

**Spring Branch Independent School District**  
**Valley Oaks Elementary School**  
**2018-2019 Campus Improvement Plan**



# 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

We put students at the heart of everything we do.

- Every child. Every day. Every minute. Every way.
- What's Best for the Child Drives the Decision
- Infinite Possibilities Through Education

## Collective Greatness

We, as a community, leverage our individual strengths to reach challenging goals.

- Surpass Expectations
- Everyone's Work Matters
- Diversity Makes Us Stronger

### **Collaborative Spirit**

We believe in each other and find joy in our work.

- Each of Us is Committed to All of Us
- Together We're Better
- Assume the Best

### **Limitless Curiosity**

We never stop learning and growing.

- Empowered to Innovate
- Tenaciously Embrace Challenges
- Unleashed Potential

### **Moral Compass**

We are guided by strong character, ethics and integrity.

- Personal Responsibility
- Kindness and Mutual Respect
- Trustworthiness

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Valley Oaks Elementary School is a neighborhood school in Spring Branch ISD. In the 17-18 school year, we had 666 students. We span PreK-5. 9.6% of our students are economically disadvantaged. 7.1% are English Language Learners. 7.4% receive special education services. Our mobility rate is 5.9.

### 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 54%. In 4th Reading, the gap was 65%. In 5th Reading, the gap was 48%. **Root Cause:** Home languages other than English, SPED

# Student Academic Achievement

## Student Academic Achievement Summary

STAAR data:

Subject	# Tested	Approaches	Meets	Masters
Reading	303	91%	73%	50%
Math	302	92%	68%	41%
Writing	115	90%	69%	24%
Science	83	90%	63%	36%

MAP data:

- Percent of students with a CGI of zero or higher in math – 70%
- Percent of students with a CGI of zero or higher in reading – 68%
- Math achievement and growth by quadrant:

LOW ACHIEVEMENT		LOW ACHIEVEMENT		HIGH ACHIEVEMENT		HIGH ACHIEVEMENT		LOW GROWTH		HIGH GROWTH	
Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
76	13	53	9	106	17	373	61	182	30	426	70

- Reading achievement and growth by quadrant:

LOW ACHIEVEMENT		LOW ACHIEVEMENT		HIGH ACHIEVEMENT		HIGH ACHIEVEMENT		LOW GROWTH		HIGH GROWTH	
Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent

**Student Academic Achievement Strengths**

73% of 3rd, 4th, and 5th grade students achieved Meets Standard on Reading STAAR. 68% of 3rd, 4th, and 5th grade students achieved Meets Standard on Math STAAR.

Definition of MAP Postsecondary Readiness:

- Math achievement percentile  $\geq 70$  **AND** Reading achievement percentile  $\geq 66$  (students must meet both)
- Percentages reported below are for K-5 (\*the Measures of Success include PK, 3<sup>rd</sup>, and 5<sup>th</sup>)

School	# Took	# Met PSR MAP	% PSR
Spring Branch ISD (K-5)	13464	3466	26%
VOE	622	295	47%

**Problem Statements Identifying Student Academic Achievement Needs**

**Problem Statement 1:** Our LEP & SPED students do not show the same progress on STAAR that other sub-populations show. **Root Cause:** Home languages other than English, Learning Disabilities

## **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 continue administering 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 rigorous 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 administered to VOE staff, students, and parents in the spring of 2018. 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.

### 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

# Goals


**Goal 1: In order to achieve T-2-4, students will consistently meet appropriately ambitious academic growth targets.**

**Performance Objective 1:** By June 2019, at least 75% of Valley Oaks Elementary students will meet or exceed growth expectations on Map.

**Evaluation Data Source(s) 1:** MAP

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) [STAFF] Provide personalized support for students and teachers through instructional staff. Support may include but will not be limited to: coaching, professional development, planning, and intervention groups. Professional learning will result in improvements in instructional practice that may require additional materials, supplies, and/or technology. Professional learning may also result in additional intervention and/or extension outside normal school day for students.	Principal, AP, Counselor, STEM Teacher, Reading Interventionist	Current Data 17-18:  Percent of students with a CGI of zero or higher in math 70%  Percent of students with a CGI of zero or higher in reading 68%  STAAR, MAP growth			
		Funding Sources: 199 PIC 99 - Undistributed - 500.00, 199 PIC 11 - Instructional Services - 8898.00			
2) PLC: Instructional support and professional learning will primarily occur through content team professional learning communities (PLCs). PLCs will focus their work and learning in the following areas: (1) Targeted TEKS-aligned instruction, (2) formative and summative assessments and data analysis and action planning cycle, (3) development of instructional strategies and lessons that meet student needs and support concept development, (4) review of student products, (5) exploration of competency-based progression and other tenants of personalized learning. Professional learning will result in improvements in instructional practice that may require additional materials, supplies, and/or technology. Professional learning may also result in additional intervention and/or extension outside normal school day for students.	Principal, Team Leaders, AP, STEM Teacher, Reading Interventionist	MAP, STAAR, DRA			

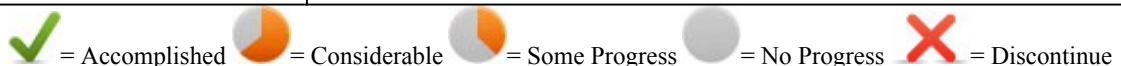
3) Personalized Learning: Faculty will continuously engage in professional development and professional learning that align to teacher and student needs. Professional learning will be inquiry-based and embedded into the natural work and learning of teachers throughout the year. Professional learning will occur through team collaboration (PLCs and other established touch-points), monthly faculty meetings and through external opportunities (PD seminars, school visits, etc). Professional learning will result in improvements in instructional practice that may require additional materials, supplies, and/or technology. Professional learning may also result in additional intervention and/or extension outside normal school day for students. Professional learning and strategic planning will require funding substitutes. Professional development may include training from Lead4Ward and Harris County Department of Ed.	Principal, AP, Counselor, STEM Coach, Reading Specialist, Team Leaders	MAP, STAAR, DRA			
4) Resources: Provide resources to facilitate responsive teaching based on student needs in core subjects - ELA, Math, Science, and Social Studies. Resources needed may include books, teacher professional books, supplies and materials, digital and technology resources.	Principal, AP, Counselor, Team Leaders, Reading Instructional Specialist, STEM Coach, Librarian	Panorama, MAP, STAAR, DRA			
Funding Sources: 199 PIC 11 - Instructional Services - 8645.00					
5) All teaching staff will participate in 2 peer observations during the 18-19 school year. Rubrics will be completed and uploaded to Eduphoria.	Principal, AP	Increased alignment			
6) All grade level teams will receive one planning day each semester. (PTA funded)	Administration, Team Leaders	Planning lessons with more rigor, personalized learning			
7) Neuhaus training for new VOE staff. (PTA funded)	Reading Instructional Coach, Principal	Increased progress in reading, more students on level or above			
					

**Goal 2: In order to achieve T-2-4, students will feel connected to their school community as both an individual and a learner.**

**Performance Objective 1:** By June 2019, at least 85% of 3-5 graders will respond favorably on the school belonging section of the Panorama survey.

**Evaluation Data Source(s) 1:** Panorama

**Summative Evaluation 1:**


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) CSHAC: Committee engages the staff and community through: No Place for Hate, Red Ribbon Week, Generation TX week, and other related activities as recommended by SBISD CSHAC.	Principal, Counselor, HF Coach	Panorama data Funding Sources: 199 PIC 99 - Undistributed - 1250.00			
2) Parent and Community Involvement: Information sessions will be provided for parents focused on how to support students in the areas of academic and social-emotional development. Events may include: Parent Education Seminars, Student performances, PTA meetings, New Parent Orientation, BooHoo Breakfast, WATCH Dogs	Principal, AP, Counselor	Panorama data Funding Sources: 199 PIC 11 - Instructional Services - 500.00			
3) Response to Intervention: Identify student needs, targets for growth, and provide in school and out-of-school intervention to increase campus performance, close performance gaps, and positively impact school connectedness. Student needs will highlight the need for instructional materials, supplies, and/or technology.	Principal, AP, Diag, Sped Teachers, Teachers, Counselor, Librarian	Less performance gaps between our SPED/LEP students and our total scores in MAP, DRA, and STAAR Funding Sources: 199 PIC 25 - ESL/Bilingual - 245.00, 199 PIC 24 - At Risk - 1001.00			
					

**Goal 3: In order to achieve, T-2-4, students will demonstrate college-ready academic performance.**

**Performance Objective 1:** By June 2019, at least 55% of Valley Oaks students will perform at postsecondary-ready levels on MAP (66-77th percentile reading, 70-84th percentile math in 3rd, 4th, and 5th grades) and/or 75% on STAAR (meets grade level in 3rd, 4th, and 5th grades).

**Evaluation Data Source(s) 1:** MAP/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 strength and weakness in the VOE curriculum and to assure alignment and incorporate rigor.	Principal, AP, Team Leaders	MAP, DRA, STAAR			
2) Teachers will work in grade level teams to develop one unit of study during the fall semester on ItsLearning.	Principal, AP, Trail Guides	Increase student engagement			
3) 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 and other data meetings.	Principal, AP, Counselor, Teachers	Increase passing rates on STAAR, increased number of students reading on grade level			
					

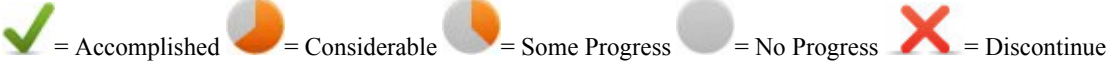
**Goal 4: In order to achieve T-2-4, students will receive equitable opportunities resulting in the closing of existing achievement gaps.**

**Performance Objective 1:** By June 2019, Valley Oaks will close existing achievement gaps by at least 25% across our ELL population while all performance improves.

**Evaluation Data Source(s) 1:** STAAR  
Common Assessments

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) PLC: Instructional support and professional learning will primarily occur through content team professional learning communities (PLCs). PLCs will focus their work and learning in the following areas: (1) Targeted TEKS-aligned instruction, (2) formative and summative assessments and data analysis and action planning cycle, (3) development of instructional strategies and lessons that meet student needs and support concept development, (4) review of student products, (5) exploration of competency-based progression and other tenants of personalized learning. Professional learning will result in improvements in instructional practice that may require additional materials, supplies, and/or technology. Professional learning may also result in additional intervention and/or extension outside normal school day for students.	Principal, AP, Team Leaders	Increase percentage of students being college ready			
	Funding Sources: 199 PIC 99 - Undistributed - 650.00				
2) Personalized Learning: Faculty will continuously engage in professional development and professional learning that align to teacher and student needs. Professional learning will be inquiry-based and embedded into the natural work and learning of teachers throughout the year. Professional learning will occur through team collaboration (PLCs and other established touch-points), monthly faculty meetings and through external opportunities (PD seminars, school visits, etc). Professional learning will result in improvements in instructional practice that may require additional materials, supplies, and/or technology. Professional learning may also result in additional intervention and/or extension outside normal school day for students. Professional learning and strategic planning will require funding substitutes. Professional development may include trainings from Lead4Ward and Harris County Department of Ed.	Principal, AP, ILT	increased alignment, personalized learning			
	Funding Sources: 199 PIC 11 - Instructional Services - 2000.00, 199 PIC 99 - Undistributed - 2200.00				

3) Response to Intervention: Identify student needs, targets for growth, and provide in school and out-of-school intervention to increase campus performance, close performance gaps, and positively impact school connectedness. Student needs will highlight the need for instructional materials, supplies, and/or technology.	Principal, AP, Counselor	Increased performance on STAAR, MAP, DRA, decreased performance gap			
4) Resources: Provide resources to facilitate responsive teaching based on student needs in core subjects - ELA, Math, Science, and Social Studies. Resources needed may include books [Spanish and English], teacher professional books, supplies and materials, digital and technology resources.	Principal, AP, Counselor	Increased passing percentages			
		Funding Sources: 199 PIC 11 - Instructional Services - 6000.00, 199 PIC 23 - Special Education - 125.00, 199 PIC 99 - Undistributed - 6000.00			
					

**Goal 5: To remain in compliance with Federal and State law.**

**Performance Objective 1:** To remain in compliance with Federal and State law.

**Evaluation Data Source(s) 1:**

**Summative Evaluation 1:**



# Campus Funding Summary

<b>199 PIC 11 - Instructional Services</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Supplies/Materials	6399	\$8,898.00
1	1	4	Software		\$8,000.00
1	1	4	Copy Repair		\$345.00
1	1	4	Textbooks		\$300.00
2	1	2			\$500.00
4	1	2	Misc Contract Services	6299	\$2,000.00
4	1	4	Technology Equipment	6398	\$1,000.00
4	1	4	Student Transportation	6494	\$5,000.00
<b>Sub-Total</b>					\$26,043.00
<b>Budgeted Fund Source Amount</b>					\$26,043.00
<b>+/- Difference</b>					<b>\$0</b>
<b>199 PIC 23 - Special Education</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	4	Supplies - Sped	6339	\$125.00
<b>Sub-Total</b>					\$125.00
<b>Budgeted Fund Source Amount</b>					\$125.00
<b>+/- Difference</b>					<b>\$0</b>
<b>199 PIC 24 - At Risk</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	3	Supplies - at risk		\$1,001.00
<b>Sub-Total</b>					\$1,001.00
<b>Budgeted Fund Source Amount</b>					\$1,001.00
<b>+/- Difference</b>					<b>\$0</b>
<b>199 PIC 25 - ESL/Bilingual</b>					

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	3	Supplies- Bil	6399	\$245.00
<b>Sub-Total</b>					\$245.00
<b>Budgeted Fund Source Amount</b>					\$245.00
<b>+/- Difference</b>					\$0
<b>199 PIC 99 - Undistributed</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Substitutes	6112	\$500.00
2	1	1	Supplies- Counselor	6399	\$500.00
2	1	1	Supplies- Clinic	6399	\$750.00
4	1	1	Substitutes	6112	\$500.00
4	1	1	Region 4 Services	6239	\$150.00
4	1	2	Employee Travel	6411	\$1,200.00
4	1	2	Overtime	6121	\$300.00
4	1	2	Dues	6495	\$700.00
4	1	4	Reading Materials	6329	\$5,800.00
4	1	4	Library Supplies	6399	\$200.00
<b>Sub-Total</b>					\$10,600.00
<b>Budgeted Fund Source Amount</b>					\$10,600.00
<b>+/- Difference</b>					\$0
<b>Grand Total</b>					\$38,014.00