Spring Branch Independent School District

Valley Oaks Elementary School

2017-2018 Campus Improvement Plan

Accountability Rating: Met Standard

Mission Statement

Valley Oaks Elementary exists to prepare all student learners:

to become productive, self-motivated problem solvers.

to contribute successfully to society.

to have an awareness of opportunities beyond elementary school.

Vision

Our highly skilled staff will ensure that all student learners will achieve yearly academic growth in order to become successful readers, writers, and problem solvers.

Value Statement

Every Child

Collective Greatness

Collaborative Spirit

Limitless Curiosity

Moral Compass

Comprehensive Needs Assessment

Demographics

Demographics Summary

Valley Oaks Elementary School is a neighborhood school in Spring Branch ISD. In the 16-17 school year, we had 618 students. We span PreK-5. 14.4% of our students are economically disadvantaged and 9.4% are English Language Learners. We have a mobility rate of 6.1%.

Demographics Strengths

VOE has a small mobility rate. The majority of students stay at Valley Oaks for their entire elementary schooling. The PTA is a very active and supportive group at Valley Oaks. They raise money for the school that provides for additional staffing, instructional materials, and technology.

Problem Statements Identifying Demographics Needs

Problem Statement 1: There is a large achievement gap between ELL and non-ELL students in Reading and Math on Meets Standards on STAAR. In 3rd Reading, the gap was 59. In 4th Reading, the gap was 68. In 5th Reading, the gap was 84. **Root Cause**: Home languages other than English

Student Academic Achievement

Student Academic Achievement Summary

On the Performance Index Report, VOE scored a 83% in Index 1 which measures Student Achievement. This means that 83% of our students that took STAAR tests, met the passing standard.

Student Academic Achievement Strengths

72% of 3rd and 5th grade students achieved Post-Secondary Readiness on Reading STAAR.

62% of 3rd and 5th grade students achieved Post-Secondary Readiness on Math STAAR.

72% of our second grade learners achieved DRA scores of 28 or above.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Our LEP students do not show the same progress on STAAR that other sub-populations show. **Root Cause**: English Language Proficiency

School Processes & Programs

School Processes & Programs Summary

Valley Oaks is known for having a warm and welcoming climate. Students, teachers, staff, and parents report feeling a family atmosphere when entering school grounds. We have a highly professional staff at VOE. Overall, the staff is positive and hard working.

We have many different assessments and surveys to help drive our instruction and meet students' needs. This year, we will administer the MAP test which provides us with student growth data three times per school year in Reading and Math.

School Processes & Programs Strengths

At VOE, we have a rigourous hiring process. Teachers support each other and work together. We have wonderful parental involvement and a low attrition rate.

Perceptions

Perceptions Summary

The Panorama survey was admininsterd to VOE faculty and staff in the spring of 2017. Overall, survey results from teachers who responded to the survey were positive. All of the teachers indicated that they would recommend Valley Oaks Elementary School to friends or colleagues looking for a teaching position. Survey results show that teachers have favorable views about faculty growth mindset, educating all students, student mindset, and teaching efficacy. Survey results also show that there are opportunities for addressing feedback and coaching. Teachers were less favorable about the amount and frequency of feedback they receive at work. Additional opportunities include improving professional learning for teachers as they were less favorable about the value of the professional development that was available. Lastly, efforts to increase teacher response rates on future surveys should be considered, this will ensure that the insights gained are truly representative.

Perceptions Strengths

According to the Panorama survey, all of the teachers indicated that they would recommend Valley Oaks Elementary School to friends or colleagues looking for a teaching position. Survey results show that teachers have favorable views about faculty growth mindset, educating all students, student mindset, and teaching efficacy.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Teachers are not given enough feedback on their teaching. **Root Cause**: Administrators are often busy with things and are not in classrooms observing and providing specific feedback.

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
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records

- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject

Employee Data

- Professional learning communities (PLC) 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

Goals

Goal 1: Student Growth: 60% of students K-5 will meet their growth target on MAP in Reading and Math.

Performance Objective 1: 60% of students K-5 will meet their growth target on MAP in Reading and Math.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) Students will participate individualized programming in TTM & Dreambox.	Administration Teachers Interventionists	Increase performance in Math on STAAR and MAP			
	Funding Sources: 199 PIC 11 - Instructional Services - $7,200.00				
2) Teachers will create units of instruction in ItsLearning to individualize student learning.	Administration Teachers Interventionists	Decreasing performance gap between struggling students and on level performers			
3) Instructional support provided by interventionists based on student need.	Administration Teachers Interventionists	Students will develop strategies and skills to increase comprehension and knowledge.			
100% = Accomplished 0% = No Progress ✗ = Discontinue					
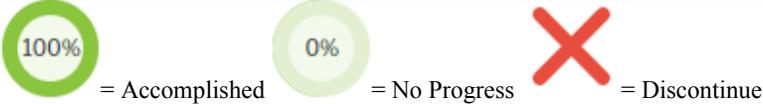
Goal 2: School Connectedness: 75% of students report a strong social connection between teachers and students within and beyond the classroom on the Panorama end of year survey.

Performance Objective 1: [Connectedness]
75% of students report a strong social connection between teachers and students within and beyond the classroom on the Panorama end of year survey.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) Teachers provide students with agency, or choice in learning.	Administration Teachers Counselor Interventionists	Increased student engagement			
2) Teachers routinely greet students in the hallways with finger waves and fist bumps.	Administration Teachers Counselor Interventionists	Attendance increased - students want to come to school			
3) Counselor conducts guidance lessons in the classroom on a regular basis.	Administration Teachers Counselor Interventionists	decrease in discipline referrals			
4) Teacher facilitates cooperative learning with the intent to engage every child.	Administration Teachers Counselor Interventionists	increased student engagement (time on task)			
100% = Accomplished	0% = No Progress	✗ = Discontinue			

Goal 3: Post-Secondary Readiness, Achievement: Increase the number of students reaching the post-secondary readiness standard (Meets Standard) on STAAR Reading and Math in grades 3-5.

Performance Objective 1: For 3rd grade STAAR, 70% of students will Meet Standard in Math and 80% will Meet Standard in Reading. (MEETS level)

For 4th grade STAAR, 75% of students will Meet Standard on Math and 84% in Reading. (MEETS level)

For 5th grade STAAR, 55% of students will Meet Standard on Math and 66% on Reading. (MEETS Level)

Evaluation Data Source(s) 1: STAAR

Summative Evaluation 1:

| Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) Use vertical PLCs to identify areas of strengths and weaknesses in the VOE curriculum and incorporate rigor	Principal, AP, Teachers				
Critical Success Factors CSF 1 2) Neuhaus Training for new VOE staff.	Instructional coaches Administration	MAP growth			
3) All staff members will participate in 1-2 peer observations during the 17-18 school year.	Instructional Coach Administration	feedback survey between teachers and administration			
4) Teachers will work in grade level teams to develop one unit of study during the fall semester on ItsLearning.	Principal, AP, STEM Coach, Librarian	Activity of students and teachers on ItsLearning			
5) Recognize students for high academic achievement and academic improvement.	Principal, AP	Increased academic achievement			
6) Monitor progress of students failing to meet SSI promotion requirements in the previous academic year and provide remediation via supplemental materials and services. VOE will actively monitor student progress through PLC meetings.	Principal, AP, STEM Coach, Primary Interventionist, Classroom Teachers, Counselor, Team Leaders	STAAR passing rates			
7) At least once monthly, teachers will meet in Professional Learning Communities to review data, set goals, and plan intervention for students	Principal, AP, STEM Coach, Primary Interventionist, Classroom Teachers	Increase in teacher collaboration and student achievement.			

| 8) Provide grade levels with one planning day per semester. | Administration
Teachers
Team Leaders | | | | |

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

Goal 4: Post-Secondary Readiness, Equity: Decrease the performance gap between our ELL students and non-ELL students.

Performance Objective 1: On Reading STAAR, the gap between our ELL and non-ELL students will be less than 60% on Met Standard.

    Evaluation Data Source(s) 1: STAAR results

    Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) John Seidlitz training for all staff in January '18.	Instructional Coach/Administration	At least one year growth on TELPAS scores.			
System Safeguard Strategy 2) Staff development regarding ELP's strategies.	Administration Instructional Specialists	Student MAP scores Student STAAR scores Student DRA Scores			
3) Monthly progress meetings with grade level teams and block teachers on progress of LEP students.	Administration Instructional Specialists	TELPAS scores MAP scores			
4) Classroom observations by administration and interventionists to point out ELPS strategies observed.	Principal, AP	Growth on TELPAS			
100% = Accomplished 0% = No Progress ✕ = Discontinue					
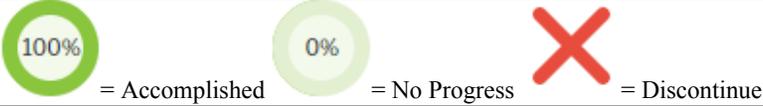
Goal 5: To remain in compliance with Federal and State law.

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.	Principal AP Counselor Diag Sped teachers	Student progress on IEPs, TELPAS			
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.	Instructional Coach Administration	TELPAS scores DRA Scores			
System Safeguard Strategy 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.	Administration Classroom Teachers	Teacher progress monitoring forms			
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.	Campus Technology Representative	Student produced works			

5) Promote parent and community involvement in drug and violence prevention programs/ activities. D.A.R.E. GREAT Parent Education	Administration Counselor	D.A.R.E. & GREAT programs completed with Memorial Villages Police Department			
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 * CSHAC * CARES * Developmental Assests * TRIBES * Love and Logic	Counselor	Professional Development			
7) SPECIAL EDUCATION - Monitor LRE ratio. Develop campus capacity to support inclusive programming for students with disabilities. Evaluate campus LRE ratio.	Special Education Staff	End of year LRE ratio reports			
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?	Special Education Staff Administration	% of students who were referred qualifying for sped			
9) SPECIAL EDUCATION - Ensure that Special Education staff, building administrators, and counselors are trained on and adhere to Special Education timelines and compliance requirements.	Special Education Staff Administration	training documents			

10) STATE COMP ED - Provide supplemental At-Risk services/support in the content areas: * Language Arts * Math * Science * Social Studies	Instructional Coach	increase of scores			
	Funding Sources: 199 PIC 24 - At Risk - $1,300.00				
11) Identify At-Risk students; provide them with supplemental services; and monitor progress (including continual English language development for LEP students)	Administration Classroom Teachers Instructional Coach	increase in scores			
	Funding Sources: 199 PIC 24 - At Risk - $1,300.00				
12) Develop, monitor, and evaluate campus volunteer/partnership programs that include: * recruitment * training/support * recognition of volunteers/partnerships	Counselor	end of year evaluation			
13) TITLE II A - Provide professional development to CIT, teachers, and administrators that increases knowledge and skills related to: * vertical alignment * instructional strategies to meet the needs of diverse student populations * integration of technology into curricula and instruction for improving teaching, learning, and technology literacy * STAAR testing and the state curriculum standards (TEKS) in the content areas of English/Language Arts, social studies, and/or science, and/or math. * DDI * 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.	Administration Instructional coach	Staff development logs			

System Safeguard Strategy 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. (c) Implement Professional Learning Communities frameworks within grade levels to enable staff to collaborate effectively regarding student progress and research based strategies.	Instructional Coach Administration	Staff Development logs Staff Surveys Campus and Grade Level PLC Rubrics			
15) Provide support for new teachers with ongoing mentoring and planning with certified staff.	Assistant Principal Campus Lead Mentor	% of students in new teachers classrooms exhibiting one year growth.			
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.	Administration	NCLB reports			
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.	Administration CIT	CIT Minutes			
18) PreK and K teachers develop transition strategies. Elementary campuses provide kindergarten orientation different times and in a variety of settings.	Pre-K teachers Instructional Coach Pre-K Center (Bear Blvd)	Vertical Team minutes			
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.	Administration Counselor Librarian	Teacher Staff Development Hours			
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.	Counselor Instructional Specialists	End of Year GT Survey			

21) GIFTED AND TALENTED - Conduct annual G/T evaluation by following the district-wide 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.	Counselor	End of Year Survey			
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	Counselor Health Fitness Teacher	CSHAC Meeting minutes/end of year survey			

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

System Safeguard Strategies

Goal	Objective	Strategy	Description
4	1	2	Staff development regarding ELP's strategies.
5	1	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.
5	1	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. (c) Implement Professional Learning Communities frameworks within grade levels to enable staff to collaborate effectively regarding student progress and research based strategies.

Campus Funding Summary

199 PIC 11 - Instructional Services

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Dreambox Subscription	6397	$7,200.00
				Sub-Total	$7,200.00
				Budgeted Fund Source Amount	$27,736.00
				+/- Difference	$20,536.00

199 PIC 23 - Special Education

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$220.00
				+/- Difference	$220.00

199 PIC 24 - At Risk

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	10			$1,300.00
5	1	11	At-Risk	6399	$1,300.00
				Sub-Total	$2,600.00
				Budgeted Fund Source Amount	$1,300.00
				+/- Difference	$-1,300.00

199 PIC 25 - ESL/Bilingual

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$285.00
				+/- Difference	$285.00

199 PIC 99 - Undistributed

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$11,760.00
				+/- Difference	$11,760.00
				Grand Total	$9,800.00