Spring Branch Independent School District

Valley Oaks Elementary School

2016-2017 Campus Improvement Plan

Comprehensive Needs Assessment

Student Achievement

Student Achievement Strengths

73% of our English Language Learners in first grade through fifth made at least one years' growth as measured by 2016 TELPAS.

84% of our second grade learners achieved DRA scores of 28 or above.

Student Achievement Needs

Looking forward to our goal with second grade students. Adjusting the goal to include a percentage of students above DRA level of 28 would be appropriate at this time.

Continue to focus on one year growth of all ELL learners as measured by TELPAS results.

School Culture and Climate

School Culture and Climate Summary

According to our Organizational Health Survey, our scores were the highest of all elementary schools in the district. The average score for elementary schools was 579. Valley Oaks overall score for the 2014-15 school year was 703. We will continue to maintain these high scores by focusing on building and maintaining positive relationships.

Technology

Technology Summary

The data from teacher observations and the observations of student work does not show that our students are utilizing technology to it's fullest capacity. We will need to focus on providing students the opportunity to create products with the use of technology.

Comprehensive Needs Assessment Data Documentation

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

Goals

Goal 1: English Language Learners in all grades will make at least one full year of growth on TELPAS scores.

Performance Objective 1: ELL Learners will make one full year of growth as measured by TELPAS scores.

    Evaluation Data Source(s) 1: TELPAS scores

    Summative Evaluation 1: Some progress made toward meeting Performance Objective

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
State System Safeguard Strategy **Critical Success Factors** CSF 1 CSF 2 1) John Seidlitz training for all staff in January '17.	1, 3, 4, 9	Instructional Coach/Administration	At least one year growth on TELPAS scores.			
	Funding Sources: Other: See Account Code - 21000.00					
State System Safeguard Strategy 2) 2) Staff development regarding ELP's strategies.		Administration Instructional Specialists	Student PSA scores Student STAAR scores Student DRA Scores			
100% = Accomplished 0% = No Progress ✗ = Discontinue						

Goal 2: 90% of all students in second grade will be on grade level in reading at the end of the year, as determined by the developmental reading assessment.

Performance Objective 1: 90% of all second grade students will be on grade level at the end of the year.

    Evaluation Data Source(s) 1: End of year developmental reading assessment.

    Summative Evaluation 1: Significant progress made toward meeting Performance Objective
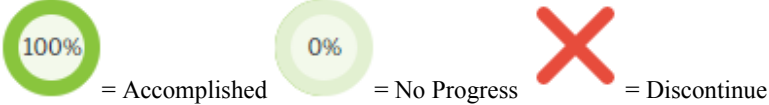
Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
Critical Success Factors CSF 1 1) Neuhaus Training for pre-k, kinder, first and second grade teachers. Neuhaus Training for 3rd grade teachers.	1, 3, 4, 7, 9	Instructional coaches Administration	datawise results - % of second grade students at or above DRA 28 datawise results - % of third graders at or above DRA 40			
			Funding Sources: Other: See Account Code - 23000.00			
2) All staff members will participate in peer observations.	4	Instructional Coach Administration	feedback survey between teachers and administration			

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

Goal 3: Staff members will write personal professional development goals.

Performance Objective 1: Utilizing the new T-TESS Teacher Evaluation System, teachers will write personal professional development goals to enhance their instruction.

Evaluation Data Source(s) 1: Goal attainment and data supporting improved instruction.
Goal attainment through use of T-TESS Appraisal Instrument

Summative Evaluation 1: Met Performance Objective

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Staff members will utilize the T-TESS model for writing personal goals.	3, 5	Teachers, Supervising Administrator	Formal and informal walkthroughs by administrators Ongoing feedback and conversations between teachers and adminstration			
		100% = Accomplished	0% = No Progress	✗ = Discontinue		

Goal 4: 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: Met Performance Objective

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	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.						
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			
State 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.		Administration Counselor	D.A.R.E. programs completed with Memorial Drive Police Department			
D.A.R.E.	Funding Sources: Other: See Account Code - 5000.00					
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		
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 - General Fund: SCE (At-Risk) - 1027.00				
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			
State 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			

		Counselor Health Fitness Teacher	CSHAC Meeting minutes/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						

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

Goal 5: Increase parent communication and supports in order to enhance student self esteem.

Performance Objective 1: Increase involvement of fathers within the school to improve self esteem of students.

Evaluation Data Source(s) 1: Sign in sheets from WatchDogs "kick-off" program in January.
Percentage of dads registering to participate.

Summative Evaluation 1: Exceeded Performance Objective

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Implement "WatchDogs Program in January '17		Administration Administrative Assistant	Number of fathers participating in program. Student and parent survey			

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

State System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	John Seidlitz training for all staff in January '17.
1	1	2	2) Staff development regarding ELP's strategies.
4	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.
4	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 - General Fund: SCE (At-Risk)

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	11	At-Risk	6399	$1,027.00
				Sub-Total	$1,027.00

Other: See Account Code

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Funding for Staff Development		$21,000.00
2	1	1	Neuhaus training funds	PTA	$23,000.00
4	1	5	PTA Funding		$5,000.00
				Sub-Total	$49,000.00
				Grand Total	$50,027.00