

134-Greenbriar ES

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Hilda Caballero

Domain 1: **Student Achievement**

58

Domain 2: **School Progress**

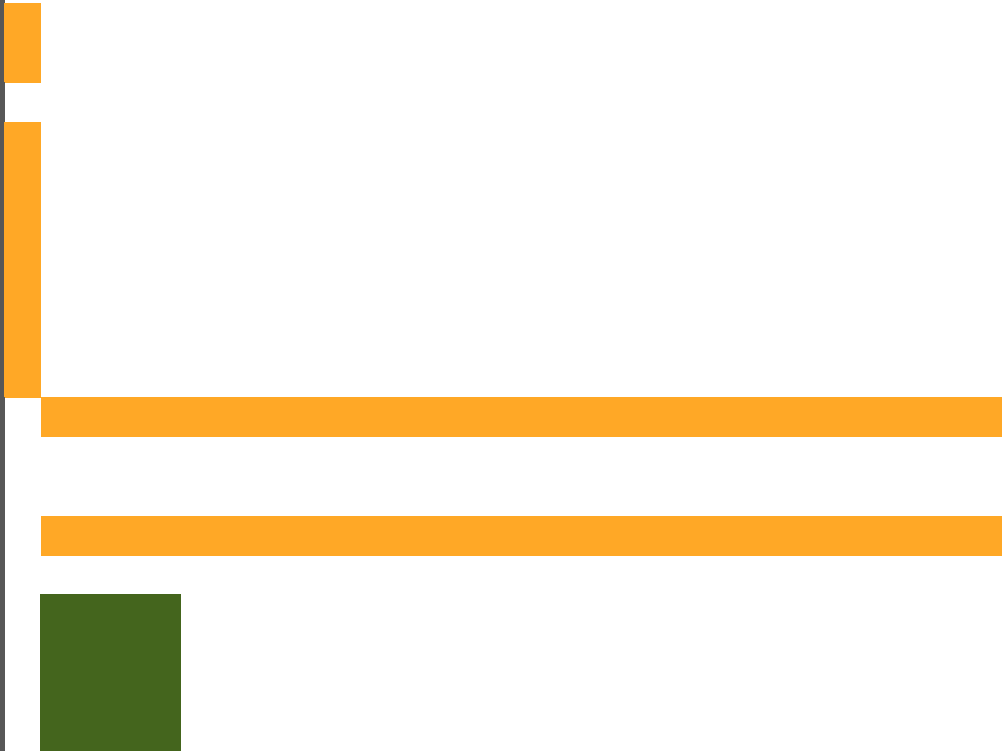
62

Domain 3: **Closing The Gaps**

63

SBDM Members

Name



Campus:

Principal:

No Graduation
Yes Attendance
Yes Discipline
Yes Instruction
No Curriculum
Yes Student Data

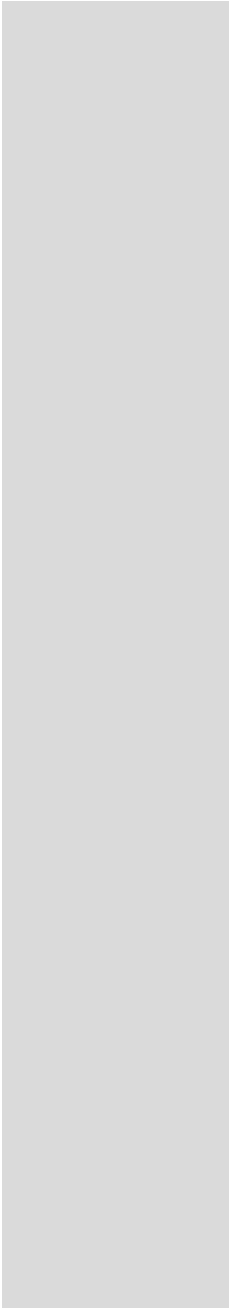
No Feeder Pattern Analysis
Yes Cohort Analysis
No Support Systems
Yes Intervention Services
No Dropout Identification
Yes Achievement Gap

Yes Data Accuracy
No Surveys
No Fund Balance
No Recruit & Retain Quality Staff
No VOC-Customer Feedback
No Other - enter data source here

1. Diverse groups of Teachers to meet the cultural needs of students
- 2.

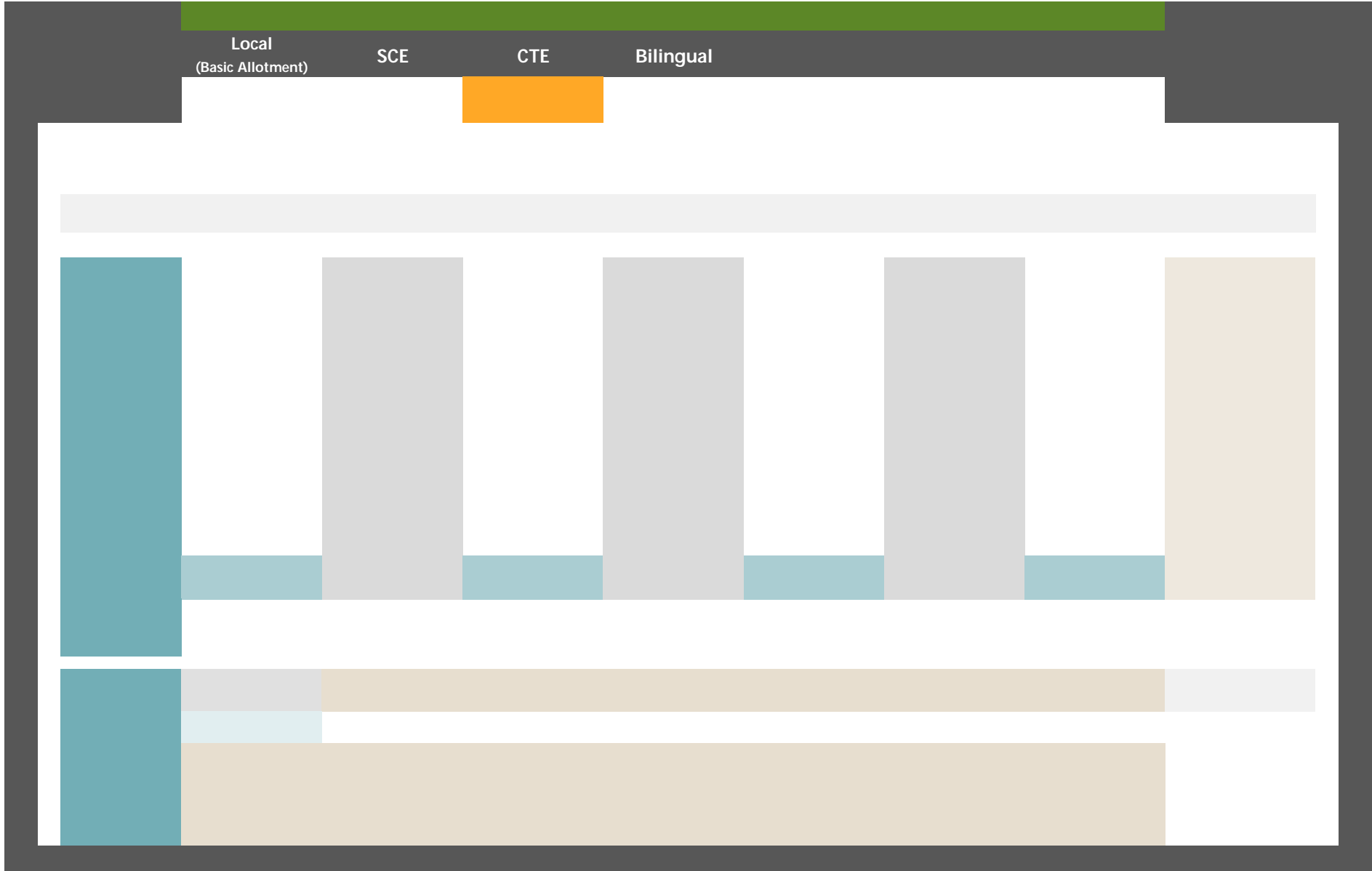
1. Lack of parental support affects students' academic achievement

1. Students entering each grade level with the appropriate prerequisite skills

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2. Social Committee creates a sense of togetherness amongst the staff
 2. Seek feedback from parents and students on the school culture and their experiences
 3. Restorative Practices has increased positive Teacher-to-Student and Student-to-Student Relationships.

- 1.

	3. Student support through informal Lunch Groups with the Counselor		
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10	4	Literacy Coach will provide PD on SGGR, and provide feedback and coaching in the classroom.	Literacy Coach	12/1/2018	Faculty Mgt/PLC	Local	\$ 4,567.00
11		Campus wide AR Program to enhance reading engegement.	Teachers/Librarian	Ongoing		Title I	\$ 5,500.00
12		Coach teams of 3rd-5th grade students for the Battle of the Books.	Teachers/Librarian	Ongoing		SCE	\$ 2,000.00
13							
14							
15							

	BOY %	MOY %	EOY %	Target %	Difference
	61.0%			75%	-14.0%
	10.0%			75%	-65.0%
				0%	

Implementation Action Steps - Progress (Target Element Strategies)

Implementation Evidence

BOY Status

MOY Status

EOY Status

1	1-() Set-up itsLearning for Lesson Plan collection, and provide weekly feedback to Teachers	80% of classrooms will have an increase of student engagement			
2	13-() Perform weekly walk-through visits to monitor instruction (including				

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13						
14						
15						

			Approaches	Meets or Expected	Masters or Accelerated	Approaches	Meets or Expected	Masters or Accelerated

	Implementation Action Steps - Progress (Target Element Strategies)	Implementation Evidence	BOY Status	MOY Status	EOY Status
1	Each 6 Weeks teachers will rate a sample of each student's writing with a rubric.	100% of students will know the steps of the writing process as monitored through Writing Folders.			
2	Writing Folder Checks will take place each 6 weeks.	100% of students participate in the writing process and have 1 published piece as monitored by student Writing Folders.			
3	Provide Professional Development on Writing Folder Guidelines, assessing with rubrics, and conducting Writing Conferences.	100% of students will have Writing Folders and be able to share their writing with peers and administration.			
4	Prioritizing TEKS which require more emphasis based on historical and cohort data	70% of students will show progress in Reading and Math as measured by Campus Student Data Tracker			
5	Create a campus wide data tracking system with common sets of data per grade level, which is updated every 6 weeks.	70% of students will show progress in content areas of data being tracked by students and teachers			

6	Data Binder Conference Notes (Conferences with 100% of 3rd-5th grade students)	3rd-5th grade teachers will foster a growth mindset in their students as they hold individual student data conferences.	70% of students will make gains each 6 weeks as we monitor data				
7	IPCs	Utilizing the Teaching Trust model, 4th Grade Teachers will create Math and Reading IPCs for each 6 weeks based on priority TEKS.	100% of 4th graders will make progress each week in Reading and Math				
8	Reteach Plan	4th Grade Teachers will conduct monthly Data Meetings on priority TEKS, create reteach plans, and implement these plans in their future instruction; using the model designed by Paul Bambrick-Santoyo.	100% of 4th graders will make progress each week				
9	Grade 5 Science Interim Assessments	Title I Science Teacher will set-up school wide Science journals, co-teach Science Lessons, provide PD to teachers, and set-up materials for Science Lab investigations.	80% of 5th grade students will make progress each 6 weeks				
10							
11							
12							
13							
14							
15							

Campus Needs

	Baseline (BOY)	to Target	by Deadline
Goal 1	45%	25%	EOY
Goal 2			EOY
Goal 3			EOY
Goal 4			EOY

Alignment

Title I
Components

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	BOY %	MOY %	EOY %	Target %	Difference
	45.0%			25%	20.0%
				0%	
				0%	
				0%	

	Implementation Action Steps - Progress (Target Element Strategies)	Implementation Evidence	BOY Status	MOY Status	EOY Status
1	1-() All Pre-K-5 classes will utilize the following Restorative Practices: Respect Relational Agreements, Weekly Relational Goals), Calming Space for self-regulation. Additionally, grades 1, 3, and 4 will conduct weekly Restorative Circles.	Reduce the number of OSS for AA students from 29 to 15			
2	2-() The Counselor and Administrators will facilitate Circles of Harm to restore relationships following conflicts.	80% of office referrals will include a RP intervention			
3	3-() Our Equity and CARE Teams will work with the District's Equity in Excellence Department to create a plan introducing the staff to the protocol.	100% of (men) 0.6(t)-1(t)-1(

