Spring Branch Independent School District

The Wildcat Way School

2017-2018 Campus Improvement Plan

Accountability Rating: Met Standard

Comprehensive Needs Assessment

Student Achievement

Student Achievement Summary

Our school will provide all of our students with the same opportunities and 100% of them will participate in interdisciplinary projects.

Comprehensive Needs Assessment Data Documentation

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

Goals

Goal 1: Student Growth

Performance Objective 1: Increase student opportunities for authentic learning so that 100% of students will experience increased engagement in their learning by designing and participating in child-centered, interdisciplinary projects.

    Evaluation Data Source(s) 1: Teacher Lesson Plans
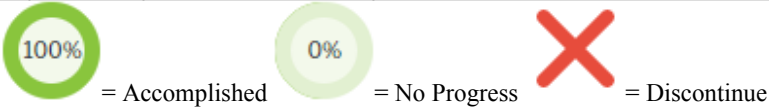Projects

    Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) Students will participate in interdisciplinary project-based learning and field investigation experiences (i.e. Children's Museum, Houston Zoo, Bugs on Wheels etc.) on and/or off campus to provide them with real world and relevant connections to their learning.	1, 2, 3, 5, 10	Leadership Team Director CIS Field Trip Committee	Schedules and lesson plans reflect Phase 3 of each project requiring students to share artifacts and learning with others.			
2) I will strengthen my knowledge of curriculum, instruction and assessment research-based practices of PK-3 Programs providing staff implementation guidance and monitoring of student performance.	1, 2, 3, 4, 8, 9, 10	Director PK Multi-Classroom Leader PK-3 Teachers	Lesson plans reflect curriculum CIRCLE assessment shows student growth from the beginning of year to middle of year and end of year. Staff survey at the end of each semester.			
	100% = Accomplished		0% = No Progress	✗ = Discontinue		

Goal 2: Student Growth

Performance Objective 1: Maintain student connectedness so that 100% of students score at or above benchmark on the Circle Progress Monitoring Instrument Social Emotional Overall Component at the EOY administration

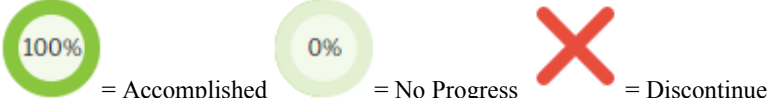> **Evaluation Data Source(s) 1:** CIRCLE SEO Scores

> **Summative Evaluation 1:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) Social worker to work with high at-risk population providing parent training and student intervention.	1, 2, 5, 6, 8, 9	Director	Provide intervention for students whose lives are in crisis and allow them to be successful while they are at school.			
2) Provide parent center, parent training opportunities and access to technology for parents to increase parental engagement.	6	CIS, Director	Increased Parental Engagement			
3) Provide transition visits for our prekindergarten students to visit their designated feeder schools.	1, 7	Team Leaders Director ADA	Prepare students for their transition to elementary school			
100% = Accomplished		0% = No Progress	✗ = Discontinue			

Goal 2: Student Growth

Performance Objective 2: Increase average daily attendance from our previous school year

Evaluation Data Source(s) 2: PEIMS average daily attendance
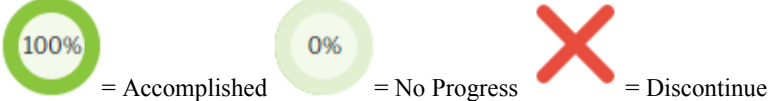
Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) Establish a committee to acknowledge attendance	1, 2, 6, 9	CIS worker ADA Director Committee	Increase in average daily attendance.			
2) Increase social worker's and director's contact with families who children have poor attendance.	1, 6, 9	Director CIS	Decrease in student absences.			
100% = Accomplished			0% = No Progress	✗ = Discontinue		

Goal 3: Postsecondary Readiness Achievement

Performance Objective 1: Increase student performance on CIRCLE Progress Monitoring Instrument so that 85% or more of students score at or above benchmark on all components during the EOY administration CIRCLE Progress Monitoring Instrument

    Evaluation Data Source(s) 1: CIRCLE Progress Monitoring Instrument

    Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) Provide supplies and materials so that our students have the same opportunities and delivery of instruction as those from non-poverty homes.	1, 2, 6, 9, 10	Director Leadership	Students will have access to learning Resources/Appropriate materials allowing them to perform at the same academic level as those from non poverty.			
2) Provide professional development opportunities for teachers and paraprofessionals in early literacy, math, and project approach.	1, 2, 3, 4, 8, 9	Director Multi Classroom Team Leader Leadership	Teachers will have more effective strategies and knowledge to increase student learning. This increase will be visible in the end of year assessments.			
100% = Accomplished 0% = No Progress ✖ = Discontinue						

Goal 4: Remain in Compliance with the Federal Law

Performance Objective 1: To remain in compliance with Federal and State law, Wildcat Way will implement the following strategies.

Evaluation Data Source(s) 1: All strategies will be implemented.

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) Develop/strengthen/monitor capacity of teachers and departments to support measurable in reading proficiency as measured by an increase in the percentage of students in "developing as expected" and "advanced development" categories in the Reading Standards. Strategies include: weekly professional development, data-driven lesson planning, and small group instruction.	1, 2, 4, 5, 7, 8, 10	Director Leadership Team Staff	Report Cards; Records of progress for Language and Literacy showing growth each 9 week period; End of Year Literacy Assessments; End of year analysis of increased percentage of students showing development as expected and advanced development on district literacy assessments.			
2) Monitor the progress of students working below grade level. Opportunities for teachers to conference with director and parents to identify these students, hold SSC meetings, and provide them with additional tutoring and specific information about the remediation of monitoring these students on campus.	1, 3, 4, 8, 9, 10	Director Teachers	Mid Year Assessments Report Cards End of Year Pre-ITP scores			
3) TECHNOLOGY - Provide opportunities, inclusive of professional development, to build capacity of teachers, principals, and other staff to integrate technology effectively into (a) challenging curricula and (b) related instructional strategies that are aligned to the Texas Essential Knowledge and Skills (TEKS) and the State of Texas Assessment of Academic Readiness (STAAR). Participate in mentor-mentee grant. Continue to provide support for new teachers through the induction program. Involve staff in recruiting and interviewing highly-qualified applicants. (You may add additional activities if you choose).	2, 7, 8, 10	Director Teachers	Lesson Plans Road Maps End of Year Data Campus Professional Development			

4) Promote parent and community involvement in drug and violence prevention programs/ activities. (Provide specific information about the activities on your campus.)	1, 2, 3, 5	Director Nurse	Calendar Red Ribbon Week Parent Meetings- Cooking Classes- Healthy Eating Habits			
5) Provide professional development based on level of expertise and need in the following areas: * Bullying Prevention * Violence/conflict resolution * Recent drug use trends * Resiliency/Developmental Assets * Prevention Curriculum training * No Place for Hate * CSHAC * CARES * SEL * Developmental Assests * TRIBES * Love and Logic (Using this list, select those that apply to your campus and describe how they are implemented.)	1, 2, 4, 5, 10	Director CIS	Professional Development on Social Emotional Learning Calendar			
6) SPECIAL EDUCATION - Monitor LRE ratio. Develop campus capacity to support inclusive programming for students with disabilities. Evaluate campus LRE ratio. (Describe what is being done on your campus to promote or increase inclusion.)	1, 2, 3, 4, 5, 7, 8, 9, 10	Director PPCD Teachers	Agendas Staff Development on helping students with routines PPCD teacher supports Classroom teachers by providing strategies and visuals to use in the classroom.			
7) SPECIAL EDUCATION - Examine state assessment reports to evaluate progress of students with disabilities relative to ARD committee recommendations and predictions. How accurately did ARD committee recommendations predict and guide student achievement on state assessments? (Describe how you will improve this process on your campus this year.)	1, 7, 8, 9, 10	Director	SSC Referral Process PPCD teacher works with general educatoin teacher to align IEP's and PK state guidelines.			

8) SPECIAL EDUCATION - Ensure that Special Education staff, building administrators, and counselors are trained on and adhere to Special Education timelines and compliance requirements. (What is your campus plan and timeline to meet this expectation.)	2, 3, 4, 7, 8, 9, 10	Director	SSC Referral Process			
9) STATE COMP ED - Provide supplemental At-Risk services/support in the content areas: * Language Arts * Math * Science * Social Studies * LEPIntervention Specialist (Describe how iCoaches and other support staff are being used on your campus to meet this expectation.)	1, 3, 4, 8, 9	Director	Attend At Risk Meetings Identification of At Risk students Provide tutoring to students who are struggling and/or working below grade level.			
10) Identify At-Risk students; provide them with supplemental services; and monitor progress (including continual English language development for LEP students) Materials include: manipulatives, literacy materials, STAAR support, bilingual material After-school extended day Summer School Computer assisted instruction includes: Compass, Larsens Math, Fast Math,etc... (Identify the materials appropriate to your campus from the list that can be used to meet this expectation. Describe how and by whom these will be used on your campus.)	1, 3, 8, 9	Director	Teachers identify students not making adequate progress for small group tutoring sessions. Student identification of Summer Special Language School Program			
11) Develop, monitor, and evaluate campus volunteer/partnership programs that include: * recruitment * training/support * recognition of volunteers/partnerships (Complete this activity by describing how you will meet this expectation on your campus.)	1, 3, 5, 8, 9	Director CIS	Houston Library Readers Continue hosting, Stratford Future Teachers of America Volunteer reading program Chapelwood Church MAMS			

12) TITLE II A - Provide professional development to CIT, teachers, and administrators that increases knowledge and skills related to: * vertical alignment * instructional strategies to meet the needs of diverse student populations * integration of technology into curricula and instruction for improving teaching, learning, and technology literacy * STAAR testing and the state curriculum standards (TEKS) in the content areas of English/Language Arts, social studies, and/or science, and/or math. * DDI * Dual Language Programs * Problem-Based Learning * Co-Teach Training * Small Group Instruction * This includes opportunities for teachers to be coached, attend sustained training/inservices/ workshops and/or conferences together with structured follow-up. (Using this list of activities, select those that will be implemented on your campus. Delete the other activities. Provide specific information about how you will structure staff development.)	1, 2, 3, 4, 6	Director	Monthly CIT meetings PK K transition School Visits Campus Staff Development			
13) Teachers/Administrators/Staff will develop understanding of the (a) Professional Development Framework and continue participation in professional development in the areas of Teaching and Learning and Leadership for Results; including (b) The Process for Designing and Delivering Effective Instruction through differentiation and technology integration. (Complete this activity by describing how you will meet this expectation on your campus.)	1, 2, 3, 4, 7, 10	Director Team Leaders	TTESS walkthrough Parent Conferences Lesson Plans Campus Staff Development			

14) Provide support for new teachers with ongoing mentoring and planning with certified staff. (Complete this activity by describing how you will meet this expectation on your campus.)	1, 3, 7, 8, 9	Director Lead Mentor Lead PK Teacher	Meet with new teacher to provide support in classroom teaching strategies and classroom management. Provide subs so new teachers can visit veteran teachers.			
15) Recruit and retain highly-qualified staff, defined through state, No Child Left Behind (NCLB) and local criteria, by highlighting the school and its students on the website and by participating in job fairs. Provide recruitment information on website (Complete this activity by describing how you will meet this expectation on your campus plan.)	1, 2, 3, 4, 7, 8, 9, 10	Director	SBISD Website Job Fairs Staff Retention			
16) The CIT, teachers, administrators, other staff members, and parents will collaborate and coordinate planning efforts and implementation of staff development that will build ties between parents and school. (Complete this activity by describing how you will meet this expectation on your campus.)	1, 3, 4, 5	Director CIS Parent Liaison	Family U program Cooking Classes Book Study Groups Fall Carnival Art Car Parade			
17) PreK and K teachers develop transition strategies. Elementary campuses provide kindergarten orientationat different times and in a variety of settings. This activity for PK and elementary schools only. Other campuses may delete. (Complete this activity by describing how you will increase parent involvement in the kindergarten transition process.)	2, 5, 6, 10	Director Team Leaders	Schedule transition visit to elementary school. Fliers for Kinder Round up for elementary school.			

18) GIFTED AND TALENTED - Provide opportunities for G/T professional development, based on level of expertise and need, in one of the following areas: a) Nature and needs of G/T students b) Assessing and identifying G/T student needs c) Differentiating Curriculum for G/T students d) Assessing social and emotional needs of G/T students e) Creativity and instructional strategies for G/T students. PK Campus Differentiation of instruction Project based learning Edit Remove	1, 4, 9, 10	Director	Lesson Plans			
19) GIFTED AND TALENTED - Conduct annual G/T evaluation by following the districtwide procedures for referral, testing and identification of students. Emphasis on finding and identifying minority G/T students, low SES G/T students, and those students showing great potential but who are difficult to identify as intellectually-gifted. (Conduct an annual G/T parent meeting to develop awareness of the program, identification, and requirements.) PK Campus Differentiation of instruction Project based learning	1, 4, 9	Director	Lesson Plans			
20) COORDINATED SCHOOL HEALTH (CSH) and CIP - Steps to incorporate CSH - 1.Review the School Health Index completed by the C-SHAC 2.Identify focus area(s) for campus 3.Choose focus area(s) to place in this area of Required Elements 4.Recommended indicators for assessing CSH may be chosen from this list of approved indicators that are completed each year: a.District Five Year Goal Campus Survey b.School Health Index c.SEL/40 Developmental Asset Survey	1, 4, 8, 10	Director School Nurse	Attend meetings Parent Meetings for Healthy Habits			

21) Review and revisit both the Home/School Compact and Parental Involvement Policy. *offer several opportunities for parent input. *develop, with parent input, current school year compact and policy in appropriate language(s) - English/Spanish. *share compact with parents and document. (This activity is completed in the first 9 weeks of school with a meeting held to discuss the compact's and Parent Involvement Policy's importance with the parents. The compact and Parent Involvement Policy are included in the Title I portfolio.)	1, 5, 10	Director	Title 1 Parent Meeting			
22) Increase parent attendance at Title I Annual Meeting to share: *standards and goals *parents' rights' *curriculum *School Report Card *Title I participation *Offer a flexible number of meetings. (The Title I annual meeting will be held during a Parent Coffee to which all parents will be invited. The above topics will be served.)	5	Director	Parent Conferences CIS- Parent Meetings Curriculum Nights (Language Arts & Math) Parent/Child activities			

100% = Accomplished   0% = No Progress   ✗ = Discontinue

Campus Funding Summary

199 PIC 11 - Instructional Services

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$25,236.00
				+/- Difference	$25,236.00

199 PIC 25 - ESL/Bilingual

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$510.00
				+/- Difference	$510.00

199 PIC 32 - Pre-Kindergarten

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$113.00
				+/- Difference	$113.00

199 PIC 99 - Undistributed

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$2,187.00
				+/- Difference	$2,187.00

211 - Title I, Part A

Goal	Objective	Strategy	Resources Needed	Account Code	Amount

					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$47,600.00
				+/- Difference	$47,600.00
				Grand Total	$0.00