

Spring Branch Independent School District

Westwood Elementary School

2017-2018 Campus Improvement Plan

Accountability Rating: Improvement Required



Mission Statement

WWE is committed to the personal growth of our learning community. We are dedicated to nurturing resiliency in individuals which will lead them on a successful path of learning. We will foster meaningful relationships with our students and parents and promote a strong work ethic which will follow them to and through their educational experiences.

Vision

We will be a community of empowered learners in an atmosphere of mutual respect and trust, which will optimize student's limitless learning potential.

Value Statement

Our Five Core Values serve as guiding principles that undergird and inform the actions, behaviors, and decisions of our Board of Trustees, staff, students, community, and partners. These essential, non-negotiable ideals and expectations define who we are as Spring Branch ISD, individually and collectively, when we are at our best. "The Spring Branch Way," and are the foundation of our school district's organizational culture.

- Every Child: We put students at the heart of everything we do.
- Collective Greatness: We, as a community, leverage our individual strengths to reach challenging goals.
- Collaborative Spirit: We believe in each other and find joy in our work.
- Limitless Curiosity: We never stop learning and growing.
- Moral Compass: We are guided by strong character, ethics, and integrity.

Westwood's Beliefs:

- ALL WWE children are capable of impactful cognitive, academic and personal learning when given the opportunity to grow at their own pace, and in their own unique learning style. **(Every Child)**
- we have a shared responsibility to instill resilience that results in everyone taking ownership of their learning. **(Limitless Curiosity)**
- as a learning community we are empowered to take risks to promote life-long learners. **(Limitless Curiosity)**
- a trusting and positive learning environment is essential for all staff, student, and community members. **(Moral Compass)**
- in the power of meaningful relationships with our students to promote a love of learning **(Collaborative Spirit)**
- in growing our own mindsets and skillsets to empower student success **(Collective Greatness)**

Comprehensive Needs Assessment

Demographics

Demographics Summary

Westwood Elementary has approximately 670 students.

Demographics are as follows:

Subgroups	# out of 560	%
AA	29	5.8
Hispanic	495	88.3
White	22	3.9
Asian	6	1.0
Multi Race	6	1.0
ED	493	88.1
ELL	369	66.0
At Risk	490	87.5
Mobility	89	15.9
Bil/ESL Program	319/49	57.0 /8.9
GT	16	2.9
Special Ed.	50	9.0

Student Achievement

Student Achievement Summary

When breaking down the data we are focusing on the following areas:

- Closing the achievement gap of our ELL students by utilizing best practices that support transitioning them into English so that they make at least a year+ gains on STAAR/MAP.
- Improve our overall students understanding of difficult science concepts to increase our STAAR scores to support meeting index 1.
- Continue to develop our understanding and implementation of best instructional practices with our students with a learning disability.

Areas of strength where we found Progress was in our overall growth on TELPAS scores. We also continue to show gains in all grade levels on DRA.

We have developed a SSI plan to support our students who did not meet STAAR standards. We are emphasizing on providing a differentiated curriculum to support students during the day. We will also provide tutorials starting towards the end of October for students who need additional support.

Areas of growth would relate to our MAP levels of progress in our classrooms who piloted testing (1:3rd, 1:4th and all of 5th grade). Our initial scores were low, but students were able to make a lot of progress. This year we will be MAP testing in all grade levels and will be working on developing our instruction to support a stronger initial score and continual growth to meet benchmarks.

As we will be working on our schoolwide implementation of MAP testing in all grade levels. We will also continue our understanding and development of blended learning and analyze our data using a PLC approach to continually measure any differences in their success. We will also be providing adaptive software in all grade levels so that we can continually measure growth and adjust our instruction as needed throughout the year. Teachers will be working on understanding how to analyze their students data and develop goals with their students to show growth in students academic needs.

Student Achievement Strengths

This year we met Indexes 3 & 4 in STAAR. Overall we have made progress in our ELL students transition into academic English. We were able to make some growth in closing academic needs of our students.

We also had growth in our Writing scores in 4th grade by 14%.

We also continued to show improvement in TELPAS and DRA/EDL measures this year

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: There was a drop in Student Achievement (Index 1) and Student Progress (Index 2) **Root Cause:** ELL's and Economically Disadvantaged Subgroups showed drops in overall all Achievement and Student Progress.

School Culture and Climate

School Culture and Climate Summary

Overall, Westwood has a positive campus culture that is family oriented. Our learning community is committed to developing a school culture that supports and cultivates a learner focused/centered learning environment.

The area we have been working on and continue to show growth is in classroom management that supports students taking ownership of their learning.

We are continuing to work on becoming a blended/PBL campus to support what we have been working towards teaching our staff on how to facilitate learning where students have to take ownership of their learning.

Our CIT also wants to continue to survey our parents with our own survey we have sent the last three years to get input from parents. Our results indicate that our parents support our work.

School Culture and Climate Strengths

This year we piloted a new survey (Panorama). Our data showed strengths in all areas in comparison to other campuses. Areas of strength related to the relationship teachers have with their students (Rigorous Expectations 78%; Classroom Teacher student Relationships and Value of School, 77%).

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: WWE students identified classroom belonging at 68% in comparison to 70% districtwide **Root Cause:** Students have difficulty identifying themselves as a part of a classroom community

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

This year we will be providing a more advance training of PBL to support our teachers professional growth. We will have at least two teachers on each grade level trained to support their team in developing lessons that support our students being able to have a learning environment that supports student agency. We are continuing to incorporate O3's to support our teachers overall understanding of how to support their students instructional growth.

I also met with new teachers on a weekly basis through February and then met with them once a month for the last few months. We discussed their individual needs and how to support them through our specialist and/or other resources. This year I only have 2 new teachers that I will meet with using the same process.

We had only one teacher leave due to family needs and one related to getting a higher level position. With the changes in position we have continued to be able to incorporate our leadership pipeline to allow model teachers to take leadership position both on our campus and on district level. The teachers that took their place have a strong academic pedogy coupled with an understanding of the 7C's and will be able to improve our students development.

This year we will continue to develop our work with team leaders and our specialist on PLC's to allow our teams to work more effectively. We have been working with our CIT to evaluate our adaptive software so that we can continually assess and adjust our instruction.

Staff Quality, Recruitment, and Retention Strengths

Our strengths is our ability to keep staff and have the consistency they need to support their students development. I have staff that have taken leadership in curriculum writing, presenting both at the district and state wide conferences.

We have created a position that supports our teachers in their development of personalized learning.

We have been working on our ability to look at a variety of data that is formative and supports making just in time instructional needs/shifts. We have specific models we are putting in place and will be working on continuing to develop this area.

A strength that supports our staff staying with us is a sense of ownership and belongingness. We work, celebrate and communicate in a variety of ways. Staff share ideas through a variety of formats (blogs, presentations, collaborative teams, etc).

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

In relation to Curriculum and Instruction:

Westwood's reading and writing curriculum reflect a Balanced Literacy Approach. Teachers are trained in Abydos for reading and writing in which they incorporate into their instruction. We also have model classrooms in CAFÉ and Daily 5 that they integrate into their LA block. Teachers are utilizing blogs, online trainings and book studies to help them in the areas listed to have a deeper understanding of how to support their students' individual needs.

In relation to Math Instruction. Our campus utilizes Kathy Richardson Math for Kindergarten. This supports our students to be able to have a stronger understanding of number sense. In grades 1-5 our campus incorporates Math in Focus. Teachers continue to work with our math specialist and attending trainings that support their development.

Science instruction incorporates Stemscores in all our grade levels. This allows us to not only have a hands on approach, but also support PBL lessons that integrate all content areas and support students understanding of difficult concepts.

We have continued to develop our understanding and implementation of our Social Studies curriculum/adoption that is more interactive and will also allow us to integrate more Language Arts and PBL lessons.

In relation to Assessment:

In LA our teachers utilize small group instruction and do on going assessment through both running records and observations of students learning.

In all content areas students are pulled in small groups as needed based on their progress and individual needs. Teachers also utilize online/adaptive programs and work stations that they develop based on their needs.

This year teachers will be adjusting their instruction to support our implementation of proficiency standards. They will be able to utilize questioning resources that we have provided to help them assess during and at the end of instruction to adjust their instruction as needed. Teachers are also learning how to develop their own rubrics to integrate and support students understanding expectations when they have to complete an assignment.

Formally students are assessed through fall and spring district assessments. This year we will be assessing our students progress using MAP three times a year (beginning, middle, end of year). We also assess our students academic progress using STAAR in 3rd – 5th grade and English development utilizing TELPAS if they are a LEP student.

Our work with PLCs will be a focus this year to allow our teachers to learn how to utilize on going assessments in planning to support significant gains in improving our students overall achievement and students overall progress to meet Index 1 and 2.

Curriculum, Instruction, and Assessment Strengths

Our strength this year was in developing our students reading skills. We continue to do this through our small group instruction utilizing our reading continuum and work we did with our literacy specialist. Teachers also utilized the Focus of Instruction Form in our DRA/EDL materials to analyze students skills and where they need to develop. This year we will be utilizing MAP to support our students need not only in reading, but also math and science.

We also showed small gains in Math and our students ability to understand concepts at a deeper level. We used a variety of strategies to support our progress in this area. Our trainings utilizing singapore math have also benefited our students better understanding of math concepts.

We also made progress on TELPAS. Are strength is utilizing our existing data and incorporating the rubric to support our students on going progress.

Family and Community Involvement

Family and Community Involvement Summary

Family and Community Involvement:

Westwood has over 125 parents, community members and mentors that support our campus in a variety of activities. Parents utilize a parent center to collaborate with each other, check out resources and work with our CIS to gain resources/agencies in the community. Our CIS will continue to work with at least 50 students on her case load.

Last year, Westwood was able to provide an after school program that supported parent involvement and community support. They provided parenting classes, ESL development, grade level make and takes to support their child/ren's academic needs at home. Our CIT continues to assess our most successful programs to support through our Title Funds.

Our mentors come and support some of our most at risk students in grade 3rd – 5th grade. They come in on a weekly basis and provide a positive role model and give support as needed.

We have an active PTA that has re-established themselves in the past two years. They are a strong committed group willing to provide our learning community support as needed. They have also provided fun activities and recognition to our community to continue to outreach and support collaboration.

In relation to decision making. We have a strong CIT that meets on a monthly basis to discuss campus needs. Our CIT helps us develop, monitor and analyze the effectiveness of our CIP. They also review our programs such as our OWDL program, integration of technology in our content areas and direction in Project Based Instruction.

The principal and CIS worker also meet with parents on a monthly basis to discuss campus needs. We continue to provide our parents trainings on our instructional practices and implementation of our curriculum which allows our parents to understand our approach to reading, math and science concepts and strategies.

This year we will continue to offer many opportunities for parents to become involved with their child's education through academic nights (Interdisciplinary, STAAR night and Curriculum/Open House), to our annual Carnival, monthly parent meetings with the principal, end of year 5th grade Moving On Ceremony, fall and spring conferences, and Gallery night/showcase and music performances.

Family and Community Involvement Strengths

Areas of strength related to our Family and Community Involvement is our:

- Communication with our parents/community using a variety of formats (newsletter, website, call outs, etc....)
- Mentoring program
- CIS/Parent Center
- Parent Trainings related to academics
- Parent Community events (Family Library Nights, Carnival, Student Performances, etc...)
- Our CIT has a diverse representation and utilizes an effective process for supporting our learning communities needs.

School Context and Organization

School Context and Organization Summary

Westwood Elementary has 31 Classroom teachers, 2 Self Contained Special Ed Programs (Apple and Lifeskills), 2 Inclusion/Resource teachers, 4 Instructional Specialist (language arts, math, personalize learning) and a librarian. Each grade level has a common planning time. The common planning time is used for vertical/horizontal alignment, instructional planning and training in areas of need. Our staff is experienced and have worked together for an extensive amount of time. Each of them work effectively together. Staff are also in different committees (sunshine, building leadership, content area focus). Our Sunshine provides activities that foster belonging such as social events, luncheons, celebrations and support when their is a need). WWE is very family oriented. Our Building Leadership committees are our team leaders (K-5, Special Ed, Specials), Instructional leadership (Instructional Specialist, Special Ed. rep. and Administration), and Campus Improvement Team (Teachers, parents, community member, business partner representatives). Our Team leaders and CIT meets monthly. Our ILT meets weekly. Each member represents a specific group to support and voice our needs as a learning community.

School Context and Organization Strengths

Areas of Strength:

- Goal Alignment with District
- RTI
- Communication
- Mentorship Program
- Organizational Structure
- Professional Growth through 03's

Technology

Technology Summary

This year we are working to support our development of Blended Learning. We have a Vanguard teacher supporting our development and allowing us to extend it to the whole grade level using a model approach.

This year we also are continuing the Summit Model in our 5th grade through our Quest program. Teachers were provided extensive training during the summer and ongoing training through the year to support our implementation. Students will learn how to use a Personalized Learning Platform to support skill development, develop goals that are ongoing and learn soft skills to support them being effective learners.

Our campus is in its fourth year of implementing our learning community to be a PBL/Blended Learning Campus. We had 100% of our veteran staff members become part of a PBL residency to support our campus developing our development in this area. We have three new staff members who will be trained this Spring. We also had 12 staff members attend a BIE Gold Standards PBL training. This will be our last round of PBL residencies to support 100% of our staff being trained.

In 2017-18 we will continue to provide a technology instructional specialist to support our development in this area. We will be working with district support staff to continue our campus wide training to support our PBL/blended campus vision.

Technology Strengths

Our technology survey indicates that our staff's strengths relate to programs that supplement their instruction such as utilizing Edusmart, continue to creating flipcharts and Integrated Learning Management Systems. They also have developed their understanding of edmodo, STEM scopes and utilizing social media for their professional development. Several of our staff have been learning how to Skype to support our students having real world connections. Teachers are also learning more about adaptive software and how to support it into their instruction. They are also learning how to assess using that process.

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
- System Safeguards and Texas Accountability Intervention System (TAIS) data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- 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
- Student Success Initiative (SSI) data for Grades 5 and 8
- 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

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data

- Special education population, including performance, discipline, attendance, and mobility
- Migrant 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
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject

Employee Data

- Staff surveys and/or other feedback
- Highly qualified staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- PDAS and/or T-TESS

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Goal 1: Student Growth: WWE will ensure that every child will meet or exceed their personal growth target in Reading and Math

Performance Objective 1: 90% of students will meet their Reading Conditional Growth Index (CGI) as measured by MAP

Evaluation Data Source(s) 1: Using MAP data:

At MOY, 60% will meet CGI

At EOY, 90% will meet CGI

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<p>System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 7</p> <p>1) Provide trainings and planning time on creating effective questioning for instruction and formative assessments. Teachers will be provided Lead4ward as well as other resources to support their alignment to TEKS when developing/implementing their questions.</p>	1, 2, 3, 4, 8, 9, 10	Instructional Specialist Principal/AP	District Assessments PD attendance reports Campus walkthrough forms Lesson Plans Report Card Grades STAAR/District Assessment Data MAP Assessment			
<p>System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>2) Provide opportunities for teachers to attend trainings to support differentiated instruction/Blended Learning and developing lessons with effective teaching points to support students needs. Trainings will focus in the following areas: Balanced Literacy CAFE/Daily 5 Developing reading instruction Summit for 5th grade</p>	1, 2, 3, 4, 5, 9, 10	Reading Specialist Campus Abydos Trainer 5th Grade Team Leader LA Cadre	District Assessments PD attendance reports Campus walkthrough forms Lesson Plans Report Card Grades STAAR/District Assessment Data MAP Assessments			
Funding Sources: 211 - Title I, Part A - \$6,350.00						

<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>3) Continue to incorporate literacy groups for student as needed to support our students needs. Provide instructional resources that incorporate a variety of modalities (listening, speaking, reading and writing) to support teaching points during instruction. Develop training to support accelerated learning in small group instruction to support an increase in the number of students scoring above grade level.</p>	1, 2, 3, 4, 8, 9, 10	Leadership Team Principal Asst. Principal Teachers	District Assessments (DRA) PD attendance reports Campus walkthrough forms Lesson Plans Report Card Grades STAAR/District Assessment Data MAP Assessments			
Funding Sources: 199 PIC 30 - At Risk School Wide SCE - \$1,000.00, 211 - Title I, Part A - \$5,500.00						
<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>4) Academic Training Continue to provide training on small group/differentiated instruction to support implementation in classrooms through: Guided Reading Literacy Groups Vocabulary Development Academic Stations that support At risk to GT level Continue to provide ongoing training on the utilization of data to support a data driven culture that allows teachers to inform their daily instruction through informative assessments such as, but not limited to: running records miscues, check points, anecdotal records, etc... in order to create individualized plans for at risk students that need support.</p>	1, 2, 3, 4, 8, 9, 10	Principal Asst. Principal Leadership Team Intervention Specialist Teachers	PD Attendance Roster Walkthrough Observations Lesson Plans Report Cards STAAR/TELPAS/DRA MAP Assessments			
Funding Sources: 211 - Title I, Part A - \$3,425.00						
<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>						

Goal 1: Student Growth: WVE will ensure that every child will meet or exceed their personal growth target in Reading and Math

Performance Objective 2: 90% of students will meet their Math Conditional Growth Index (CGI) as measured by MAP

Evaluation Data Source(s) 2: Using MAP data:

At MOY, 60% will meet CGI

At EOY, 90% will meet CGI

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<p>System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>1) Provide training and resources to support differentiated/small group instruction in difficult math concepts through: Guided Math Numeracy Development Number Talks Academic Stations that support At risk to GT level</p>	1, 2, 3, 4, 8, 9, 10	Principal Asst. Principal Instructional Specialist	District Assessments PD attendance reports Campus walkthrough forms Lesson Plans Report Card Grades STAAR/District Assessment Data MAP Assessment			
Funding Sources: 211 - Title I, Part A - \$500.00						
<p>System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 7</p> <p>2) Continue to provide training on Sheltered instruction to support development in algebraic reasoning/problem solving. Have at least one teacher per grade level in K -5th attend training on problem solving/algebraic reasoning. Teachers will create anchor problem solving samples by grade level to support alignment to TEKS/multiple measures.</p>	1, 2, 3, 4, 8, 9, 10	Instructional Specialist Principal/AP Math teachers	District Assessments PD attendance reports Campus walkthrough forms Lesson Plans Report Card Grades STAAR/NRT/District Assessment Data MAP Assessments			
<p>Critical Success Factors CSF 1 CSF 2</p> <p>3) Provide ongoing training on the utilization of data to support a data driven culture that allows teachers to inform their daily instruction through informative assessments and teaching points.</p>	1, 2, 3, 4, 8, 9	Instructional Specialist Principal/AP Math Teachers	District Assessments PD attendance reports Campus walkthrough forms Lesson Plans Report Card Grades STAAR/NRT/District Assessment Data MAP Assessments			

4) Provide adaptive software such as Dreambox to indicate students understanding of math skills and to show their progress in math. Teachers will use the data to develop teaching points to support their progress.	1, 2, 3, 8, 9	Instructional Specialist Principal/AP Math Teachers	District Assessments Campus walkthrough forms Lesson Plans Report Card Grades STAAR/NRT/District Assessment Data MAP Assessments			
<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>5) Continue to utilize a math action lab to integrate math skills through hands on kinesthetic learning to support students Memory Retention of: Numeracy Math Fact Patterning (Algebraic Thinking) Spatial Awareness</p>	1, 2, 3, 4, 8, 9	Math Instructional Specialist Math Teachers Principal/AP	District Assessments Campus walkthrough forms Lesson Plans Report Card Grades STAAR/NRT/District Assessment Data MAP Assessments			
<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>6) Continue to implement Project Based units that integrate math TEKS to support students application of difficult math concepts by utilizing, but not limited to: STEM Scopes BIE Gold Standard Lessons Khan Academy</p>	1, 2, 3, 4	Math Instructional Specialist Math Teachers Principal/AP	District Assessments Campus walkthrough forms Lesson Plans Report Card Grades STAAR/NRT/District Assessment Data MAP Assessments			
<p align="center">  = Accomplished  = No Progress  = Discontinue </p>						

Goal 1: Student Growth: WWE will ensure that every child will meet or exceed their personal growth target in Reading and Math

Performance Objective 3: 90% of students will meet their Writing Conditional Growth Index (CGI) as measured by MAP

Evaluation Data Source(s) 3: Using MAP data:

At MOY, 60% will meet CGI

At EOY, 90% will meet CGI

Summative Evaluation 3:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<p>Critical Success Factors CSF 1 CSF 4</p> <p>1) Provide a writing camp for our 4th graders as a part of intervention to support instructional gaps in writing.</p>	1, 2, 3, 9, 10	Principal/AP Teachers in Program Leadership Team	After school program rosters Report cards STAAR/TELPAS data DRA MAP			
Funding Sources: 211 - Title I, Part A - \$1,600.00						
<p>Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>2) Continue to provide training on how to effectively integrate reading and writing across the curriculum and how to assess students progress. Training will focus on the following areas: Abydos Reading/Writing; How to incorporate Grammar Systemically How to create and utilize rubrics for instruction; Developing effective writing products in a variety of content areas.</p>	1, 2, 3, 4, 9, 10	Campus Abydos Trainer LA Cadre Principal/AP	District Assessments PD attendance reports Campus walkthrough forms Lesson Plans Report Card Grades STAAR/District Assessment Data MAP Assessments			
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>3) Teachers will analyze students writing as a team by utilizing our writing continuum and rubric to develop effective writing instruction and teaching points to support students needs.</p>	1, 2, 3, 4, 8, 9	Instructional Specialist Principal/AP Language Arts Teachers	walkthrough forms Lesson Plans Report Card Grades STAAR/District Assessment Data			
 = Accomplished  = No Progress  = Discontinue						

Goal 1: Student Growth: WWE will ensure that every child will meet or exceed their personal growth target in Reading and Math

Performance Objective 4: 90% of students will meet their Science Conditional Growth Index (CGI) as measured by MAP

Evaluation Data Source(s) 4: Using MAP data:

At MOY, 60% will meet CGI

At EOY, 90% will meet CGI

Summative Evaluation 4:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 4</p> <p>1) Purchase supplemental materials and additional resources to supplement FOSS kits and science instruction to support students instructional understanding of difficult concepts in science.</p>	1, 2, 3, 4, 9, 10	Instructional Specialist K-5 Science Teachers Leadership Team	District Assessments and CBQ's Report Cards STAAR data MAP data Lesson Plans			
Funding Sources: 211 - Title I, Part A - \$247.00						
<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 4</p> <p>2) Purchase supplemental materials to supports students maintenance and understanding of core area TEKS.</p>	1, 2, 3, 8, 9, 10	Instructional Specialist Core Committees Principal/AP ILT	District Assessments PD attendance reports Campus walkthrough forms Lesson Plans Report Card Grades STAAR/District Assessment Data MAP Data			
Funding Sources: 211 - Title I, Part A - \$2,500.00						
<p>Critical Success Factors CSF 1 CSF 4</p> <p>3) 5th grade students will have additional focused science labs on a weekly basis that supports areas of need based on their data. Provide hands on resources and experiences during their science lab to reinforce concepts/skills that are abstract/difficult to understand.</p>	1, 2, 3, 8, 9, 10	Principal/AP Teachers in Program Leadership Team	After school program rosters Report cards STAAR/TELPAS data DRA MAP Data			
Funding Sources: 211 - Title I, Part A - \$3,500.00						

<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>4) Continue to utilize our Science Lab to use tools and experiment with different techniques for collecting data. They will be using models and implementing the scientific process to support scientific literacy that incorporates the 4 C's (Collaboration, communication, critical thinking and creativity)</p>	1, 2, 3, 9	Principal/AP Science Teachers Instructional Specialist	walkthrough forms Lesson Plans Report Card Grades STAAR/District Assessment Data MAP Data			
<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 2: School Connectedness: WWE will foster a positive learning climate that will support a strong social connection between students and their learning community within and beyond the classroom.

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

Evaluation Data Source(s) 1: Baseline from pilot 2016
 Classroom belonging 68%
 Classroom engagement 70%
 CClassroom teacher-student relationship 77%

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<p>Critical Success Factors CSF 6</p> <p>1) Continue to provide on going training and support on integrating skills such as the Self Directed Learning Cycle and Habits of Mind into instruction to support implementation of essential skills to support a positive learning environment that focuses on students being self directed.</p>	1, 4	Asst. Principal Counselor CIS Teachers CSHAC/SEL Representatives	PD Attendance Roster Lesson Plans Discipline Records Panorama Data Campus Parent Survey Results			
<p>Critical Success Factors CSF 6 CSF 7</p> <p>2) Character Development Continue to provide training on Character Counts strategies for teachers to integrate into their instructional lessons to support a positive learner centered culture. Teachers will recommend students to receive recognition through our "Lion Prints" Announcements that are given during our Monday morning assemblies. Our counselor will be providing classroom lessons on character development and asset building. She will provide reinforcement activities after lessons to reinforce understanding of concepts. Westwood will identify one student at the campus and district level who demonstrates strong ethical behavior all year.</p>	1, 2, 3, 4, 8	Counselor Principal AP CSHAC/SEL Representatives Teachers	PD Attendance Roster Lesson Plans Discipline Records Panorama Data Campus Parent Survey Results			

<p align="center">Critical Success Factors CSF 1</p> <p>3) Continue to provide training on developing Goal Setting with students to support student academic progress.</p> <p>Students will write in a variety of formats academic goals that they will monitor and reflect on throughout the year to support their progress in meeting end of year expectations.</p>	<p>1, 2, 3, 4, 8, 9, 10</p>	<p>Classroom Teachers Administration Counselor</p>	<p>PD Attendance Roster Lesson Plans Discipline Records Panorama Data Campus Parent Survey Results</p>			
<p align="center">Critical Success Factors CSF 1 CSF 3 CSF 5 CSF 6</p> <p>4) Mentoring</p> <p>Continue to seek mentors for our student who are identified as under performing or at risk of failing. Mentors are defined as: *Adult Volunteers *Selected 4th/5th grade level students to support selected primary students *Selected Middle/HS/College students</p> <p>Mentors will meet regularly with their mentee to build a positive relationship by engaging in ongoing activities through the school year.</p>	<p>1, 2, 8</p>	<p>CIS Administration Counselor</p>	<p>List of students identified by teachers Mentor Log Discipline Records Report Cards STAAR/TELPAS/DRA Panorama Data</p>			
<p align="center">Critical Success Factors CSF 5</p> <p>5) T-2-4 Focused Westwood will continue to incorporate a college and career week for all our students.</p> <p>Provide college information in our parent center to support their awareness of grants and funds available for their children.</p> <p>Provide a parent information session to assist with middle school course selection and how effects graduation requirements.</p> <p>Provide T-2-4 focused presentations at least 4 times a year during Monday morning assemblies.</p>	<p>6</p>	<p>Counselor CIS Worker Principal Asst. Principal</p>	<p>Sign in Sheets Agendas Campus Parent Survey</p>			

<p align="center">Critical Success Factors CSF 6</p> <p>6) Provide a climate that encourages the importance of higher education and learning by displaying posters and bulletin boards. Incorporate college T-shirts as part of our spirit shirts on Fridays to increase students awareness of the variety of colleges available to them.</p>		Counselor Classroom Teachers Administration CIS Worker	End of year student surveys Student Goal Sheets in 5th grade			
Funding Sources: 199 PIC 11 - Instructional Services - \$1,500.00						
<p align="center">Critical Success Factors CSF 1 CSF 5</p> <p>7) Parent Education Activities:</p> <p>Continue to provide a CIS Staff member who will conduct training's on such topics as: Eduphoria/Skyward Info. Health and Wellness Cyberbullying Homework support PBL Triple P Community Resources</p>	1, 6	CIS Worker Principal Asst. Principal Counselor	CIS Parent Evaluation Campus Parent survey Parent Training Attendance Roster Panorama Survey Results			
<p align="center">Critical Success Factors CSF 1 CSF 5</p> <p>8) We will continue to provide at least three parenting workshops for our Westwood parents to support their children throughout their education.</p>	1, 6	CIS Facilitator Principal	CIS Parent Evaluations Campus Parent Survey Parent Training Attendance roster Panorama Survey Results			
<p>9) Outreach Activities</p> <p>Work with liaisons in each of our neighborhoods to support activities on and off campus as needed. Liaisons will meet at least two times a year to discuss community and educational needs.</p>	6	CIS Worker Counselor Principal Asst. Principal	Campus Parent Survey Attendance Roster for meeting Minutes from meeting Panorama Survey Results			
<p align="center">Critical Success Factors CSF 5</p> <p>10) Our parents and staff will continue to work together to provide the following activities which nurture a positive learning community: Meet the Teacher Annual Carnival Primary Storybook Parade Musical programs Classroom Celebrations 5th Grade Moving On Ceremony</p>		Principal Asst. Principal PTA CIS Facilitator Librarian	Campus Parent Survey Attendance Roster for meeting PTA Minutes from meetings related to activities noted Increase in number of parents/students participating			

<p align="center">Critical Success Factors CSF 1 CSF 5</p> <p>11) Provide at least two kindergarten information meetings to support our parents understanding of kindergarten TEKS and home school connection.</p> <p>Provide a parent training on how to utilize the literacy materials in our Parent Center to use at home to support students instructional needs.</p>	1, 6	Kinder Teachers Principal AP Instructional Specialist CIS Worker	Campus Parent Survey Sign in Sheet for parent meeting End of year assessment for kinder Students Progress on Report Cards Improvement in Attendance in Kinder Panorama Survey			
<p align="center">Critical Success Factors CSF 1 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>12) Provide after school programs that support our students social emotional development and connection to their learning community such as, but not limited to: Girls on the Run, Kinder program and Character Building.</p>	1, 3, 7, 8, 10	Principal AP Leadership Team	Afterschool Program Roster District Assessment Report Cards STAAR/TELPAS Data Attendance Panorama Survey results			
Funding Sources: 199 PIC 11 - Instructional Services - \$2,500.00						
<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: Post-Secondary Readiness (Achievement): WWE will increase the number of students in 3rd and 5th grades who meet post-secondary readiness measures in Reading and Math.

Performance Objective 1: WWE will increase by at least 12% the number of students in grades 3 and 5 who meet Post-Secondary readiness measure in both Reading and Math.

Evaluation Data Source(s) 1: 2016-17 Baseline
 11 of 110 (10%) of 4th graders performed at the meets level on reading and math STAAR combined.

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<p>Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>1) To support the continual work on Rigor and Relevance our staff will be engaged in trainings to support Project Based Instruction to all teachers to incorporate Rigor and Relevance into their instruction to support students learning of concepts and skills. To continue to provide training and materials for our Primary and Intermediate Action Based Lab for student to utilize movement by engaging different parts of the brain to support their development. Continue to develop lessons that incorporates critical thinking and real world experiences such as, but not exclusive to: Hands on Real World Project Based Community Service Projects Scenario Based Instruction.</p>	1, 2, 3, 4, 8, 9, 10	Principal Asst. Principal Instructional Specialist/Action Based Facilitator Leadership Team	PD Attendance Rosters Lesson Plans Report Cards Action Lab Log Walkthroughs STAAR/TELPAS DRA			
Funding Sources: 199 PIC 30 - At Risk School Wide SCE - \$1,000.00, 211 - Title I, Part A - \$1,000.00						
<p>Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>2) Technology: Continue to provide software and online programs that supports the integration of technology into instruction to support students utilization within their learning/products/presentation. (Three Year Goal #1-3)</p>		Principal Asst. Principal Technology Specialist Librarian Technology Committee	Teacher Technology Implementation Survey Lesson Plans Student Products			
Funding Sources: 211 - Title I, Part A - \$1,728.00						

<p align="center">Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>3) Provide training for teachers on how to integrate technology TEKS to support integration into core academic areas. Provide on going training for staff on how to utilize technology to support collaborating globally to reinforce integrating skyping, blogging and other forms of media during classroom instruction.</p>		Principal Asst. Principal I Coach Technology Specialist Technology Committee	PD Attendance Roster Walkthrough Observations Lesson Plans Teacher Blogs and other Media Sites			
<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>4) Monitoring Students Progress</p> <p>Meet as teams to desegregate District Assessment data and identify strengths, gaps and needs of our students. Teams will develop grade level goals throughout the year to support overall academic growth and reflect and adjust instruction to support each subgroup as needed. Grade level teams meet at least once a week to discuss and develop instructional plans and reflect on how assessing students understanding of skills/concepts taught. Provide assessment resources to support teachers alignment between intended and taught curriculum.</p>	1, 2, 3, 8, 10	Principal Asst. Principal Instructional Leadership Team Intervention Specialists Grade Level Teams	Walkthrough Observations Lesson Plans Report Cards STAAR/TELPAS/DRA Meeting Agendas and Minutes Instructional Plans			
Funding Sources: 199 PIC 11 - Instructional Services - \$1,000.00						
<p align="center">Critical Success Factors CSF 1 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>5) Provide after school programs that demonstrates college readiness through the completion of rigorous programs such as, but not limited to: Readers Theater, STEM Class, Legos and Robotics and Coding.</p>	1, 3, 8, 10	Principal Asst. Principal Leadership Team	Afterschool Program Rosters District Assessments Report Cards STAAR/TELPAS Data Attendance			
Funding Sources: 199 PIC 11 - Instructional Services - \$2,500.00						
<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>6) Provide computers to support students to work on online applications and Project Based activities that support personalized learning.</p>	1, 2, 3, 4, 5, 8, 9	Principal Asst. Principal Leadership Team	Teacher Technology Implementation Survey Lesson Plans Student Products			
Funding Sources: 211 - Title I, Part A - \$5,057.00						
<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 4: Post-Secondary Readiness (Equity): WWE will close the post-secondary achievement gaps across the following student groups: students with disabilities and students who are English Language Learners.

Performance Objective 1: WWE will close the achievement gap between ELL and non-ELL in grades 3 - 5 Reading by 10%.

Evaluation Data Source(s) 1: STAAR performance in Reading.

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<p>System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 4</p> <p>1) Purchase supplemental materials to supports students maintenance and understanding of core area TEKS.</p>	1, 3	Instructional Specialist Core Committees Principal/AP ILT	District Assessments PD attendance reports Campus walkthrough forms Lesson Plans Report Card Grades STAAR/District Assessment Data Panorama Data			
Funding Sources: 211 - Title I, Part A - \$2,500.00						
<p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>2) Provide training for teachers on how to accommodate and meet individual education plans to support students academics needs.</p>		Special Ed Team Dyslexia Specialist Principal/AP	Sign in Sheets Agenda Walkthrough Observations Report Cards STAAR/TELPAS			
<p>Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>3) ELL Development: Continue to develop our Dual Language program into our K - 5th grade bilingual classrooms to support students conceptual understanding of concepts and skills in their 2nd language. Continue to provide training for staff to support the implementation of the English Proficiency Standards (ELPS) for L2 students. Provide our bilingual/ESL students who show a need of English development tutorial/intervention support through a part time bilingual intervention specialist.</p>		Principal Asst. Principal Bilingual Committee Campus Bilingual Rep.	PD Attendance Rosters Walkthrough Observations Lesson Plans Report Cards STAAR/TELPAS DRA			
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>4) 5th grade teachers will evaluate and revise their grade level curriculum to support priority standards in the Summit Platform by incorporating district curriculum, Summit lessons and teacher created lessons to support during and after school instruction</p>	1, 2, 3, 4, 8, 9	Principal 5th Grade Teachers ILT	Report Cards STAAR/TELPAS DRA Walkthrough Observations Quest Student Data			
Funding Sources: 199 PIC 11 - Instructional Services - \$420.00						

<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>5) Study Trips</p> <p>Provide field-based experiences for students to support classroom curriculum and instruction in at least one content area. 5th grade science camp K-5th grade level selected study trips Program specific study trips College Awareness/Focus of study trips</p>	1, 10	Team Leaders Administration	STAAR/TELPAS Report Cards Lesson Plans			
<p>Funding Sources: 211 - Title I, Part A - \$8,000.00, 199 PIC 11 - Instructional Services - \$1,000.00</p>						
<p align="center">Critical Success Factors CSF 1 CSF 5</p> <p>6) Academic Events</p> <p>Continue to differentiate parental involvement activities on our campus to meet specific student and parent needs: Incorporate Curriculum Night as part of our Open House Activities STAAR Information Night Family Library Nights Interdisciplinary Night (Science/Math/Technology) Night 2nd - 5th Grade Testing Information Nights.</p>	1, 6, 10	Administration Family Library Night Coordinator Librarian Instructional Specialists Core Committee Cadre Chairs	Number of parents attending (sign in sheet) School Parent Survey			
<p>Funding Sources: 211 - Title I, Part A - \$2,550.00</p>						
<p align="center">Critical Success Factors CSF 1 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>7) Continue our after school tutorial programs that supports Language Arts and Math of at risk students.</p>	1, 2, 3, 8, 9, 10	Principal Asst. Principal Leadership Team	Afterschool Program Rosters District Assessments Report Cards STAAR/TELPAS Data Attendance			
<p>Funding Sources: 211 - Title I, Part A - \$22,590.00</p>						
<p align="center">  = Accomplished  = No Progress  = Discontinue </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	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<p>Critical Success Factors CSF 1 CSF 2</p> <p>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. Bilingual/ESL Program OWDL Stat Comp ed. Programs Gifted and Talented After School Program</p>		Principal Asst. Principal Counselor CIT Members Bilingual Committee Special Ed. Teachers	Report Cards STAAR/TELPAS DRA Promotion/Retention data Discipline PIEMS data			
<p>Critical Success Factors CSF 2 CSF 4 CSF 7</p> <p>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.</p> <p>Reading teachers will continue to implement: a literacy notebook that contains, but not limited to anecdotal notes and running records of students reading progress to support their reading development.</p> <p>Kinder - 3rd grade will continue to utilize an electronic reading tracker to monitor students progress on a monthly basis. During that time teachers will discuss needs and adjustments to instruction to support students needs.</p> <p>Teachers will incorporate a short/long term trajectory that they will monitor and utilize with the skills for surface and deep structures to support individualized guided instruction.</p>	3, 8	Principal Asst. Principal Leadership Team Grade Level Team Campus Intervention Specialist	Report Cards STAAR/TELPAS DRA District Assessments			

<p style="text-align: center;">Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <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. Meet with grade level teachers at the beginning of the year to discuss students at risk. Review and revise instructional plans to support their needs. Teams will meet at least once a week to discuss students response to instruction and develop a plan of action for students who still need additional support. Our leadership team will meet with grade level teams at least each 9 weeks to discuss students progress and if additional support is needed.</p>	<p>Principal Asst. Principal Leadership Team Grade level Teams Campus Improvement Specialist</p>	<p>Report Cards STAAR/TELPAS DRA District Assessments Promotion/Retention Data</p>			
<p style="text-align: center;">Critical Success Factors CSF 1 CSF 4 CSF 7</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). 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. This year our teachers will continue to develop their technology skills through our faculty meetings that support teachers integration of technology: Devices Applications Programs This year our Early Adopter Team will continue to meet to support our continual growth in integrating technology and developing our understanding of how to incorporate problem based learning.</p>	<p>Principal Asst. Principal Leadership Team Early Adopter Cadre Campus Technology Representative</p>	<p>Implementation Survey Lesson Plans Student Products</p>			

<p>5) Promote parent and community involvement in drug and violence prevention programs/ activities. Students will participate in Healthy Choices Week within the instructional day by providing activities to incorporate into teachers lessons. Our counselor will provide guidance lessons on resistance to peer pressure and bullying Continue to incorporate student programs for 4th and 5th grade students (Girls Club and RAP) who are at risk which incorporates developmental assets into activities. Provide bullying presentations for parents and staff.</p>	SDFSCC Campus Facilitator Counselor Principal Asst. Principal CIS Facilitator Club Sponsor	End of year Parent survey Panorama Data Promotion/Retention Data Discipline (PEIMS Reports)			
Funding Sources: 199 PIC 11 - Instructional Services - \$750.00					
<p>6) Provide professional development based on level of expertise and need in the following areas: * Bullying Prevention * No Place for Hate * CSHAC * SEL Our CIS, counselor and principal will meet with our parents on topics listed above at least once a month.</p>	Principal Counselor Asst. Principal CIS Facilitator SDFSC Campus Facilitator SEL Sponsor	Participation Rosters Parent Evaluation Campus End of the year survey Discipline (PEIMS data)			
Critical Success Factors CSF 1					
<p>7) SPECIAL EDUCATION - Monitor LRE ratio. Develop campus capacity to support inclusive programming for students with disabilities. Evaluate campus LRE ratio. We will continue to develop and implement a levels of support plan and monitor its effectiveness on a bimonthly basis. Special Ed. staff will attend district level training on differentiation and modifications to meet students IEPs. We will provide additional time to inclusion teachers and special ed. staff to discuss student needs and provide opportunities for effective co-teaching. Provide portfolios with IEP's for every staff member who has a special ed. student. Provide additional support for students needing accommodations during STAAR testing.</p>	Principal Asst. Principal Special Ed. Staff Diagnostician Inclusion Teachers	LRE campus ratio annual report STAAR/TELPAS DRA District Assessment			
Funding Sources: 199 PIC 11 - Instructional Services - \$1,000.00					

<p>8) SPECIAL EDUCATION - Examine state assessment reports to evaluate progress of students with disabilities relative to ARD committee recommendations and predictions. How accurately did ARD committee recommendations predict and guide student achievement on state assessments? Continue to maintain and analyze students academic history and overall needs to make appropriate ARD decisions. Review all IEPs to ensure rigor and alignment to students academic needs. Continue to utilize reading continuum and LLI program to accelerate students reading development to support students to be on grade level.</p>		<p>Principal Asst. Principal Diagnostician Inclusion Teachers Special Ed. Staff</p>	<p>LRE campus ratio annual report STAAR/TELPAS DRA District Assessments</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. Meet with Special Ed. and support staff individually to develop a professional development plan related to their individual professional needs. Campus personnel will monitor individual Mandt training timelines and will acquire recertification as needed. Monitor students on going development by having a Representative from Special Ed in our weekly leadership meetings to discuss students progress and needs.</p>	<p>4, 10</p>	<p>Principal Asst. Principal Diagnostician Inclusion Teachers Special Ed. Staff Leadership Team</p>	<p>LRE campus ratio annual report STAAR/TELPAS DRA District Assessments ARD Minutes IEP's</p>			

<p style="text-align: center;">Critical Success Factors CSF 1</p> <p>10) STATE COMP ED - Provide supplemental At-Risk services/support in the content areas: * Language Arts * Math * Science * Social Studies * LEP Intervention Specialist</p> <p>We have and will continue to monitor and evaluate our programs by continually collaborating and working through our leadership team, team leaders and grade level meetings on an ongoing basis to provide the support that is needed systemically to individual teachers. They will provide this support through: -Our intervention specialist will be providing in class support with small group instruction. Our I Coach will work with teachers on instructional needs and model lessons as needed. - Training as needed in areas such as interdisciplinary instruction, questioning, differentiated instruction, rigor and relevance. Our librarian and Instructional specialist for technology will continue to provide training that supports the integration of technology in classrooms.</p>		Principal Asst. Principal Librarian Campus Technology Rep. Classroom Teachers Intervention Specialist	STAAR/TELPAS DRA District Assessments Report Cards ILT Minutes Walkthrough Observations Attendance Rosters for PD			
	Funding Sources: 211 - Title I, Part A - \$126,803.00					

<p align="center">Critical Success Factors CSF 1</p> <p>11) -Identify At-Risk students; provide them with supplemental services; and monitor progress (including continual English language development for LEP students) Materials include: manipulatives, literacy materials, STAAR support, bilingual material After-school extended day instruction.</p> <p>-Continue to provide additional math materials to support the implementation of Singapore math and training on how to utilize them to support the development of our students' problem solving skills.</p> <p>-Provide additional guided reading materials for our classroom teachers to support small group instruction for students who are not meeting reading expectations.</p> <p>-Provide during the day and after school intervention for students who are not meeting expectations at each district assessment period.</p> <p>Provide bilingual materials to incorporate an effective intervention program (during and after school) for our students who are not meeting L2 expectations at 2nd -5th grade levels. Materials needed for programs include: manipulatives, literacy materials, STAAR support, bilingual material</p>		Principal Asst. Principal Intervention Specialist Team Leaders Campus Technology Rep.	STAAR/TELPAS DRA District Assessments Report Cards Walkthrough observations Attendance Rosters for PD			
<p align="center">Funding Sources: 199 PIC 11 - Instructional Services - \$2,500.00</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>-Work with district level Community Relations department to recruit and train mentors for identified students in 3rd - 5th grade.</p> <p>- Work with Community Relations department to train volunteers to support students before, during and after school.</p> <p>- Strengthen current partnerships and develop new partnerships to build support for WWE students and teachers by providing monthly meetings, coffees and round tables through our CIS.</p> <p>-Recognize and highlight a volunteer of the month in our newsletter and post information in the front office with picture, as well as provide a parking space for them in the front of the building.</p> <p>- Hold volunteer recognition breakfast at end of year</p>	1, 6, 8	Principal Asst. Principal CIS Facilitator Counselor	End of year volunteer log End of year Campus survey Newsletter CIS data on students Attendance of end of year event			

<p align="center">Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>13) TITLE II A - Provide professional development to CIT, teachers, and administrators that increases knowledge and skills related to: This year during trainings we will provide the following staff development to support our staffs instructional skills for improving teaching and learning (CIT members will be invited to attend these training's):</p> <ul style="list-style-type: none"> * vertical alignment meetings between grade levels. * 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. *Continue discussions on the implementation of One-Way Dual Language * Project Based Learning * This includes opportunities for teachers to be coached, attend sustained training/in-services/ workshops and/or conferences together with structured follow-up on small group instruction. 		Principal Asst. Principal Team Leaders Intervention Specialist	Implementation Survey Teacher Appraisals Panorama Data DRA/EDL Report Cards STAAR/TELPAS			
<p>Funding Sources: 211 - Title I, Part A - \$4,000.00</p>						
<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</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> <ul style="list-style-type: none"> - Teachers and staff will participate in effective instruction professional development in August. At least two follow up sessions will be provided in areas of need based on teacher walk throughs. - Teachers will collaborate by grade levels and implement task analysis for planning delivery of effective lessons including technology integration during roadmapping and extended planning sessions. 		Principal Asst. Principal Leadership Team	Implementation Survey Teacher Appraisals (Walkthroughs) Panorama Data DRA/EDL Report Cards STAAR/TELPAS			
<p>Funding Sources: 211 - Title I, Part A - \$5,000.00</p>						

<p>15) Provide support for new teachers with ongoing mentoring and planning with certified staff. New teachers will receive a mentor in their area of instruction. New teachers will attend weekly meetings in the Fall and bimonthly meetings in the Spring with the principal to discuss any needs and expectations. They will also work with their team and 03's support to develop their instructional skills and goals for the year.</p>	4, 5, 9	Principal Asst. Principal Team Leaders Lead Mentor	Implementation Survey Minutes from lesson planning Mentor Log			
<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. Campus leadership will attend district job fairs to recruit highly qualified staff. Continue to develop our website and include more information about campus activities for students.</p>	9	Principal Asst. Principal Website Coordinator	Website Faculty Retention Rate Job Fair sign in sheet			
<p>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. Provide monthly parent meetings through our WWE parent center that discusses the activities/events we are doing at Westwood and how parents can work with teachers. Provide faculty meetings with ways to build parent involvement in their students learning.</p>	6, 10	Administration CIS	End of year Parent Survey End of year Increase in # of parent volunteers from last year End of year increase in parent participation in parent conference			
<p>18) PreK and K teachers develop transition strategies. Elementary campuses provide kindergarten orientation at different times and in a variety of settings. Parents will attend at least one parent meeting in the Fall/Spring related to a specific topic that will be conducted at least 4 times throughout the year. Invite 2018-19 Kinder Parents to a transition meeting in May.</p>		Kinder Team Leader Administration CIS	End of year Parent Survey Attendance Sign in Sheet from parent meeting			
<p>19) GIFTED AND TALENTED - Provide opportunities for G/T professional development, based on level of expertise and need, in one of the following areas: We will continue to assess and identify GT student needs and work with parents on how to support them at home. We will provide training's during our faculty meeting that focuses on differentiation strategies for GT students.</p>	3, 4	Counselor Librarian Administration	Sign in Sheets for trainings and meetings Lesson Plans			

<p>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. During planning discuss and develop learning strategies to support our GT students. Continue to develop differentiated workstations that are open ended and challenge our GT students.</p>		<p>Administration Team Leaders Counselor Instructional Specialists</p>	<p>Lesson Plans Walkthroughs/Appraisals End of Year DRA/EDL Increase in Commended level for STAAR</p>			
<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. Conduct an annual G/T parent meeting to develop awareness of the program, identification, and requirements. Complete GT screening and analyze for possible testing. Utilize 2nd grade standardized testing to help identify students who may need to be screened for GT.</p>	<p>1, 2, 5, 6, 10</p>	<p>Administration CIS Nurse PE Teachers CSHAC Committee</p>	<p># of parents attending activities End of year parent survey</p>			
<p>22) COORDINATED SCHOOL HEALTH (CSH) and CIP - Steps to incorporate CSH - 1.Review the School Health Index completed by the C-SHAC 2.Identify focus area(s) for campus 3.Choose focus area(s) to place in this area of Required Elements 4.Recommended indicators for assessing CSH may be chosen from this list of approved indicators that are completed each year: a.District Five Year Goal Campus Survey b.School Health Index c.SEL/40 Developmental Asset Survey Provide Asthma Awareness training for the staff. Provide a Family health and fitness night. Provide at least one parent meeting that discusses CSHAC at Westwood and get input related to focused areas.</p>		<p>Administration CIS Nurse Counselor PE Teachers CSHAC Committee</p>	<p># of Parents attending activities End of year parent survey CSHAC Campus Coordinator School Health Checklist</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. This activity is completed in the first 9 weeks of school with a meeting held to discuss the compact's and Parent Involvement Policy's importance with the parents. The compact and Parent Involvement Policy are included in the Title I portfolio.</p>	<p>6</p>	<p>Principal Assistant Principal CIT CIS Counselor</p>	<p>Final revised parent compact with signatures Final revised parent involvement policy with parent signatures</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 as the opening activity at our Parent/Teacher Meet and Greet to which all parents will be invited. The above topics will be served.</p>	6	Principal AP Counselor CIS	End of year parent survey Agenda of Parent Meeting Notes from Parent Meeting			
--	---	-------------------------------------	--	--	--	--



= Accomplished



= No Progress



= Discontinue

System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	Provide trainings and planning time on creating effective questioning for instruction and formative assessments. Teachers will be provided Lead4ward as well as other resources to support their alignment to TEKS when developing/implementing their questions.
1	1	2	Provide opportunities for teachers to attend trainings to support differentiated instruction/Blended Learning and developing lessons with effective teaching points to support students needs. Trainings will focus in the following areas: Balanced Literacy CAFE/Daily 5 Developing reading instruction Summit for 5th grade
1	1	3	Continue to incorporate literacy groups for student as needed to support our students needs. Provide instructional resources that incorporate a variety of modalities (listening, speaking, reading and writing) to support teaching points during instruction. Develop training to support accelerated learning in small group instruction to support an increase in the number of students scoring above grade level.
1	1	4	Academic Training Continue to provide training on small group/differentiated instruction to support implementation in classrooms through: Guided Reading Literacy Groups Vocabulary Development Academic Stations that support At risk to GT level Continue to provide ongoing training on the utilization of data to support a data driven culture that allows teachers to inform their daily instruction through informative assessments such as, but not limited to: running records miscues, check points, anecdotal records, etc... in order to create individualized plans for at risk students that need support.
1	2	1	Provide training and resources to support differentiated/small group instruction in difficult math concepts through: Guided Math Numeracy Development Number Talks Academic Stations that support At risk to GT level
1	2	2	Continue to provide training on Sheltered instruction to support development in algebraic reasoning/problem solving. Have at least one teacher per grade level in K -5th attend training on problem solving/algebraic reasoning. Teachers will create anchor problem solving samples by grade level to support alignment to TEKS/multiple measures.
1	4	1	Purchase supplemental materials and additional resources to supplement FOSS kits and science instruction to support students instructional understanding of difficult concepts in science.
1	4	2	Purchase supplemental materials to supports students maintenance and understanding of core area TEKS.
4	1	1	Purchase supplemental materials to supports students maintenance and understanding of core area TEKS.

Campus Advisory Committee

Committee Role	Name	Position
Administrator	Kathryn Lee	Assistant Principal
Classroom Teacher	Griselda Trevino	3rd Grade Teacher
Non-classroom Professional	Angelique Moulton	Instructional Specialist
Classroom Teacher	Suzanna Hill	5th Grade Teacher
Non-classroom Professional	Zella Novak	Special Ed. Teacher

Campus Funding Summary

199 PIC 11 - Instructional Services					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	6		6399	\$1,500.00
2	1	12		6116	\$2,500.00
3	1	4	Subs for data Conferences	6112	\$1,000.00
3	1	5	Funding for Programming	6116	\$2,500.00
4	1	4	Stipend for Curriculum Writing to support Quest Program	6116	\$420.00
4	1	5	Study Trip	6494	\$1,000.00
5	1	5	Materials and resources	6399	\$750.00
5	1	7	Subs for STAAR Testing	6112	\$1,000.00
5	1	11	At Risk Funds	6399	\$500.00
5	1	11	Bilingual Funds	6399	\$2,000.00
Sub-Total					\$13,170.00
Budgeted Fund Source Amount					\$20,635.00
+/- Difference					\$7,465.00
199 PIC 23 - Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$280.00
+/- Difference					\$280.00
199 PIC 25 - ESL/Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$2,010.00

					+/- Difference	\$2,010.00
199 PIC 30 - At Risk School Wide SCE						
Goal	Objective	Strategy	Resources Needed	Account Code	Amount	
1	1	3	Literacy Materials for classroom Library, guided reading and Mentoring Minds	6329	\$1,000.00	
3	1	1	materials and resources for ABL/PBL (General)	6399	\$1,000.00	
					Sub-Total	\$2,000.00
					Budgeted Fund Source Amount	\$7,436.00
					+/- Difference	\$5,436.00
199 PIC 99 - Undistributed						
Goal	Objective	Strategy	Resources Needed	Account Code	Amount	
					\$0.00	
					Sub-Total	\$0.00
					Budgeted Fund Source Amount	\$15,934.00
					+/- Difference	\$15,934.00
211 - Title I, Part A						
Goal	Objective	Strategy	Resources Needed	Account Code	Amount	
1	1	2	Funding for Substitutes	6112	\$6,350.00	
1	1	3	Supplies and materials	6399	\$5,500.00	
1	1	4	All In Learning Supplies (Air Pad Systems and Document Cameras)	6399	\$3,425.00	
1	2	1	Instructional Materials	6399	\$500.00	
1	3	1	Funds for tutorials	6116	\$1,600.00	
1	4	1	Supplemental Materials for FOSS Kits and Science Instruction	6399	\$247.00	
1	4	2	Supplemental Instructional Materials	6329	\$2,500.00	
1	4	3	Resources for Science Lab	6399	\$3,500.00	
3	1	1	Books for book study, and SD trainings	6329	\$1,000.00	
3	1	2	Online Subscriptions, licences, software	6397	\$1,728.00	
3	1	6	Technology	6398	\$5,057.00	

4	1	1	Supplemental Instructional Materials	6329	\$2,500.00
4	1	5	Study Trips	6494	\$4,000.00
4	1	5	Admission Fees and Charter buses	6412	\$4,000.00
4	1	6	Author Presentations	6299	\$1,000.00
4	1	6	Misc. materials for parent activities	6499	\$164.50
4	1	6	Stipend for Family Library Nights	6116	\$500.00
4	1	6	Reading Materials for ESL Adult	6329	\$885.50
4	1	7	Funding for Tutorials	6116	\$22,590.00
5	1	10	Primary Mainstream Intervention (Full time) Bilingual Intervention (75%)	6119	\$126,803.00
5	1	13	Registration for Trainings	6411	\$2,000.00
5	1	13	Registration Fees for Region 4	6239	\$2,000.00
5	1	14	Funding for Curriculum/Instructional Planning	6116	\$5,000.00
Sub-Total					\$202,850.00
Budgeted Fund Source Amount					\$198,100.00
+/- Difference					\$-4,750.00
Grand Total					\$218,020.00