) - 282.11.63.99 - \$4,410, Transportation - 282 ARP21 (ESSER III Campus Allocations) - 282.11.6494 - \$5,000, Teacher and Para professional and para salaries - 282 ARP21 (ESSER III Campus Allocations) - 282.11.6116 & 282.11.6125 - \$56,690, Snacks - 282 ARP21 (ESSER III Campus Allocations) - 282.11.6499 & 282.61.6499 - \$1,700	Formative		
	Oct	Jan	Apr
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 1: STUDENT ACHIEVEMENT. Every Cedar Brook Elementary School student will master rigorous academic standards to ensure college and career readiness.

Performance Objective 4: STUDENT GROWTH: By June 2022, Cedar Brook Elementary School will increase the % of students who meet or exceed conditional growth index (CGI) targets on Measures of Academic Progress: Reading (K-5) increase by 7 points, Math (K-5) increase by 8 points.

2020-21: Reading - 38% met CGI; Math - 52% met CGI

2019-20: Not Rated due to COVID

2018-19: Reading - 45% met CGI; Math - 60 % met CGI

2017-18: Reading - 39% met CGI; Math - 50 % met CGI





Evaluation Data Sources: Measures of Academic Progress (MAP) Reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Collaborative Planning meetings will be conducted every two weeks to review data, plan units of instruction using the Proficiency Scales, identify Essential Standards and create rigorous common assessments. Strategy's Expected Result/Impact: Improvement in student performance data both formative and summative (STAAR,MAP, and PSA data) across all subgroups. Feedback from staff and students in relationship to rigor and differentiation. Overall increase in student achievement Staff Responsible for Monitoring: Administrators Team leaders Teachers Lead Interventionist MCL's	Formative		
	Oct	Jan	Apr

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Monitor progress of students from the previous academic year ("Watch list") and provide remediation through instructional practices and supplemental materials. CBE will actively monitor student progress through Collaborative Planning Meetings and other data meetings. Students will receive grade level instruction that targets specific essential standards. Small group/intervention time will be implemented to narrow learning gaps in All students.</p> <p>Strategy's Expected Result/Impact: Improvement in student performance data both formative and summative (STAAR,MAP, and PSA data) across all subgroups. Increased student literacy Personalized Learning: Rigor, Data, Voice, and Agency. Small group records reflecting variable, differentiated groups in reading and math</p> <p>Staff Responsible for Monitoring: Administrators Team leaders Teachers Lead Interventionist MCL's</p>	Formative		
	Oct	Jan	Apr
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Flexible student groups within teams (Intervention groups): Grade Level teams in all grade levels (except Pre-K) will plan to pull small groups across their grade levels according to data from a variety of sources in reading and math: MAP, STAAR, DRA/EDL, OS, small group anecdotal data and formative assessments. After- school tutorials will be implemented during the week as well as camps during the weekend.</p> <p>Strategy's Expected Result/Impact: Improvement in student performance data both formative and summative (STAAR,MAP, and PSA data) across all subgroups. Feedback from staff and students in relationship to rigor and differentiation. Small group records reflecting variable, differentiated groups in reading and math.</p> <p>Staff Responsible for Monitoring: Administrators Team leaders Teachers Lead Interventionist MCL's</p> <p>Funding Sources: Extra Duty Professional - 211 - Title I, Part A - 211.11.6116</p>	Formative		
	Oct	Jan	Apr

Strategy 4 Details	Formative Reviews		
Strategy 4: RESPONSIVE TEACHING PRACTICES: Using formative assessment practices, teachers will plan instruction, design formative assessments and responses to possible outcomes of these assessments in advance of teaching so that they can respond quickly to student misunderstandings. Strategy's Expected Result/Impact: Improvement in student performance data both formative and summative (STAAR, MAP and PSA data) across all subgroups. Increased student agency. Evidence of stronger differentiation for all students. Staff Responsible for Monitoring: Administrators Team leaders Teachers Lead Interventionist MCL's	Formative		
	Oct	Jan	Apr
Strategy 5 Details	Formative Reviews		
Strategy 5: SMALL GROUP PLANNING: CBE will focus on small group planning to allow for proper differentiation for all students. MCLs and grade level teams will plan small group collaboratively using anecdotal records, formative and summative assessment data, student work, campus resources and best practices to delineate small group teaching points and plans and differentiated workstations. Strategy's Expected Result/Impact: Quality Small Group Plans and Anecdotal Records Minutes of Meetings. Staff Responsible for Monitoring: Administrators Team leaders Teachers Lead Interventionist MCL's	Formative		
	Oct	Jan	Apr

Strategy 6 Details		Formative Reviews		
<p>Strategy 6: Teachers, administrators, students and staff will be provided with materials, resources, and staff development to meet or exceed growth expectations. Teachers and administrators will participate in professional staff development , conferences, and webinars. Substitutes will be provided in some cases during staff development, for teacher conferences, and teacher planning time (Collaborative Planning meetings). Computer software will be purchased and implemented in all grade levels in order to drive instruction and support students reading and comprehension levels. Purchase guided reading materials, Think up Reading and Science student workbooks, consumables, books, Teachers College Reading and Writing Project (TCRWP) materials, computer software (Achieve 3000/Reading A-Z & RAZ KIDS), resources, technology equipment and materials to support student needs. Achieve 3000 to be purchased for all students. Primary grades-Smarty Ants Intermediate grades- KidBiz and Reading A-Z/RAZZ Kids.</p> <p>Strategy's Expected Result/Impact: Improvement in student performance data both formative and summative (STAAR, MAP and PSA data) across all subgroups.</p> <p>Staff Responsible for Monitoring: Admin,Teachers Lead Interventionist MCL's</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: General Supplies - 199 PIC 25 - ESL/Bilingual - 199.11.6399, Supplies & materials - 211 - Title I, Part A - 211.11.6399, Contracted Maintenance repairs - 199 PIC 11 - Instructional Services - 199.11.6249, Textbooks - 199 PIC 11 - Instructional Services - 199.11.6321, General Supplies - 199 PIC 99 - Undistributed - 199.12.6399, Admin Staff development- Region IV - 211 - Title I, Part A - 211.23.6239, General Supplies Office - 199 PIC 99 - Undistributed - 199.23.6399, Software - 199 PIC 11 - Instructional Services - 199.11.6397, Employee Travel (Teacher) - 211 - Title I, Part A - 211.13.6411, Supplies & Materials - 199 PIC 11 - Instructional Services - 199.11.6399, Reading materials-Admin - 211 - Title I, Part A - 211.23.6329, Supplies & materials - 199 PIC 11 - Instructional Services - 199.11.6399, Reading materials - 211 - Title I, Part A - 211.11.6329, General Supplies-Nurse - 199 PIC 99 - Undistributed - 199.33.6399, Reading Materials - 199 PIC 99 - Undistributed - 199.12.6329 , Teacher Staff development- Region IV - 211 - Title I, Part A - 211.13.6239, General Supplies - 199 PIC 23 - Special Education - 199.11.6399, General Supplies - 199 PIC 30 - At Risk School Wide SCE - 199.11.6399, Employee Travel (Principal) - 211 - Title I, Part A - 211.23.6411, Webinars for Administrators - 211 - Title I, Part A - 211.23.6499, Webinars for Teachers - 211 - Title I, Part A - 211.13.6499, Instructional Supplies - 199 PIC 11 - Instructional Services - 199.11.6399, Substitutes for staff development, for teacher conferences, and teacher planning time (Collaborative Planning meetings). - 211 - Title I, Part A - 211.11.6112, Reading materials-Teachers - 211 - Title I, Part A - 211.13.6329, Reading Materials - 199 PIC 30 - At Risk School Wide SCE - 199.11.6329, Miscellaneous contracted services - 199 PIC 11 - Instructional Services - 199.11.6299</p>		Formative		
		Oct	Jan	Apr
Strategy 7 Details		Formative Reviews		
<p>Strategy 7: CBE will continue study trips that are aligned with the content area TEKS and objectives for improving reading levels and learning across the content areas. Students will be able to show what they have learned from a study trip by creating a product that could be literacy based and involve writing.</p>		Formative		
		Oct	Jan	Apr

<p>Strategy's Expected Result/Impact: Overall increase in student achievement.</p> <p>Staff Responsible for Monitoring: Administrators Team leaders Teachers Counselor</p> <p>Funding Sources: Substitute Teachers - 199 PIC 11 - Instructional Services - 199.11.6112, Admission for study trips - 211 - Title I, Part A - 211.11.6412, Substitute Teachers & Support Personal - 199 PIC 99 - Undistributed - 199.23.6122, Transportation for study trips - 211 - Title I, Part A - 211.11.6494</p>			
<div> <div>  0% No Progress </div> <div>  100% Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>			





Goal 1: STUDENT ACHIEVEMENT. Every Cedar Brook Elementary School student will master rigorous academic standards to ensure college and career readiness.

Performance Objective 5: ENGLISH LANGUAGE ACQUISITION PROGRESS: By June 2022, the rate of English Learners increasing at least one Composite Score level will increase by 10 percentage points or $\geq 80\%$.

2020-21: TELPAS Progress Rate 64%

2019-20: Not Rated due to COVID

Evaluation Data Sources: State Accountability Report Domain 3

Strategy 1 Details	Formative Reviews		
Strategy 1: [Add Strategies]	Formative		
	Oct	Jan	Apr
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 2: STUDENT SUPPORT. Every Cedar Brook Elementary School student will benefit from an aligned system that supports his/her academic and social-emotional needs.

Performance Objective 1: SCHOOL CONNECTEDNESS: By June 2022, the % of Cedar Brook Elementary School students who feel connected as both individuals and learners will increase by at least 5 points.

2020-21: 70% School Safety

2019-20: Not Rated due to COVID





2018-19: 64% School Safety

2017-18: 52% School Safety

Evaluation Data Sources: Panorama Student Survey

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: CBE will implement Project Class school wide and continue to utilize Love & Logic components to increase self disciplined student behavior, responsibility, and ownership. Admin team, teachers and our counselor will collaborate with one another and will work at building relationships with students. We will also offer our parents a Project Class training. Project Class campus wide training. Project Class Onsite Coordinator will provide teacher support and pull student groups once a week to reinforce social skills. Conduct Faculty meetings to share data, survey information, training and teacher updates.</p> <p>Strategy's Expected Result/Impact: Increase in school-connectedness and positive student teacher relationships as measured on Panorama. Staff and student feedback Disciplinary referral reduction</p> <p>Staff Responsible for Monitoring: Administrators Counselor Student Support Specialist Leadership Team MCLs CIS</p> <p>Title I Schoolwide Elements: 2.6</p> <p>Funding Sources: Project Class - 211 - Title I, Part A - 211.11.6299</p>	Formative		
	Oct	Jan	Apr

Strategy 2 Details	Formative Reviews		
Strategy 2: COMMUNITY CIRCLES: Using provided protocols, lessons and topics, classroom teachers will hold community circles every morning on a variety of topics, some selected by the classroom teacher and/or the children. Topics could include: character traits designated by SBISD, classroom celebrations, conversations surrounding classroom practices and relationships and lessons enhancing positive conflict resolution, restorative justice, student agency and other tools for student development. Purchase Circle Forward building a restorative school community books for each grade level. Strategy's Expected Result/Impact: Increase in school-connectedness and positive student teacher relationships as measured on Panorama. Staff and student feedback Disciplinary referral reduction Staff Responsible for Monitoring: Administrators Counselor and Student Support Specialist Leadership Team MCLs Funding Sources: Purchase Circle Forward building a restorative school community books for each grade level. - 211 - Title I, Part A	Formative		
	Oct	Jan	Apr
Strategy 3 Details	Formative Reviews		
Strategy 3: CBE will facilitate Library/Music/Technology Nights, TWDL Family events, Health Fair, STAAR/Curriculum Nights, Parent Classes and Parent Coffees to strengthen the home school connection, support students behavior, and reinforce classroom teaching and learning. Our CIS worker will facilitate student and parent classes and events to strengthen parental involvement. Strategy's Expected Result/Impact: Increased school-connectedness and strong teacher student relationships as measured by Panorama. Staff Responsible for Monitoring: Administrators Counselor CIS Teachers Title I Schoolwide Elements: 3.1, 3.2 Funding Sources: CIS-Supplies & Materials - 211 - Title I, Part A - 211.61.6399, CIS- Misc. Operating Expenses - 211 - Title I, Part A - 211.61.6499	Formative		
	Oct	Jan	Apr
Strategy 4 Details	Formative Reviews		
Strategy 4: School Counselor will implement lessons from the Tool Kit in all grade levels so that students can receive targeted skills needed. Strategy's Expected Result/Impact: Increased school-connectedness and perceptions of student safety at school as measured by Panorama. Staff Responsible for Monitoring: Administrators Counselor	Formative		
	Oct	Jan	Apr





Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Partnership with Urban Harvest to provide a Science Enrichment Garden Program. This opportunity will help build relationships, foster teamwork, accept responsibility for school garden, and solve real-world problems. The science Enrichment Garden program will also enhance classroom objectives in science, art, nutrition, and math. Urban Harvest representative will be on campus supporting teachers and students with lessons through the school year.</p> <p>Strategy's Expected Result/Impact: Increase in school-connectedness and positive school relationships as measured on Panorama.</p> <p>A campus and community garden that will instill pride and promote ownership.</p> <p>Students will be able to bridge theory to practice and allow students to make connections to academic content.</p> <p>Staff Responsible for Monitoring: Administrators CIS Teachers</p> <p>Funding Sources: Urban Harvest- Misc. Contracted Services - 211 - Title I, Part A - 211.11.6299</p>	Formative		
	Oct	Jan	Apr
<div> <div> 0% No Progress</div> <div> 100% Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>			

Goal 2: STUDENT SUPPORT. Every Cedar Brook Elementary School student will benefit from an aligned system that supports his/her academic and social-emotional needs.

Performance Objective 2: GUIDANCE AND COUNSELING: Each grade level will implement and support character education and social-emotional learning curriculum.

Evaluation Data Sources: Training materials and attendance rosters





Strategy 1 Details	Formative Reviews		
Strategy 1: Professional Learning: Faculty will continuously engage in professional development and professional learning that align to student social-emotional needs. Strategy's Expected Result/Impact: Increase in school-connectedness and positive school relationships as measured on Panorama. Staff Responsible for Monitoring: Principal APs Counselor nurse	Formative		
	Oct	Jan	Apr

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Goal 3: SAFE SCHOOLS. Strengthen school safety by establishing and conducting Campus Safety Committee reviews throughout the school year.

Performance Objective 1: SAFETY COMMITTEE: Strengthen school safety by establishing and conducting Campus Safety Committee reviews throughout the school year.





Evaluation Data Sources: Campus Safety Committee roster

Strategy 1 Details	Formative Reviews		
Strategy 1: CAMPUS SAFETY COMMITTEE: Establish Campus Safety Committees composed of a cross section of stakeholders to look at matters related to campus safety. Strategy's Expected Result/Impact: Each Campus principal will recruit a safety team and provide a roster. Each campus team will meet three times per year so that all campuses will be able to refine safety practices. Staff Responsible for Monitoring: Administrators	Formative		
	Oct	Jan	Apr
Strategy 2 Details	Formative Reviews		
Strategy 2: HARRIS COUNTY DEPARTMENT OF EDUCATION: Participate in the Harris County Department of Education (HCDE) campus safety audit. Strategy's Expected Result/Impact: Campus will develop action plans to address any deficiencies as a result of safety audits. Staff Responsible for Monitoring: Administrators Safety Committee	Formative		
	Oct	Jan	Apr
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 3: SAFE SCHOOLS. Strengthen school safety by establishing and conducting Campus Safety Committee reviews throughout the school year.

Performance Objective 2: EMERGENCY OPERATIONS: Develop Campus Emergency Operations Procedures (EOP) that comply with SB 11, and include Standard Operating Procedures.

Evaluation Data Sources: Campus Emergency Operation Procedures Documents

Strategy 1 Details	Formative Reviews		
Strategy 1: EMERGENCY OPERATIONS PROCEDURES: Campus EOP will align to the best practices from the Texas School Safety Center and the Standard Operating Procedures, such as the "I Love You Guys" Foundation. Strategy's Expected Result/Impact: Campus EOP is turned in and filed by September 1st. Staff Responsible for Monitoring: Administrators	Formative		
	Oct	Jan	Apr
Strategy 2 Details	Formative Reviews		
Strategy 2: EMERGENCY OPERATIONS PROCEDURES: Update campus EOP annually and train staff at the start of each school year. Strategy's Expected Result/Impact: Campus procedures maintained in campus EOPs. Staff training documents maintained. EOP submitted by September 1st. Staff Responsible for Monitoring: Administrators Safety Committee	Formative		
	Oct	Jan	Apr
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 4: FISCAL RESPONSIBILITY. Cedar Brook Elementary School will ensure efficient and effective fiscal management of resources and operations to maximize learning for all students.

Performance Objective 1: FINANCIAL MANAGEMENT: Maintain high quality financial management practices so that financial resources provide the maximum possible support for T-2-4.

Evaluation Data Sources: Year-To-Date (YTD) Budget Reports (monthly, quarterly, annually)

Strategy 1 Details	Formative Reviews		
Strategy 1: Conduct frequent budget meetings with Administrative Assistant to review and manage money. Strategy's Expected Result/Impact: Error free records. Documentation of purchases and orders. Staff Responsible for Monitoring: Principal Administrative Assistant Title I Schoolwide Elements: 3.1	Formative		
	Oct	Jan	Apr
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>			

Campus Funding Summary

199 PIC 11 - Instructional Services					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	6	Contracted Maintenance repairs	199.11.6249	\$0.00
1	4	6	Textbooks	199.11.6321	\$0.00
1	4	6	Software	199.11.6397	\$0.00
1	4	6	Supplies & Materials	199.11.6399	\$0.00
1	4	6	Supplies & materials	199.11.6399	\$0.00
1	4	6	Instructional Supplies	199.11.6399	\$0.00
1	4	6	Miscellaneous contracted services	199.11.6299	\$0.00
1	4	7	Substitute Teachers	199.11.6112	\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$31,230.00
+/- Difference					\$31,230.00
199 PIC 23 - Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	6	General Supplies	199.11.6399	\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$1,720.00
+/- Difference					\$1,720.00
199 PIC 25 - ESL/Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	6	General Supplies	199.11.6399	\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$7,500.00
+/- Difference					\$7,500.00
199 PIC 30 - At Risk School Wide SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	6	General Supplies	199.11.6399	\$0.00
1	4	6	Reading Materials	199.11.6329	\$0.00

199 PIC 30 - At Risk School Wide SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$9,860.00
+/- Difference					\$9,860.00
199 PIC 99 - Undistributed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	6	General Supplies	199.12.6399	\$0.00
1	4	6	General Supplies Office	199.23.6399	\$0.00
1	4	6	General Supplies-Nurse	199.33.6399	\$0.00
1	4	6	Reading Materials	199.12.6329	\$0.00
1	4	7	Substitute Teachers & Support Personal	199.23.6122	\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$14,490.00
+/- Difference					\$14,490.00
211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Technology Software	211.11.6397	\$13,460.64
1	2	2	Estellitas Training		\$0.00
1	3	4	Teacher and Professional Salary	211.11.6119	\$0.00
1	3	6	lead4ward training	211.13.62.99	\$5,900.00
1	3	7	Tutorials		\$0.00
1	3	8	Teacher and professional salary		\$0.00
1	3	9	ELPS Flip books and resources for teachers.		\$0.00
1	4	3	Extra Duty Professional	211.11.6116	\$0.00
1	4	6	Supplies & materials	211.11.6399	\$0.00
1	4	6	Admin Staff development- Region IV	211.23.6239	\$0.00
1	4	6	Employee Travel (Teacher)	211.13.6411	\$0.00
1	4	6	Reading materials-Admin	211.23.6329	\$0.00
1	4	6	Reading materials	211.11.6329	\$0.00
1	4	6	Teacher Staff development- Region IV	211.13.6239	\$0.00
1	4	6	Employee Travel (Principal)	211.23.6411	\$0.00

211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	6	Webinars for Administrators	211.23.6499	\$0.00
1	4	6	Webinars for Teachers	211.13.6499	\$0.00
1	4	6	Substitutes for staff development, for teacher conferences, and teacher planning time (Collaborative Planning meetings).	211.11.6112	\$0.00
1	4	6	Reading materials-Teachers	211.13.6329	\$0.00
1	4	7	Admission for study trips	211.11.6412	\$0.00
1	4	7	Transportation for study trips	211.11.6494	\$0.00
2	1	1	Project Class	211.11.6299	\$0.00
2	1	2	Purchase Circle Forward building a restorative school community books for each grade level.		\$0.00
2	1	3	CIS-Supplies & Materials	211.61.6399	\$0.00
2	1	3	CIS- Misc. Operating Expenses	211.61.6499	\$0.00
2	1	5	Urban Harvest- Misc. Contracted Services	211.11.6299	\$0.00
Sub-Total					\$19,360.64
Budgeted Fund Source Amount					\$262,140.00
+/- Difference					\$242,779.36
282 ARP21 (ESSER III Campus Allocations)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	11	Supplies and materials	282.11.63.99	\$4,410.00
1	3	11	Transportation	282.11.6494	\$5,000.00
1	3	11	Teacher and Para professional and para salaries	282.11.6116 & 282.11.6125	\$56,690.00
1	3	11	Snacks	282.11.6499 & 282.61.6499	\$1,700.00
Sub-Total					\$67,800.00
Budgeted Fund Source Amount					\$67,800.00
+/- Difference					\$0.00
Grand Total					\$87,160.64

Addendums