

**Spring Branch Independent School District**  
**Meadow Wood Elementary School**  
**2017-2018 Campus Improvement Plan**

**Accountability Rating: Met Standard**



# Mission Statement

At Meadow Wood Elementary, our mission is to provide the personalized support needed for every student to grow and reach their personal best, taking into account the unique academic, social and emotional needs of each child.

## Vision

Our vision is to provide every child with a variety of challenging and authentic educational opportunities in a culture where:

Respect, creativity and enthusiasm for learning exists;

Students and staff embrace and seek out new ways of doing things, with the understanding that failure is an opportunity for growth;

Staff and students strive to be responsible, self-motivated people of strong character;

There is a strong partnership with our communities that promotes open and frequent communication; and

We do not make excuses and we do not quit.

# Value Statement

Every Child

Collective Greatness

Collaborative Spirit

Limitless Curiosity

Moral Compass

# Comprehensive Needs Assessment

## Staff Quality, Recruitment, and Retention

### Staff Quality, Recruitment, and Retention Summary

#### STAFF RETENTION

16-17 school year:

1 - transfer (5th grade teacher)

3 - resignations (4th grade teachers, 2 of the 3 are moving out of the Houston Area.)

We moved two (2) teachers from 1st grade to 4th grade, and one (1) teacher from 3rd to 4th.

We hired our Teacher on Special Assignment (who came to us in December of 2016) for 2nd grade.

We brought back a teacher for 1st grade from another school that we lost at the beginning of the year because of numbers. We lost a teacher allocation at 1st because of numbers.

We hired one (1) additional teacher in 2nd grade due to an additional allocation. She was a student teacher on our campus in the fall of 2016.

## **Family and Community Involvement**

### **Family and Community Involvement Summary**

We have a very active and involved Parent Teacher Association with many, many volunteers. Our volunteers are involved throughout the school year. Before the school year starts, they provide funds for staff members to purchase items for their classes, host a luncheon for staff, sell spirit items, and host a welcoming party for our new PreK and K families. During the school year, multiple enrichment activities are provided and paid for with PTA funds. PTA also funds a part time Interventionist and pays for the Writers in the Schools program.

## **School Context and Organization**

### **School Context and Organization Strengths**

We have hired a testing facilitator (part-time) last year to take care of testing, which will relieve our Assistant Principal and Counselor of those duties. This will allow our Assistant Principal to take on more of an instructional leadership role and our counselor to spend more time with students. This proved to be a great move, and we have hired the facilitator again for the 17-18 school year.

Through Title I, we will also fund three (3) part time interventions and with the interventionist paid for by PTA, this will provide us with four (4) part time interventionists - primary and intermediate reading and primary and intermediate math.

## Technology

### Technology Summary

Over the past 4 years we have engaged in the following activities:

- Principal participated in Digital Leadership book study;
- All of the beginning of the year staff development and staff meetings are flipped;
- Twitter challenge - all staff have twitter accounts and started using Twitter for sharing ideas and learning new things;
- Several staff meetings dedicated to providing teachers with more technology training;
- Summer course (2014) was completely online and was on competency/standards based grading;
- Several teachers participated in a book study: Blended by Heather Staker;
- A blended learning team was formed and this group presented to staff, visited other schools, participated in the A+ Challenge speaker series and wrote a grant for more equipment;
- This summer (2017) several teachers will be providing staff development on itslearning; and
- We are currently working on the SAMR model for integrating technology – substitution/ augment/ modify/redefine).

### Technology Strengths

Our third grade and fifth grade science teachers have already started using the itslearning platform to personalize instruction for students.

Our fourth grade teachers use itsLearning to plan curriculum specializing in differentiation.

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- Accountability Distinction Designations
- Federal Report Card Data
- Community and student engagement rating data

## Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local benchmark or common assessments data

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Gifted and talented data
- Dyslexia Data

## Student Data: Behavior and Other Indicators

- Attendance data



- Mobility rate, including longitudinal data
- Discipline records

### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data
- Campus leadership data
- Professional development needs assessment data
- PDAS and/or T-TESS

### **Parent/Community Data**

- Parent surveys and/or other feedback

### **Support Systems and Other Data**

- Organizational structure data

# Goals

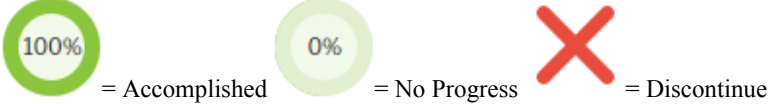
**Goal 1: Student Growth: By the end of the assessment window in the Spring of 2018, at least 80% of students, who have been enrolled all year, will have made at least one year's growth in the area of reading and math in all grade levels on the MAP assessment.**

**Performance Objective 1:** By the end of the assessment window in the Spring of 2018, at least 80% of students, who have been enrolled all year, will have made at least one year's growth in the area of reading and math in all grade levels on the MAP assessment.

**Evaluation Data Source(s) 1:** MAP Assessment

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) Teachers will create and utilize ItsLearning for students to access individualized units of instruction.	Administration Teachers Interventionists	Decreasing the achievement gap between struggling students and students achieving on grade level.			
2) All core content teachers will be GT certified.	Administration Teachers	Students performing at higher levels will continue to make adequate progress.			
3) Instructional support provided by interventionist based on student need.	Administration Teachers	Students will develop strategies and skills to increase comprehension and knowledge.			
Funding Sources: 211 - Title I, Part A - \$0.00					
4) Teachers will meet as vertical teams at least 4 times during the year.	Administration Teachers Instructional Leadership Team	With the use of the scaffolding document, teachers will be able to align instructional practices across grade levels for continuous student growth.			
Dates: 10/9, 1/2					
5) Teachers in grades K-2 will utilize RAZ-Kids and Reading A-Z.	Administration Teachers Interventionists	Increased performance in Reading.			
Funding Sources: 199 PIC 11 - Instructional Services - \$0.00					

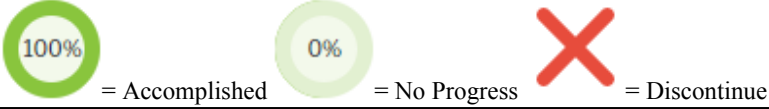
6) Purchase Chromebooks and carts to support technology integration.	Administration	Increased usage of technology			
	Funding Sources: 211 - Title I, Part A - \$21,100.00				
7) Purchase Motivation Math to use as a supplemental instructional resource for grades 3, 4, and 5.	Administration Teachers	Increased performance in Math.			
	Funding Sources: 211 - Title I, Part A - \$2,548.10				
8) Teachers in all grade levels will be able to purchase instructional supplies and materials, technology, and magazines to supplement instruction and increase academic achievement.		Increased academic achievement in core content areas.			
	Funding Sources: 211 - Title I, Part A - \$12,000.00				
					

**Goal 1: Student Growth:** By the end of the assessment window in the Spring of 2018, at least 80% of students, who have been enrolled all year, will have made at least one year's growth in the area of reading and math in all grade levels on the MAP assessment.

**Performance Objective 2:** By the end of the assessment window in the Spring of 2018, at least 75% of our English Language Learners in all grade levels, who have been enrolled all year, will have made at least one year's growth in the area of reading on the MAP assessment.

**Evaluation Data Source(s) 2: MAP Assessment**

**Summative Evaluation 2:**

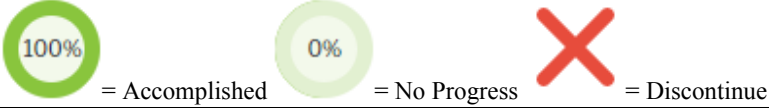
Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) Monitor the progress of English Language Learners.	Administration Teachers	Increased proficiency levels.			
2) Review lesson plans for evidence of ELL accommodations.	Administration Teachers	Increased academic achievement in all areas.			
					

**Goal 2: School Connectedness: By the end of the 2017-2018 school year, at least 80% in all areas on the Panorama Survey completed by students of MWE will have increased or remained the same.**

**Performance Objective 1:** By the end of the 2017-2018 school year, at least 80% in all areas on the Panorama Survey completed by students of MWE will have increased or remained the same.

**Evaluation Data Source(s) 1:** Panorama Survey Results

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) Staff will work together to provide multiple opportunities for family involvement and community building, including, but not limited to Grief and Trauma Training, MWE Strong Trunk or Treat, We've Got Your Back Breakfast, Meadow Wood Market, etc.	Administration Instructional Leadership Team	Increased involvement and stronger relationships between the school and community.			
Funding Sources: 211 - Title I, Part A - \$0.00					
2) Staff will be given opportunities to participate in morale boosters, relationship building activities, vertical teams, leadership teams, and more to increase the positive culture amongst employees.	Administration Instructional Leadership Team	Increased campus morale.			
					




**Goal 3: School Connectedness: By the end of the 2017-2018 school year, all staff will operate in Professional Learning Communities at the Deepening Level, as defined on the self-assessment and evaluative rubric.**

**Performance Objective 1:** All teams will move from the Starting Out to Developing level of Professional Learning Communities.

**Evaluation Data Source(s) 1:** Self-Assessment and Evaluative Rubric

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) All staff will set norms for working together as a staff PLC at the beginning of the year and continue to model components of a PLC in various meeting groups (CIT, team leaders, ILT, etc.)	Administration Teachers Instructional Leadership Team	Increased collaboration amongst teams.			
2) All staff will receive the PLC Self-Assessment and Evaluative Rubric and begin working towards making progress as a PLC, starting out with identifying current levels for their teams.	Administration	Increased assessment results using the same rubric at the end of the year.			
3) Teams will utilize Google Docs as a host for all things addressed during PLC meetings.	Administration	Access for all team members and administration to identify areas of progress.			

 = Accomplished    
  = No Progress    
  = Discontinue

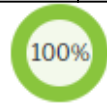
**Goal 4: Post-Secondary Readiness, Achievement: Increase the number of students reaching "Meets Standard" on STAAR Reading and Math in grades 3-5.**

**Performance Objective 1:** By the end of the 2017-2018 school year, the number of students reaching "Meets Standard" on the STAAR test in the areas of reading and math will increase by 3% for 3rd, 4th, and 5th grade testers.

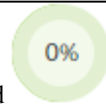
**Evaluation Data Source(s) 1:** STAAR results - due in June of 2018

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
<p><b>System Safeguard Strategy</b></p> <p>1) Administration will meet with teams during weekly planning sessions and/or PLCs to provide guidance in planning and to lead data discussions.</p>	Administration	Increased awareness of curriculum, instruction, assessment, and data to address needs.			
2) Instructional support provided by interventionist based on student need.	Administration Teachers	Students will develop strategies and skills to increase comprehension and knowledge.			
3) Teachers will meet as vertical teams at least 4 times during the year.	Administration Teachers Instructional Leadership Team	With the use of the scaffolding document, teachers will be able to align instructional practices across grade levels for continuous student growth.			
4) Teachers will participate in at least 1 peer observation during the school year.	Administration Teachers	Feedback provided between teachers and administrators.			
5) Provide grade levels with one planning day per semester.	Administration	Increased collaboration amongst teachers regarding instructional practices raising academic achievement.			
6) Tutoring will be provided by teachers to address skills gaps.	Administration	Increase student achievement and close performance gaps.			
Funding Sources: 211 - Title I, Part A - \$2,000.00					
7) Teachers in all grade levels will be able to purchase instructional supplies and materials, technology, and magazines to supplement instruction and increase academic achievement.	Administration Teachers	Increased academic achievement in core content areas.			
Funding Sources: 211 - Title I, Part A - \$12,000.00					



= Accomplished



= No Progress



= Discontinue

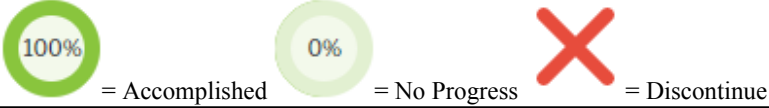


**Goal 5: Post-Secondary Readiness, Equity: Decrease the performance gap between our economically disadvantaged students and non-economically disadvantaged students.**

**Performance Objective 1:** Decrease the performance gap by 5% between our economically disadvantaged students and non-economically disadvantaged students.

**Evaluation Data Source(s) 1:** STAAR results - due in June of 2018

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
<p><b>System Safeguard Strategy</b> 1) Teachers will access grade level lists of current students' end of year data from the previous year, including subgroup information such as ethnicity (AA and White), LEP, Special Ed, Economically Disadvantaged, etc.</p>	Administration	Increased awareness of students by name, strength, and need.			
<p><b>System Safeguard Strategy</b> 2) Administration will meet with teams during weekly planning sessions or PLCs to provide guidance in planning and to lead data discussions.</p>	Administration	Increased awareness of curriculum, instruction, assessment, and data to address needs.			
<p><b>System Safeguard Strategy</b> 3) Instructional support provided by interventionist based on student need.</p>	Administration Teachers	Students will develop strategies and skills to increase comprehension and knowledge.			
					

## Goal 6: To remain in compliance with Federal and State law.

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




### Evaluation Data Source(s) 1:

### Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) Conduct annual program evaluation for GT and LEP students, utilizing student performance data derived from special populations for the purpose of program review and revision.	Principal, Assistant Principal	Growth on performance indicators on campus, district and state assessment.			
2) Develop/strengthen/monitor capacity of teachers, grade levels and departments to support measurable growth 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.	Principal, Assistant principal,	Agendas from weekly planning sessions; campus and district assessment			
3) Monitor progress of students failing to meet SSI promotion requirements in the previous academic year and provide remediation via supplemental materials and services. Progress will be recorded on the accelerated instruction plan; interim reports and opportunities to conference will be provided to parents of students so identified.	Principal, Assistant Principal	Agendas and minutes from weekly planning sessions, campus and district assessments.			
4) TECHNOLOGY - Provide opportunities, inclusive of professional development, to build capacity of 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).	Principal, Assistant principal, Librarian, etrainer	Lesson planning and weekly planning session notes and agendas, evidencing an increase in technology competence among teachers			
5) Promote increased parent and community involvement in drug and violence prevention programs/ activities and other school activities	Principal, Counselor	School programs and activities such a Rock Wall, Random Acts of Kindness Week and Red Ribbon Week.			
6) Provide professional development based on level of expertise and need in the following areas: Reading, Math, Writing, Science, Classroom Management, and Technology.	Principal, Assistant Principal, Counselor	Campus activities with character themes, decrease in office referrals; (check on office referrals every 9 weeks)			

7) SPECIAL EDUCATION - Monitor LRE ratio. Develop campus capacity to support inclusive programming for students with disabilities. Evaluate campus LRE ratio.	Principal, Special Ed Team Leader, AIM teacher	Individual IEPs and scheduling; special ed teachers and paraprofessional schedules			
8) SPECIAL EDUCATION - Examine state assessment reports to evaluate progress of students with disabilities relative to ARD committee recommendations and predictions.	Principal	Campus and state assessment data.			
9) SPECIAL EDUCATION - Ensure that Special Education staff, building administrators, and counselors are trained on and adhere to Special Education timelines and compliance requirements.	Principal	calendar, staff professional development records from beginning of the year training			
10) STATE COMP ED - Provide supplemental At-Risk services/support in Reading and Math (intermediate and primary levels)	Principal	Teacher' tutoring schedules; Academic growth for at risk students on all assessments			
11) Identify At-Risk students; provide them with supplemental services; and monitor progress (including continual English language development for LEP students)	Principal	Academic growth for at risk students on all assessments			
Funding Sources: 199 PIC 30 - At Risk School Wide SCE - \$2,483.00					
12) Develop, monitor, and evaluate campus volunteer/partnership programs that include: * recruitment * training/support * recognition of volunteers/partnerships	Principal	Number of Volunteer Hours			
13) 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. * Small Group Instruction * This includes opportunities for teachers to be coached, attend sustained training/inservices/ workshops and/or conferences together with structured follow-up.	Principal	Eduphoria records with list of staff development attended			

14) 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.	Principal	Eduphoria - list of staff development attended			
15) Provide support for new teachers with ongoing mentoring and planning with certified staff.	Principal, Assistant Principal, lead mentors and individual mentors	Teacher retention information.			
16) 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.	Principal, Assistant Principal.	Teacher retention information			
17) 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.	Principal	School calendar of activities			
18) PreK and K teachers develop transition strategies. Elementary campuses provide kindergarten orientation at different times and in a variety of settings.	Principal	School calendar and staff and community newsletters.			
19) 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.	Principal	Lesson planning; discussions in 3 week meetings with teachers; Small group instruction; Tutoring for enrichment by skill; Certification records (all teachers GT certified)			
20) 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.	Principal, Counselor	Campus calendars, newsletters to parents and emails to staff.			

<p>21) COORDINATED SCHOOL HEALTH (CSH) and CIP -</p> <p>Steps to incorporate CSH -</p> <ol style="list-style-type: none"> <li>1. Review the School Health Index completed by the C-SHAC</li> <li>2. Identify focus area(s) for campus</li> <li>3. Choose focus area(s) to place in this area of Required Elements</li> <li>4. Recommended indicators for assessing CSH may be chosen from this list of approved indicators that are completed each year:             <ol style="list-style-type: none"> <li>a. District Five Year Goal Campus Survey</li> <li>b. School Health Index</li> <li>c. SEL/40 Developmental Asset Survey</li> </ol> </li> </ol>	<p>Principal and SCHAC members</p>	<p>Agenda and notes from meetings and growth on the School Health Index.</p>			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>					

## System Safeguard Strategies

<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Description</b>
4	1	1	Administration will meet with teams during weekly planning sessions and/or PLCs to provide guidance in planning and to lead data discussions.
5	1	1	Teachers will access grade level lists of current students' end of year data from the previous year, including subgroup information such as ethnicity (AA and White), LEP, Special Ed, Economically Disadvantaged, etc.
5	1	2	Administration will meet with teams during weekly planning sessions or PLCs to provide guidance in planning and to lead data discussions.
5	1	3	Instructional support provided by interventionist based on student need.

## Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Barbara Yost	Primary Math Interventionist		part-time
Tammi Renzi	Intermediate Reading Interventionist		part-time
tbd	Intermediate Math Interventionist		part-time

## Campus Improvement Team

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Hailey Haynes	Principal
Business Representative	Sarah Seitz	Business
Classroom Teacher	Cynthia Brown	Special Ed
Classroom Teacher	Becky Maddox	2nd grade (for 2/3)
Classroom Teacher	Sara Moffett	1st grade teacher (for K/1)
Classroom Teacher	Erika Wheeler	5th grade teacher (for 4/5)
Classroom Teacher	Natalie Waggenpack	Art Teacher (for specials)
PTA President	Kristen Carlson	PTA
Parent	Kresta Franklin	Parent
Community Representative	Meredith Lamberton	Community Representative
Parent	Mark Pearace	Parent
Parent	Laura Spaulding	Parent
Parent	Jenny Trahan	Parent
Parent	Rhonda Washington	Parent
District-level Professional	Amy Houser	District Representative



# Campus Funding Summary

199 PIC 11 - Instructional Services					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5			\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$17,882.00
<b>+/- Difference</b>					\$17,882.00
199 PIC 23 - Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$175.00
<b>+/- Difference</b>					\$175.00
199 PIC 25 - ESL/Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$350.00
<b>+/- Difference</b>					\$350.00
199 PIC 30 - At Risk School Wide SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
6	1	11	At-Risk	6399	\$2,483.00
<b>Sub-Total</b>					\$2,483.00
<b>Budgeted Fund Source Amount</b>					\$2,483.00
<b>+/- Difference</b>					\$0
199 PIC 99 - Undistributed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount

					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$11,775.00
<b>+/- Difference</b>					\$11,775.00
<b>211 - Title I, Part A</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3			\$0.00
1	1	6			\$21,100.00
1	1	7			\$2,548.10
1	1	8		6399	\$12,000.00
1	1	8		6398	\$0.00
1	1	8		6325	\$0.00
2	1	1			\$0.00
4	1	6			\$2,000.00
4	1	7		6399	\$12,000.00
4	1	7		6398	\$0.00
4	1	7		6325	\$0.00
<b>Sub-Total</b>					\$49,648.10
<b>Budgeted Fund Source Amount</b>					\$71,750.00
<b>+/- Difference</b>					\$22,101.90
<b>Grand Total</b>					\$52,131.10