

Spring Branch Independent School District
Woodview Elementary School
2016-2017 Campus Improvement Plan



Comprehensive Needs Assessment

Demographics

Demographics Summary

62% of our students are economically disadvantaged. 65% of our students are Limited English Learners. 80% of our students are At-Risk. 25% percent mobility rate here at Woodview. 81% of our students are Hispanic. 9% of our students are White, 5% are African-American, and we have several other ethnicities represented at our campus. Our enrollment is 645 students as of 9-20-16.

Demographics Strengths

We have many hard working and caring parents who want to do the best for their children. While they are not always able to provide academic or behavior strategies, they do their best to care for their children.

Demographics Needs

Title I campus and many of our children are living in poverty. The needs are numerous to include the lack of literacy development with the parents and students. Poor student attendance. Poor parent involvement. We struggle with communicating effectively with our families coming to us from the Middle East and Asia due to the extreme language barriers.

Student Achievement

Student Achievement Summary

We are a school in Year 2 Improvement Required, as we did not meet state accountability on index 1, or index 3. We have been working on a targeted improvement plan to raise our reading, writing and high achievement scores.

Index 1: 51/60 Student Achievement

Index 2: 33/32 Student Progress

Index 3: 26/28 Closing Performance Gaps

Index 4: 17/12 Post Secondary Readiness

Student Achievement Strengths

Students in Pre-Kindergarten and Kindergarten are generally at or above grade level in all areas. We met State standards on Index 2 & index 4. Index 2 is a showing that our children are consistently making progress. Index 4 shows that our hard work on meeting the needs of our advanced learners is working.

Student Achievement Needs

49% of Woodview students in grades 3 thru 5 did not pass the Reading STAAR test in 2015. 59% of Woodview students in grade 4 did not pass the Writing STAAR test. 21% of Woodview Elementary students in grades 3 thru 5 achieved Advanced status on one or more STAAR Tests in 2015.

School Culture and Climate

School Culture and Climate Summary

School Culture and Climate is a strength for Woodview Elementary, with an improved Tripod survey scores in 2014-2015 and 2015-2016.

School Culture and Climate Strengths

An increased effort in managing self regulatory behavior, teaching social skills, and honoring individual differences has resulted in significant behavioral improvements. The OHI is showing a favorable overall Campus health index score.

School Culture and Climate Needs

We must work on differentiating our practice to meet academic, behavioral, cultural differences & the challenges that income differences cause. Some of our Students have culture enriched, vocabulary rich, highly experiential experiences while others have extremely limited experiences outside the school day.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

100% of our professional teaching staff are highly qualified. We are a passionate, caring, and hard working staff.

Staff Quality, Recruitment, and Retention Strengths

We have trained an interview team to screen, interview and select highly qualified individuals to join our staff.

Staff Quality, Recruitment, and Retention Needs

Working in a Title I campus places high emotional academic and social needs on the staff members. Staff work hard to assist students with social-emotional behavioral, academic, mental health and basic needs. This can lead to increased burnout for the staff members, and staff turnover. We work diligently with HR to screen, interview and attract high-quality and passionate staff members.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Woodview staff has ongoing opportunities for understanding and teaching TEKS, Grade level curriculum and knowing where every child is functioning academically.

Curriculum, Instruction, and Assessment Strengths

Woodview leadership team has invested numerous hours and campus funds to train, coach, and offer feedback to staff. This has increased teacher confidence and skill level. We have had district support in the areas of reading, math, science and behavior.

Curriculum, Instruction, and Assessment Needs

We continue to have many new and almost new staff members that will continue to need curriculum support, training and feedback.

Family and Community Involvement

Family and Community Involvement Summary

Parent and Community involvement is an area of focus as it continues to be a major challenge. We are working on including our diverse parent population while meeting the linguistic, cultural, financial, educational and basic living needs of our parents and community.

Family and Community Involvement Strengths

Local businesses, churches, civic association and the neighborhood, sister school partnerships are growing as they embrace Woodview.

Family and Community Involvement Needs

There continues to be a division between our English and Spanish communities. There is a great reluctance and perceived ability of our parents to participate in school activities this is frequently due to the many work obligations and obstacles such as lack of transportation, child care, and not feeling socially accepted.

School Context and Organization

School Context and Organization Summary

Targeted campus improvement goals have been developed and are being monitored quarterly. School leadership team meets on a weekly basis to discuss progress, teacher feedback, formative assessment and plan staff development opportunities. Team Leaders and Teacher Mentor Leaders are taking on a bigger role to support our Staff.

School Context and Organization Strengths

The district leads are planning to increase their support in 2016-2017 by offering residencies, trainings and live coaching in the area of reading, math and science. This helped to increase teacher confidence, increase knowledge and deeper understanding of the TEKS resulting in more effective planning and increased student achievement.

School Context and Organization Needs

Our children continue to struggle to meet reading and math standards and many although improving, are not on grade level.

Technology

Technology Summary

SBISD supports technology by providing our staff with laptops and numerous hardware tools to provide consistent and differentiated instruction. Students have access to classroom devices that are used to reinforce and enrich their learning paths.

Technology Strengths

The students at Woodview use technology on a regular basis to reinforce the TEKS and provide learning via Google, A-Z Reading, Brain Pop, STEM Scopes, etc.

Technology Needs

Most of the students at Woodview lack technological opportunities at home. Staff need more training on integrating technology into everyday learning. The parents need more training and increased confidence so they feel more comfortable helping their students.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- 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
- Federal Report Card Data

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results
- Observation Survey results

Student Data: Student Groups

- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female 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.
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Staff surveys and/or other feedback
- Highly qualified staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- PDAS and/or T-TESS

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Support Systems and Other Data

- Budgets/entitlements and expenditures data
- Study of best practices




Goals

Goal 1: Spring Branch ISD believes that a great school system provides students from poverty the same opportunities for success after high school as students from non-poverty homes.

Performance Objective 1: Woodview students will be provided rigorous lessons, enrichment, and technology integration opportunities by structuring inquiry, critical thinking, and problem solving activities before and during the school day. We will offer enrichment opportunities after school and in the evenings.

Evaluation Data Source(s) 1: Lesson Plans on Google Docs, and Beagle Camp Lesson Plans

Summative Evaluation 1: Met Performance Objective

| Strategy Description | Title I | Staff Responsible | Evidence that Demonstrates Success | Formative Reviews | | |
|---|-------------|--|--|-------------------|-----|-----|
| | | | | Nov | Jan | Mar |
| State System Safeguard Strategy 1) Build students' background knowledge by providing engaging enrichment activities. Develop rigorous and hands on lesson plans for science and social studies. Lesson Plans should integrate technology, use inquiry and problem solving to enhance critical thinking. | 2, 3, 8 | Team Leaders Teachers OCoach CTR ACTIV Board Trainer | Student product and projects Lesson Plans | | | |
| State System Safeguard Strategy 2) Increase students' background knowledge through arranging science connected study trips, STEM Scopes, virtual study trips and other technology resources. | 1, 2, 6, 10 | CTR Librarian E-Trainer | Student Journal responses after study trips and virtual field trips and time in science lab. | | | |
| Funding Sources: 211 - Title I, Part A - \$2,800.00 | | | | | | |
| State System Safeguard Strategy 3) Provide meaningful enrichment activities as part of our after school program that supports technology integration and a career focus with the 4 core subjects (Language Arts, Math, Science and Social Studies) | 3, 6, 9, 10 | WVE Administration | St. Francis Church provides support for Beagle Camp - Lesson Plans | | | |
| Funding Sources: Other: See Account Code - \$5,000.00 | | | | | | |
|  = Accomplished  = No Progress  = Discontinue | | | | | | |

Goal 2: Spring Branch ISD believes that a great school system builds on the strengths and gifts of every child.


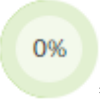

Performance Objective 1: Woodview students at all levels will be provided with differentiated instruction by implementing effective large and small group instruction to build on each student's strengths and gifts, and growth opportunities in Reading, Writing, Math, and Science.

Evaluation Data Source(s) 1: 65% of 3rd,4th and5th Grade Students passing STAAR in 2017.

All Subjects, Reading, Writing, Math and Science STAAR Test.

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

| Strategy Description | Title I | Staff Responsible | Evidence that Demonstrates Success | Formative Reviews | | |
|---|----------------|---|---|-------------------|-----|-----|
| | | | | Nov | Jan | Mar |
| <p>State System Safeguard Strategy</p> <p>1) 1)Vertically Align Balanced Literacy instruction by implementing the following: *Guided Reading with a daily goal of groups using research-based decoding prompts *Comprehension Strategies using common language across grade levels PK-5, differentiated text for all learners *Daily independent reading with accountability *Readers Workshop model of instruction.</p> | 2, 7, 8, 9 | OC Coach Team Leaders Teachers Librarian ILT TAIS Team | Check points Exit Tickets Common Assessments Per 9-weeks anecdotal records Classroom Teacher Assessment Binders /Reading Binders Lesson Plans Informal Observations Struggling Reader Residencies, Coaching Use of Professional Materials Bright Link (Kinder Classroom) | | | |
| Funding Sources: 211 - Title I, Part A - \$8,378.00 | | | | | | |
| <p>State System Safeguard Strategy</p> <p>2) Vertically align Writing instruction using a writers workshop approach emphasizing: the writing in multiple genres mastery of basic grammar writing for audience and purpose</p> | 1, 2, 4, 8, 10 | OC Coach Classroom Teachers ILT TAIS Team | Writing Portfolios examined at least 2 times a year Lesson Plans Informal Observations Writing Samples taken at least 4 times a year | | | |
| <p>3) Vertically align instruction for word study and vocabulary including: Marzano Strategies: from context to content-say it, write it, use it Words Their Way</p> | 2, 4, 8 | OC Coach Classroom Teachers Team Leaders | BOY/EOY Words Their Way Inventories Visible Word walls/word banks Lesson Plans with Language Component Informal Observations | | | |

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| <p>State System Safeguard Strategy</p> <p>4))Vertically Align Math instruction for mathematical problem solving using: the concrete, pictorial, abstract sequence of instruction Model Drawing Manipulative strategies to teach key concepts using Math in Focus 1-5</p> | 2, 8 | OC Coach Classroom Teachers Team Leaders ILT | Per 9-weeks anecdotal records Assessment Binder Lesson Plans Informal Observations Common Assessment | | | |
| <p>State System Safeguard Strategy</p> <p>5) Vertically align science instruction including: Process Skills Readiness and supporting standards Hands on Experiments across every grade level.</p> | 1, 2, 8 | OC Coach Classroom Teachers ILT District Support | Lesson Plans Informal observations Student Products and critiques of products Common Assessment | | | |
| <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> | | | | | | |

Goal 3: Spring Branch ISD believes that a great school system instills in every student the belief that they can achieve more than they think possible.

Performance Objective 1: Woodview students will be provided with a post-secondary career focus by building a solid foundation in their social and emotional learning and by incorporating career connections in lessons and with schoolwide positive behavior standards, expectations, and increased parent communications.

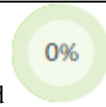
Evaluation Data Source(s) 1: PBIS Lesson Plans and Dash Board Data

Summative Evaluation 1: Met Performance Objective

| Strategy Description | Title I | Staff Responsible | Evidence that Demonstrates Success | Formative Reviews | | |
|---|----------------|--|---|-------------------|-----|-----|
| | | | | Nov | Jan | Mar |
| 1) Build students' self esteem and ownership in learning by having students participate in goal setting activities, PAWS, and Project Class activities to create a positive culture of learning. | 1, 2, 4, 9, 10 | Behavioral Team Student Support Team Teachers Counselor Project Class Teacher System of Care Coach CIS | Student Fall and spring self assessments Skyward Discipline Data Student Council Minutes Guidance Lessons Mentor Program CSHAC Activities Project Class lessons & Data School wide study trips Best in Show Good to the Bone | | | |
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| 2) Include career connections within content area instruction as part of 9 week road maps to promote a post secondary culture. Teachers should support career awareness integration as part of their lesson plans | 2, 3 | Student support Team Team leaders Teachers Counselor | Road Maps Lesson Plans School wide study trips School Visitors and programs - Careers and T-2-4 focused | | | |
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| 3) Develop plans for school wide career focus activities: Invite middle and high school students to speak, especially to 5th graders, about their experience in technical school, 2 or 4 year college degree 2. Study trips to college for fifth grade 3. career Week Activities in May 4. Students and staff wear college T-shirts on Wednesday. | 2, 5 | Counselor Principal Staff Teachers CIS | Career Connections in Lesson Plans Student Products Middle School Visits Pre-K Student Visit Kinder Round up College Student Teachers Biztown High School Partners Mentors Reading and Math Buddies | | | |
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= Accomplished



= No Progress



= Discontinue

Goal 4: To remain in compliance with Federal and State law, SSI Guidelines, NCLB, and district standards.

Performance Objective 1: To remain in compliance with Federal and State law, the campus will implement the following for Reading, Writing, Math, and Science.

Evaluation Data Source(s) 1: ARD's, Staffing, SSC, and TAIS Plan

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

| Strategy Description | Title I | Staff Responsible | Evidence that Demonstrates Success | Formative Reviews | | |
|--|---|---|--|-------------------|-----|-----|
| | | | | Nov | Jan | Mar |
| 1) Conduct continuous annual program evaluation (Special Education CATE, SCE G/T, LEP,) utilizing student performance data derived from special populations for the purpose of program review and revision. | 1, 7, 8 | Principal and AP Leadership Team Diagnostician Special Education Staff | ELPS Academy guide use in lesson plans Benchmark Data Student Goal Sheets LPAC Data Notes & Documentation in Teacher binders SSC and 504 Notes IEP Progress SPED STAAR/STAAR ALT data | | | |
| 2) Develop/strengthen/monitor capacity of teachers, grade levels and departments to support measurable growth in reading proficiency as measured by: 1. 70% of second grade students at WVE will meet the "developing as expected" standard on DRA, EDL or IEP progress. 2. Increase the percent of students meeting standards on STAAR Reading in 3,4, and 5 by 14%.. | 2, 8 | Assist. Prin. Principal OC Coach Leadership Team Intervention Specials TAIS Team | Running Records DRA/EDL Focus for Instruction Small Data Group Binders SBISD Progress Monitoring Forms Intervention Schedules Data Walls Tutorials STAAR Data | | | |
| T-Tess Goal Setting with Literacy Focus Student Goal Setting each Quarter Balanced Literacy Implementation Daily Guided Reading for all Students reading below grade level. | Funding Sources: 211 - Title I, Part A - \$151,455.00 | | | | | |




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| <p>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.</p> | <p>1, 3, 7, 8</p> | <p>Assistant Principal RTI/SSC grade Level Facilitator Interventionists and OC Coach Student Support Team</p> | <p>Small Group Binder Data Benchmark Data SSC documentation SSI and Meetings SSI Letters sent home Tutorials Learning A-Z RAZ-KIDS Interventionist Schedule Use of LLI Kits Progress Measure usage and Implementation</p> | | | |
| <p>Funding Sources: 211 - Title I, Part A - \$8,500.00, 461 - Campus Activity Fund - \$0.00</p> | | | | | | |
| <p>4) 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).</p> | <p>3, 4, 9</p> | <p>OC Coach ACTIV Board Trainer Campus CTR/Librarian Team Leader</p> | <p>Teacher Lesson Plans Staff Development Sign-in Sheets Lesson Plans Individual teacher transcripts Team PLC Notes Technology SD Sign-In Sheets Beagle Byte PLC Time Beagle Camp</p> | | | |
| <p>5) Promote parent and community involvement in drug and violence prevention programs/ activities.</p> | <p>5, 10</p> | <p>Nurse CIS CYS C-SHAC Team Counselor</p> | <p>Outlook Campus Calendar of Events Sign-In Sheets C-SHAC minutes Red Ribbon Week Parenting Class Agendas</p> | | | |
| <p>6) Provide professional development based on level of expertise and need in the following areas: * Bullying Prevention * Violence/conflict resolution * Prevention Curriculum training * No Place for Hate Activities * CSHAC Monthly Meetings * Project Class trainings and Implementation * Love and Logic * Parenting Class</p> | <p>1, 2, 4, 9, 10</p> | <p>Principal Student Support Team Counselor Love and Logic Liaison Active Learning Lab Safety Team CIS CYS</p> | <p>Team Business Minutes Discipline Data Teacher Lesson Plans Staff Development Faculty Meetings Love and Logic Newsletters CYS Notes CIS Notes Behavior Team Notes</p> | | | |
| <p>7) SPECIAL EDUCATION - Monitor LRE ratio. Develop campus capacity to support inclusive programming for students with disabilities. Evaluate campus LRE ratio.</p> | <p>1, 3, 4, 7, 8</p> | <p>Principal Assistant Principal Teachers Diag.</p> | <p>Differentiated lesson plans Monthly PEIMS reports Systems of Care Team Support Staff visits SPED Ed. Data Conferences District S. E. Support Staff</p> | | | |

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| <p>8) SPECIAL EDUCATION - Examine state assessment reports to evaluate progress of students with disabilities relative to ARD committee recommendations and predictions.</p> <p>How accurately did ARD committee recommendations predict and guide student achievement on state assessments?</p> | 1, 7, 8 | Principal/AP Diagnostician/SLP Sp. Ed. Case Managers Teachers | Running Records Check Points Benchmarks Assessment Staffing/Data Conference Minutes IEP trackers Data Binders Exit Tickets | | | |
| <p>9) SPECIAL EDUCATION - Ensure that Special Education staff, building administrators, and counselors are trained on and adhere to Special Education timelines and compliance requirements.</p> <p>(</p> | 3, 8 | WVE Administration Diagnostician Speech Therapist Sp. Ed. Case Managers | Sp. Ed. Team Minutes Inclusion Tracking Sign-In Sheets MANDT Training logs & Certificates PEIMS Reports | | | |
| <p>10) STATE COMP ED - Provide supplemental At-Risk services/support in the content areas:</p> <ul style="list-style-type: none"> * Language Arts * Math * Science * Social Studies * LEP Intervention | 1, 2, 3, 7, 8 | Principal Assistant Principal OC Coach Intervention Specialists Leadership Team SPED Team | Beagle Byte Data Review Benchmarks/Checkpoint data Rti Monitoring Tracking Spreadsheets Student Supports Notes Status of the Class Mtg. Fall & Spring LEP Specialist Lesson Plans LPAC Data TELPAS Data | | | |
| Funding Sources: 199 - General Fund: SCE (At-Risk) - \$0.00 | | | | | | |
| <p>11) Identify At-Risk students; provide them with supplemental services; and monitor progress (including continual English language development for LEP students)</p> <p>Materials include: manipulatives, literacy materials, STAAR support, bilingual material After-school extended day on Tues. and Thurs. Summer School ? Computer assisted instruction Before School Tutoring Vocabulary Study & Focus in R,W,M and Science</p> | 1, 2, 7, 8, 9, 10 | Leadership Team Intervention Specialists OC Coach CTR After School Coordinator | Tutorial Attendance reports Benchmark and Check point Data After School Program Lesson Plans & Implementation Before & After School Tutoring by Teachers lesson plans & Sign-in Sheets Anchor Charts Journals Word Wall | | | |
| Funding Sources: 461 - Campus Activity Fund - \$10,000.00, 199 - General Fund: SCE (At-Risk) - \$7,384.00 | | | | | | |

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| <p>12) Develop, monitor, and evaluate campus volunteer/partnership programs that include: * recruitment * training/support * recognition of volunteers/partnerships</p> | <p>1, 6, 10</p> | <p>ILT Team CIS Worker CIT WVE Administration</p> | <p>Monthly Volunteer Reports Principal Coffees Volunteer Trainings Outreach via PTA Notes Boy Scout Projects Community Partnerships Sign-in Sheets CIT Notes ESL Parenting Classes</p> | | | |
| <p>Funding Sources: 211 - Title I, Part A - \$2,300.00</p> | | | | | | |
| <p>13) TITLE II A - Provide professional development to CIT, teachers, and administrators that increases knowledge and skills related to: * vertical alignment: Scope and sequence study * 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. Teacher Development Materials Such as: Professional Books Instructional Materials Webinars Access to Electronic Books, etc. Beagle Byte PLC Time Wednesday PLC time</p> | <p>3, 4</p> | <p>Leadership Team Team Leaders Teachers OC Coach</p> | <p>Team Meeting Agendas Staff Development plans Benchmarks and check point data Literacy and Behavior trng. minutes SBISD - Core Area Support for Planning Walkthrough and feedback notes.</p> | | | |
| <p>Funding Sources: 211 - Title I, Part A - \$8,167.00</p> | | | | | | |
| <p>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</p> | <p>3, 4</p> | <p>Team Leaders Leadership Team OC Coach Intervention specialist TAIS Team</p> | <p>Weekly Lesson plans Weekly Team Planning Minutes Team Leader PLC Beagle Byte Professional Development Book Studies Agendas and Notes</p> | | | |
| <p>Funding Sources: 211 - Title I, Part A - \$8,167.00</p> | | | | | | |

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| 15) Provide support for new teachers with ongoing mentoring and planning with certified staff. Participate in mentor-mentee support. Continue to provide support for new teachers through the induction program. | 1, 2, 3, 4, 5, 9 | Leadership Team I-Coach Administration Mentors Librarian Team Leaders | Walk through Feedback Observation Feedback One-on-One Coaching Notes Mentoring logs Peer Observations T-Tess Notes | | | |
| 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. Provide recruitment information on website | 3, 9 | WVE Administration Interviewing Team | Sign - in Sheets for observations Student Teacher Feedback Graduate School for Teachers Work with Current Para-Staff with teacher preparation opportunities Attend Job Fairs Meet and Greet Interviewing Team Protocol | | | |
| 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. | 4, 5, 10 | WVE Administration CIS Coordinator Leadership Team Spark Park Committee | CIT Sign in Sheets CIT Meetings Notes PTA Meetings Notes Informal Conversations Beautification Days Personal Invitations Fine Art Nights Garage Sale Bingo/Family Night Sign-In Sheets | | | |
| 18) PreK and K teachers develop transition strategies. Elementary campuses provide kindergarten orientation at different times and in a variety of settings. | 2, 5, 6, 7 | Kinder Team Leader Administration CIS Counselor Pre-K Team | Calendar and Sign-in Sheets Pre-K Round up Pre-K Orientation - Aug/Sept. Staff Development for Pre-Kinder and Kinder Notes Residency Notes Performance Programs | | | |
| 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. | 1, 2, 4 | Counselor Librarian Teachers OC Coach | Sign-in Sheets, agenda and Team Planning Minutes Sign - in Sheets District Trainings GT Certifications HAUP acceleration notes | | | |
| 20) GIFTED AND TALENTED - Implement and evaluate development of differentiated curriculum for meeting needs of gifted students using instructional techniques from gifted and talented education. | 2, 3, 8 | Team Leaders Teachers OC Coach | Weekly Team Minutes Beagle Byte Times Minutes Identification and Targeted plans for HAUP Student | | | |

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| <p>21) 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.</p> | <p>1, 2, 5, 10</p> | <p>GT Liaison / Librarian Counselor Principal OC Coach CIS Case Manager</p> | <p>Conference sheets Beagle Byte Time Minutes Team Meetings Minutes (Conduct individual G/T parent meeting to develop awareness of the program, identification, and requirements.) Schedule of Screening opportunities</p> | | | |
| <p>22) COORDINATED SCHOOL HEALTH (CSH) and CIP -</p> <p>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 a. Review District Five Year Goal Campus Survey b. Review School Health Index c. Review Case documentation</p> | <p>1, 2</p> | <p>Nurse Counselor CIS Health Fitness Teacher C-SHAC Committee CYS Teachers</p> | <p>C-SHAC Agenda and Minutes D-SHAC district Mtg. & Repr. Notes Calendar of Events for Fall & Spring Dates Best in Show Field Day Coordination Jr. & High Schools Multi-Cultural Days Health Fair Active Learning Lab Notes International Day of Peace Case Documentation</p> | | | |
| <p>23) 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.</p> | <p>5</p> | <p>Principal AP CIT CIS Counselor Teachers PTA</p> | <p>Flyers Agendas Sign-in Sheets Parent Compact Parent Involvement Policy Parent/Teacher Conferences Parenting Classes ESL Classes</p> | | | |
| <p>24) 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.</p> <p>(The Title I annual meeting will be held during a PTA meeting to which all parents will be invited. The above topics will be discussed.)</p> | <p>2, 5, 6</p> | <p>Principal AP Counselor CIS Teachers</p> | <p>Flyers Agendas Sign-In Sheets Minutes Principal & Teacher Newsletters</p> | | | |

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|---|------------|--|---|--|--|--|
| <p>25) Provide accelerated instruction for struggling learners in core content areas. *Invite Students in at 7:00 am *Each Teacher to commit to 6 hours of tutoring per semester. *Dedicated interventionists in grades 1,4, and 5</p> | 1, 2, 7, 8 | <p>Teachers Administration SSC Facilitator Interventionist OC Coach LEP Assistant After School coordinator</p> | <p>Progress reports Teacher Observations Test Scores Tutoring Lesson Plans SSC Plans LEP Assistant in Class tutoring Lesson Plans for Beagle Camp LLI Documentation SSI Documentation Data Binders</p> | | | |
| <p>26) Provide professional development to enhance student achievement in the core content areas and Behavior. The Woodview Staff will be provided staff development with the following Wednesday Faculty Mtgs. Beagle Byte PLC Time Professional conferences Consultants Professional Literature</p> | 1, 3, 8, 9 | <p>Leadership Team Principal Assistant Principal Care Coach</p> | <p>Teachers Workshop Transcripts Walk Throughs Increased DRA/EDL Scores Increased STAAR and NRT Scores Decreased Discipline Referrals Project Class Lessons, consistent vocabulary and talk Implementation and Data</p> | | | |
|  = Accomplished  = No Progress  = Discontinue | | | | | | |




Goal 5: Spring Branch ISD believes that a great school system assures that every adult in the system is committed to the successful completion of some form of higher education for every child.

Performance Objective 1: Woodview's adults will promote their commitment to the successful completion of some form of post secondary education by increasing parents' involvement and developing community partnerships.

Evaluation Data Source(s) 1:

Summative Evaluation 1: Met Performance Objective

| Strategy Description | Title I | Staff Responsible | Evidence that Demonstrates Success | Formative Reviews | | |
|---|----------------|--|--|-------------------|-----|-----|
| | | | | Nov | Jan | Mar |
| 1) Provide parents with homework support during the following activities: Parenting Classes Open House At Parent Conferences Weekly communication folders WVE Campus website Teacher Blogs (optional) Community Events Such as: Family Night Eat, Meet and Greet | 1, 2, 5, 6, 10 | ILT Teachers CIS Worker Librarian OC Coach | Communication Records/ 9 weeks Sign - in Sheets for parents CIS Parent Program Parent Volunteers Fall and Spring Conferences Teacher & Principal Newsletters | | | |
| 2) Pursue funding sources such as grants, Community partnerships and donations to support student achievement Dictionary Project - Third Grade After School Program- Beagle Camp via donations from our Community partners | 1, 2, 9, 10 | WVE Administration CIT CIS PTA | Activity Fund Donations Partnership with HEB Partnership with HCE Partnership with Boy Scouts Partnership with Daniel Industries Partnership with SPARK Park Mentors and Reading Partners Partnerships with St. Francies and Tallowood Memorial High School Participation Spring Woods High School PDQ Restaurant Support Neighborhood Civic Assoc. Support Barbara Stardig - City Council Support SBE & Funds from the Community | | | |

| | | | | | | |
|---|---------------|---|---|--|--|--|
| <p>3) Grade Level teams will define goals and norms for effective team meetings and instructional planning. All grade level teams will follow the WVE PLC notes. Agendas will include the following: Celebrations Acceleration Plan What needs to be improved? Struggling Students (Academic and Behavior) Test Data Materials</p> | 4, 9 | Leadership team Team Leaders Teachers I-Coach | Weekly team PLC minutes Teacher Lesson Plans Protected Planning time on Tuesdays and Thursday Extended planning 2 times per month and on 2 Early release days. Teacher Feedback Notes | | | |
| <p>4) Staff development opportunities will be implement a rigorous and relevant curriculum, support effective student Behavior management strategies (PBIS) We will use differentiated staff development plans to build individual teacher's capacity to meet our students' needs.</p> | 1, 2, 3, 4, 9 | Leadership Team OC Coach CTR & E-Trainer Team Leaders Librarian Mentor Leaders | Monthly Meeting Agendas Professional Development Notes Participation in district residencies Project Class implantation and Notes Teacher Walk-through feedback. | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>100% = Accomplished</p> </div> <div style="text-align: center;">  <p>0% = No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div> | | | | | | |

State System Safeguard Strategies

| Goal | Objective | Strategy | Description |
|------|-----------|----------|---|
| 1 | 1 | 1 | Build students' background knowledge by providing engaging enrichment activities. Develop rigorous and hands on lesson plans for science and social studies. Lesson Plans should integrate technology, use inquiry and problem solving to enhance critical thinking. |
| 1 | 1 | 2 | Increase students' background knowledge through arranging science connected study trips, STEM Scopes, virtual study trips and other technology resources. |
| 1 | 1 | 3 | Provide meaningful enrichment activities as part of our after school program that supports technology integration and a career focus with the 4 core subjects (Language Arts, Math, Science and Social Studies) |
| 2 | 1 | 1 | 1)Vertically Align Balanced Literacy instruction by implementing the following: *Guided Reading with a daily goal of groups using research-based decoding prompts *Comprehension Strategies using common language across grade levels PK-5, differentiated text for all learners *Daily independent reading with accountability *Readers Workshop model of instruction. |
| 2 | 1 | 2 | Vertically align Writing instruction using a writers workshop approach emphasizing: the writing in multiple genres mastery of basic grammar writing for audience and purpose |
| 2 | 1 | 4 |)Vertically Align Math instruction for mathematical problem solving using: the concrete, pictorial, abstract sequence of instruction Model Drawing Manipulative strategies to teach key concepts using Math in Focus 1-5 |
| 2 | 1 | 5 | Vertically align science instruction including: Process Skills Readiness and supporting standards Hands on Experiments across every grade level. |

Campus Funding Summary

| 199 - General Fund | | | | | |
|--|------------------|-----------------|---|---|---------------|
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 3 | 1 | 2 | | | \$0.00 |
| Sub-Total | | | | | \$0.00 |
| 199 - General Fund: SCE (At-Risk) | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 4 | 1 | 10 | | | \$0.00 |
| 4 | 1 | 11 | At-Risk | 199.11.6399 | \$7,384.00 |
| Sub-Total | | | | | \$7,384.00 |
| 211 - Title I, Part A | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 2 | Classroom devices, Brightlink , Technology department, E-trainer, Campus Tech. Rep. Librarian | 211.11.6398 | \$2,800.00 |
| 2 | 1 | 1 | Classroom Libraries, Leveled Readers, Mentor Text, Professional Library | 211.11.6329. | \$3,278.00 |
| 2 | 1 | 1 | Conferences such as Region IV, WHACTE, TCTELA, HCDE, NBEC | 211.13.6411 | \$2,300.00 |
| 2 | 1 | 1 | Bright Links | 211.11.6398 | \$2,800.00 |
| 3 | 1 | 1 | Professional Training such as: Region IV, HCDE, etc. | 211.13.6411 | \$586.00 |
| 3 | 1 | 1 | Professional Contract - Project Class, social skills | 211.11.6299 | \$7,500.00 |
| 3 | 1 | 1 | Student transportation | 211.11.6499. | \$1,297.00 |
| 4 | 1 | 2 | RTI Intervention | 11.6119,11.6143,11.6146, 11.6141, 11.6142 | \$148,955.00 |
| 4 | 1 | 2 | Tutorials | 211.11.6116 | \$2,500.00 |
| 4 | 1 | 3 | Software, A-Z Learning and RAZ Kids | 211.11.6397 | \$6,000.00 |
| 4 | 1 | 3 | Tutorials | 211.11.6116 | \$2,500.00 |
| 4 | 1 | 12 | PTa Council, Community Relations Dept. | 211.61.6125 | \$2,300.00 |
| 4 | 1 | 13 | Substitutes | 211.13,6112,6141,6143 | \$8,167.00 |

| | | | | | |
|-----------------------------------|------------------|-----------------|-----------------------------------|---------------------|---------------|
| 4 | 1 | 14 | Substitutes for Staff Development | 211.13,6112 | \$8,167.00 |
| Sub-Total | | | | | \$199,150.00 |
| 461 - Campus Activity Fund | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 4 | 1 | 3 | | | \$0.00 |
| 4 | 1 | 11 | Donations | 6116,6125,6494 | \$10,000.00 |
| Sub-Total | | | | | \$10,000.00 |
| Other: See Account Code | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 3 | Approved - Community Partnerships | 485.6494 | \$2,000.00 |
| 1 | 1 | 3 | Approved - Community Partnership | 485.11.6116,6125 | \$3,000.00 |
| Sub-Total | | | | | \$5,000.00 |
| Grand Total | | | | | \$221,534.00 |