

Spring Branch Independent School District

Wilchester Elementary School

2017-2018 Campus Improvement Plan

Accountability Rating: Met Standard

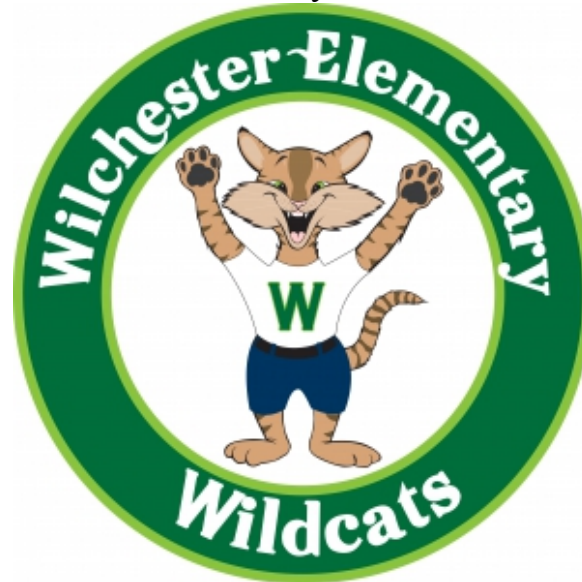
Distinction Designations:

Academic Achievement in Mathematics

Top 25% Student Progress

Top 25% Closing Performance Gaps

Postsecondary Readiness



Mission Statement

Wilchester is dedicated to both the social/emotional and rigorous academic development of each and every child. We strive to prepare and challenge all students to meet their full potential.

Vision

Wilchester's staff, parents, and community work together to leverage our strengths and resources. Our students will be prepared for an ever changing world through a focus on research-based best practices, as well as innovative approaches to learning.

Value Statement

WCE values academic excellence, trust, and school & parent collaboration.

Comprehensive Needs Assessment

Comprehensive Needs Assessment Data Documentation

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

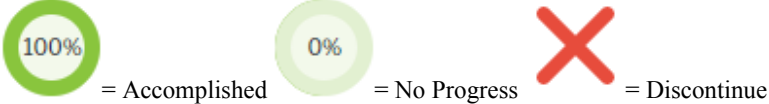
Goals

Goal 1: Student Growth

Performance Objective 1: 80% of all students in Kindergarten to 5th grade will meet or exceed their growth targets in all tested areas on the MAP assessment.

Evaluation Data Source(s) 1: BOY, MOY, and EOY MAP data
DRA, running records, anecdotal records, PSA's and Practice STAAR assessments

Summative Evaluation 1: Significant progress made toward meeting Performance Objective




Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) 1) Utilize Collaborative planning times to disaggregate MAP data following all three administrations. 2. Utilize technology applications such to create customized assignments and workstations based on MAP data (K - 5). Including but not limited to Dreambox, A to Z Learning, and Think Through Math. 3. Utilize MAP data to create customized hands-on work stations in Math and Reading (K - 1), as well Science (5th grade only). 4. Utilize interventionists for students not making adequate progress in Reading, Math, and 5th grade Science. 5. Utilize customized PLC's in the areas of grammar, CCP, primary grade level work stations, and itsLearning.	Principal, Assistant Principals, Lead Intervention Specialist, PTA Interventionists (Math & Reading), Classroom Teachers	Increase levels of growth due to consistent monitoring, planning, and targeted instruction. Increase in levels of student agency as learners become aware of and take responsibility for their progress. Increased awareness of hands-on and technology resources that will contribute to student growth and achievement levels. Increase in final Science STAAR results in all measurable areas. PLC's will build teacher collaboration, trust, and instructional capacity.			
					

Goal 2: Post Secondary Readiness (Achievement)

Performance Objective 1: The number of students meeting the "masters" criteria on both STAAR Science & Writing will increase by 5%.

Evaluation Data Source(s) 1: Formative - BOY,MOY, and EOY - MAP & DRA Assessments, Practice STAAR, PSA's
Summative - STAAR

Summative Evaluation 1:

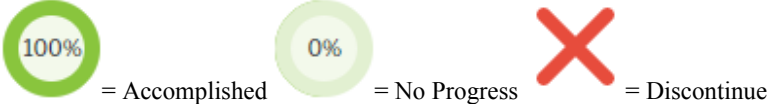
Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
<p>1) 1. WCE will provide customized professional development in CCP practices throughout the year which will align our K-5 Writing practices and shift ownership to students.</p> <p>2. WCE will develop a Grammar PLC that will align academic vocabulary and assign accountability to individual grade levels.</p> <p>3. Our 1st grade staff will focus on balanced literacy practices with a special emphasis on "six syllables".</p> <p>4. Our 4th and 5th grade students are opting in to take the Science MAP assessment this year in order to obtain data to drive instruction.</p> <p>5. Students will receive supplemental small group instruction before and after school in the area of Science.</p> <p>6. A redesigned library will allow for increased access to Science related content, as well as co-teach opportunities.</p>	Principal, Assistant Principals, Intervention Specialists, Librarian, and Classroom Teachers.	<p>Increase in final Science & Writing STAAR results in all measurable areas.</p> <p>Increase levels of growth due to consistent monitoring, planning, and targeted instruction.</p> <p>Increase in levels of student agency as learners become aware of and take responsibility for their progress.</p> <p>Increased awareness of hands-on and technology resources that will contribute to student growth and achievement levels.</p> <p>PLC's will build teacher collaboration, trust, and instructional capacity.</p>			
<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>X = Discontinue</p> </div> </div>					

Goal 3: Post Secondary Readiness (Equity)

Performance Objective 1: WCE's performance gap between ELL and non-ELL's will close by 5% in both Reading and Math in the "meets" grade level on STAAR in 3rd - 5th grades.

Evaluation Data Source(s) 1: Formative - BOY,MOY, and EOY - MAP & DRA Assessments, Practice STAAR
Summative - STAAR

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

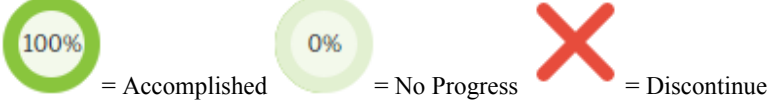
Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) 1. Utilize Collaborative planning times to disaggregate MAP data following all three administrations. 2. Utilize technology applications such to create customized assignments and workstations based on MAP data (K - 5). Including but not limited to Dreambox, A to Z Learning, and Think Through Math. 3. Utilize MAP data to create customized hands-on work stations in Math and Reading (K - 1) 4. Lead Intervention Specialist will supplement targeted small group instruction to provide additional academic supports for emerging English speakers multiple times per week.	LEP Coordinator, Principal, Lead Intervention Specialist, PTA Interventionists (Math & Reading), Classroom Teachers	Reduction of achievement gap as non-English speakers receive additional targeted instruction based upon individual content needs. Students will meet progress measure standards for ELL students on final STAAR.			
					

Goal 3: Post Secondary Readiness (Equity)

Performance Objective 2: WCE's performance gap between Special Education and non-Special Education students will close by 5% in both Reading and Math in the "meets" grade level on STAAR in 3rd - 5th grades.

Evaluation Data Source(s) 2: Formative - BOY,MOY, and EOY - MAP & DRA Assessments, Practice STAAR
Summative - STAAR, IEP's.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) 1) Utilize Collaborative planning times to disaggregate MAP data following all three administrations. 2. Utilize technology applications such to create customized assignments and workstations based on MAP data (K - 5). Including but not limited to Dreambox, A to Z Learning, and Think Through Math. 3. Utilize LLI for student needs in the area of Reading, if appropriate. 4. Maximization of inclusion to maintain grade level standards.	Principal, Assistant Principals, Special Education Staff & General Education Teachers	Reduction of achievement gap as Special Education students will receive more specific data feedback from MAP that goes beyond the IEP goal setting process. Students will meet progress measure standards on final STAAR.			
					

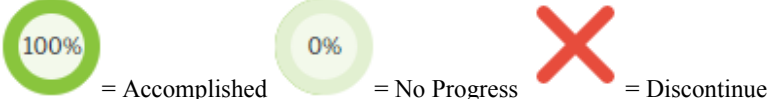
Goal 4: School Connectedness

Performance Objective 1: 80% of students in grade 3-5 will report a positive connection to their school experience as measured by Panorama Survey

Evaluation Data Source(s) 1: 2017-18 will serve as a baseline year for data collection of Panorama

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar

<p>1) Classroom teachers will provide a high level of student choice such as flexible seating options, book clubs, student-selected text, and offering a variety of options for student to show mastery of content. (School Climate and School Engagement)</p> <p>Classroom teachers will meet a minimum of three times throughout the school year to disaggregate MAP data and thoughtfully plan instructional opportunities. (Rigorous Expectations and School Learning Strategies)</p> <p>Classroom teachers will offer differentiated instruction based on multiple data points. A variety of instructional formats would include large group, targeted small group, customized assignments, collaborative projects, and purposeful technology integration. (Rigorous Expectations and School Learning Strategies)</p> <p>Students will monitor their own progress by utilizing growth trackers and meeting with their classroom teachers to discuss their performance and needs. (Valuing of School and School Mindset)</p> <p>Classroom teachers will utilize effective routines and procedures that allow students to all be vested in their classroom responsibilities. (School Belonging)</p> <p>All school personnel will build relationships with students to better understand the whole child. Examples of activities include greeting individual students in the morning, attending extra curricular activities outside of school, private lunch bunches with students, customized incentive opportunities, STAR of the week, classroom social media pages, etc. (School Teacher - Student Relationships).</p>	<p>Principal Assistant Principals Teachers Counselor Lead Instructional Specialist</p>	<p>Students report on the Panorama Survey that they are:</p> <ul style="list-style-type: none"> * Excited to go to class *Interested in what they are learning *Willing participants in class activities *Receiving quality instruction *Confident in their teacher's skill sets <p>Treated fairly and respectfully at school Challenged by their teacher/school work Making growth and have a positive mindset</p>			
					

Goal 5: 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: All strategies will be implemented.

Summative Evaluation 1:




Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) Conduct annual program evaluation (CATE, SCE G/T, LEP,) utilizing student performance data derived from special populations for the purpose of program review and revision.	Teachers Principal/AP iCoach Counselor	Formative & Summative Data (in the form of local, state & federal, as appropriate)			
Funding Sources: 199 PIC 11 - Instructional Services - \$0.00					
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.	Teachers Principal/AP iCoach Counselor	Formative & Summative Data (in the form of local, state & federal, as appropriate) DRA's, OS, Running Records.			
Wilchester will continue to support our teachers via in house professional developments, data meetings, as well as sending them out to participate in "residencies" related to reading and reading instruction	Funding Sources: 199 PIC 11 - Instructional Services - \$0.00				
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.	Teachers Principal/AP iCoach Counselor, Math & Reading Interventionist	Formative & Summative Data (in the form of local, state & federal, as appropriate) Collaborative data meetings and SSC meetings, as appropriate			
SSI eligible or bubble students will be discussed during grade level "collaborative" meetings with administration and iCoach. As well, parents will be kept in the loop in regards to communication and student progress.	Funding Sources: 199 PIC 11 - Instructional Services - \$0.00				

<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). 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.</p>	<p>Teachers Principal/AP iCoach Counselor, Librarian</p>	<p>Staff engagement in in-house professional development and external opportunities. Administrative walk-throughs and observations. Periodic planning meetings, as appropriate.</p>			
<p>Funding Sources: 199 PIC 11 - Instructional Services - \$0.00</p>					
<p>5) Promote parent and community involvement in drug and violence prevention programs/ activities.</p>	<p>Teachers Principal/AP iCoach Counselor</p>	<p>Holding events or presentations as needed for the students or on behalf of the community.</p>			
<p>Funding Sources: 199 PIC 11 - Instructional Services - \$0.00</p>					
<p>6) Provide professional development based on level of expertise and need in the following areas: * Bullying Prevention * Violence/conflict resolution * Resiliency/Developmental Assets * No Place For Hate * TRIBES * Love and Logic</p>	<p>Teachers Principal/AP iCoach Counselor</p>	<p>Staff awareness of these initiatives and applicable trainings, as needed. The students at Wilchester understand what these items are and can effectively speak to the strategies and thought process behind how they impact their life at school.</p>			
<p>Funding Sources: 199 PIC 11 - Instructional Services - \$0.00</p>					
<p>7) SPECIAL EDUCATION - Monitor LRE ratio. Develop campus capacity to support inclusive programming for students with disabilities. Evaluate campus LRE ratio. Wilchester hosts LifeSkills, APPLE & PPCD. This year all students in these programs will be given the opportunity for inclusion.</p>	<p>Teachers Principal/AP iCoach Counselor</p>	<p>All students participating in inclusion. The parent, general education & special education teacher are in consistent & successful dialogue on the students present levels of performance with the goal of adding more inclusion time, as appropriate.</p>			
<p>Funding Sources: 199 PIC 11 - Instructional Services - \$0.00</p>					

<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>	<p>Teachers Principal/AP iCoach Counselor, LSSP, SPED Staff</p>	<p>All students are appropriately placed in their respective programs - as warranted by the data.</p> <p>All students are making positive progress towards meeting their IEP's.</p> <p>All students are tested in the appropriate areas, as deemed by the ARD committee.</p>			
<p>Funding Sources: 199 PIC 23 - Special Education - \$0.00</p>					
<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>Building Administrators - Principal/AP's LSSP</p>	<p>Admin will work closely with our campus based LSSP to ensure that we meet all of our timelines and complete all compliance requirements in a timely fashion.</p>			
<p>Funding Sources: 199 PIC 23 - Special Education - \$0.00</p>					
<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 Specialist <p>Wilchester will use our iCoach and intervention specialists to monitor and assist this program, as needed.</p>	<p>iCoach, Interventionists, Teachers, Administrators.</p>	<p>Increased student achievement levels.</p> <p>Staff meetings to look at student data and SSC meetings (or ones of a similar format) to discuss growth and areas for possible adjustment.</p>			
<p>Funding Sources: 199 PIC 11 - Instructional Services - \$0.00</p>					
<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, Computer assisted instruction includes: Compass, Larsens Math, Fast Math</p>	<p>Teachers Principal/AP iCoach Counselor</p>	<p>Teachers will work closely with the iCoach and interventionist to determine the most appropriate supplemental services to implement and employ for each individual student.</p> <p>Increase in At-Risk student achievement - periodic assessment by staff focusing on data.</p>			
<p>Funding Sources: 199 PIC 30 - At Risk School Wide SCE - \$286.00</p>					

<p>12) Develop, monitor, and evaluate campus volunteer/partnership programs that include:</p> <ul style="list-style-type: none"> * recruitment * training/support * recognition of volunteers/partnerships <p>Wilchester will continue to work closely with our PTA partners as well as Stratford mentors & JA volunteers.</p>	<p>Teachers Principal/AP iCoach Counselor</p>	<p>We will be monitoring the total number of volunteers in given areas and determine the levels of efficacy of these programs and community involvement.</p>			
<p>Funding Sources: 199 PIC 11 - Instructional Services - \$0.00</p>					
<p>13) TITLE II A - Provide professional development to CIT, teachers, and administrators that increases knowledge and skills related to:</p> <ul style="list-style-type: none"> * 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. 	<p>Teachers Principal/AP iCoach Counselor</p>	<p>Wilchester will be holding monthly vertical team meetings in all major contents.</p> <p>Wilchester will engage in district "residencies" as well as internal professional developments for our teachers and staff.</p>			
<p>Funding Sources: 199 PIC 11 - Instructional Services - \$0.00</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 through differentiation and technology integration.</p>	<p>Teachers Principal/AP iCoach Counselor</p>	<p>Various staff members will lead these trainings, as needed.</p> <p>Multiple staff will engage in professional development and leadership training offered by the district.</p>			
<p>Funding Sources: 199 PIC 11 - Instructional Services - \$0.00</p>					
<p>15) Provide support for new teachers with ongoing mentoring and planning with certified staff.</p>	<p>Principal</p>	<p>New teachers will be assigned a mentor and will be directly supervised by the principal.</p>			
<p>Funding Sources: 199 PIC 11 - Instructional Services - \$0.00</p>					

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	Principal/AP	Attendance at Job Fairs & other recruiting opportunities.			
	Funding Sources: 199 PIC 11 - Instructional Services - \$0.00				
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.	Teachers Principal/AP iCoach Counselor, CIT members	Wilchester staff will work closely with parents and PTA members to implement trainings or professional developments for the community, as needed. Ex. Math in Focus trainings for parents in the primary and in the testing grades.			
	Funding Sources: 199 PIC 11 - Instructional Services - \$0.00				
18) PreK and K teachers develop transition strategies. Elementary campuses provide kindergarten orientation at different times and in a variety of settings. This activity for PK and elementary schools only.	Teachers Principal/AP iCoach Counselor	PreK & Kinder host a "round up" for prospective parents to share information about their programs. PreK & Kinder actively work together to coordinate their instructional programs on our campus to maximize alignment between the two grade levels.			
	Funding Sources: 199 PIC 11 - Instructional Services - \$0.00				
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.	Teachers Principal/AP iCoach Counselor	Professional developments being held around "differentiating" instruction and curriculum for students in the classroom in varied contents.			
	Funding Sources: 199 PIC 11 - Instructional Services - \$0.00				
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.	Teachers Principal/AP iCoach Counselor	Professional developments being held around "differentiating" instruction and curriculum for students in the classroom in varied contents. This can be monitored and assessed in bi-monthly "collaborative" data/professional development meetings.			
	Funding Sources: 199 PIC 11 - Instructional Services - \$0.00				

<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>Teachers Principal/AP iCoach Counselor</p>	<p>The campus will host GT information sessions, as well as GT coffees for our parents.</p> <p>The staff will comply with all district expectations related to the procedural identification process for GT kids.</p>			
<p>Funding Sources: 199 PIC 11 - Instructional Services - \$0.00</p>					
<p>22) COORDINATED SCHOOL HEALTH (CSH) and CIP -</p> <p>Steps to incorporate CSH -</p> <ol style="list-style-type: none"> 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: <ul style="list-style-type: none"> a. District Five Year Goal Campus Survey b. School Health Index c. SEL/40 Developmental Asset Survey 	<p>Teachers Principal/AP iCoach Counselor</p>	<p>C-SHAC will meet the requisite number of times listed according to Board policy.</p> <p>The C-SHAC will monitor and assess our goals and objectives for the year and re-evaluate as necessary.</p>			
<p>Funding Sources: 199 PIC 11 - Instructional Services - \$0.00</p>					
<p>23) Review and revisit both the Home/School Compact and Parental Involvement Policy.</p> <ul style="list-style-type: none"> *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>Teachers Principal/AP iCoach Counselor</p>	<p>Completion of task</p>			
<p>Funding Sources: 199 PIC 11 - Instructional Services - \$0.00</p>					
<p>24) Increase parent attendance at Title I Annual Meeting to share:</p> <ul style="list-style-type: none"> *standards and goals *parents' rights' *curriculum *School Report Card *Title I participation *Offer a flexible number of meetings. 	<p>Teachers Principal/AP iCoach Counselor</p>	<p>Completion of task</p>			
<p>Funding Sources: 199 PIC 11 - Instructional Services - \$0.00</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>					

Campus Funding Summary

199 PIC 11 - Instructional Services					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	1			\$0.00
5	1	2			\$0.00
5	1	3			\$0.00
5	1	4			\$0.00
5	1	5			\$0.00
5	1	6			\$0.00
5	1	7			\$0.00
5	1	10			\$0.00
5	1	12			\$0.00
5	1	13			\$0.00
5	1	14			\$0.00
5	1	15			\$0.00
5	1	16			\$0.00
5	1	17			\$0.00
5	1	18			\$0.00
5	1	19			\$0.00
5	1	20			\$0.00
5	1	21			\$0.00
5	1	22			\$0.00
5	1	23			\$0.00
5	1	24			\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$30,275.00
+/- Difference					\$30,275.00

199 PIC 23 - Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	8			\$0.00
5	1	9			\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$4,000.00
+/- Difference					\$4,000.00
199 PIC 24 - At Risk					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$300.00
+/- Difference					\$300.00
199 PIC 25 - ESL/Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$400.00
+/- Difference					\$400.00
199 PIC 99 - Undistributed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$15,725.00
+/- Difference					\$15,725.00
Grand Total					\$0.00