Spring Branch Independent School District

The Wildcat Way School

2018-2019 Campus Improvement Plan

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

Our enrollment profile has remained the same as has all of our demographic data. Last year we started off with only 2 bilinguall classrooms and anticipate the same amount being needed for 2018.2019. \ This year we will be adding one special education class for PPCD, to give us a total of 2 self-contained PPCD classes. This will allow us to offer a broader spectrum of services for our students needing special education service. We continue to qualify as a title 1 campus, where many of our students qualify for free/reduced lunch. The majority of our students will speak English as their first langauge, however we are seeing a slight decrease in that percentage as the communities around our school are changing.

Demographics Strengths

Our enrollment next year is expected to increase due to the Pre-k 3 program. We have also seen increased enrollment from many of our neighboring private schools and expect to continue seeing numbers increase.

Student Academic Achievement

Student Academic Achievement Summary

Student enrollment during the 2017.2018 school year increased due to the introduction of the Pre-K 3 Program to our Pre-K Center. However, our bilingual numbers continued to decrease and our school was down to two bilingual classrooms. Supplemental literacy support was provided for students performing below level in mainstream classes, including some ESL students. Bilingual literacy support was also offered.

Student Academic Achievement Strengths

LEP students performed as well or better than mainstream population on the end of the year prekindergarten literacy assessments. At midyear, LEP student scores were somewhat of a concern. In light of the fact that supplemental literacy support was not available to these students, their progress truly is a celebration. Teachers were able to accelerate progress with consistent differentiated support in the classroom. We will continue to focus on closing the gap between ESL and bilingual students in our Circle assessment data.

School Processes & Programs

School Processes & Programs Summary

Overall, students are progressing through the academic year. Teachers continue to focus on literacy throughout the day, integarting into all subject areas. Math instruction has been of better quality and more consistent across the campus. A team of teachers worked to develop nine week plans which brought together tasks, district math curriculum, and in accordance with the nine week checklists. As the year progress, the team put together a comprehensive, detailed plan for the final nine weeks. It was well received and very useful. Our school continued to foccus on the project approach. The students truly enjoyed the projects, and were able to experience learning beyond the typical required curriculum.

During the 2017.2018 academic year, parents were provided with information about school operations, procedures, and involvement opportunities at Parent Orientation, Open House, and through ongoing written, verbal, and electronic communications. Parents were provided with specific ideas and strategies that they could use at home to support student learning. Parents were provided ongoing communication regarding academic progress and development of individual social, emotinal, and physical needs. Parent volunteers supported instruction in some classrooms, assisted with field trips, and served on campus committees such as Fall Carnival, Teacher Appreciation, and CIT. Through the support pf our full time CIS Project Manager, parents were provided opportunities to engage in Parent Education classes, join focus groups, and attend meetings related to specific issues as they arose. Parents were very generous with their time and resources to ensure a successful year for all children. Our parent room was set up and several classes were hosted in the parent room. We will continue to focus on ensuring that the room is used effectively.

School Processes & Programs Strengths

Literacy instruction continues to be a strength. End of year assessments indicate that students are progressing well in several areas on the Circle assessment. Math instruction is gradually becoming more focused, and teachers are beginning to think of math as they do literacy. Project Approach has been negelected in years past, and the 2017.2018 school year provided refresher training, and the opportunity to step out and try a project, and then in the second semster, the projects were required and monitored more closely.

Full time CIS Project Manager support-provides ongoing support for families in crisis, as well as parent education opportunities.

Perceptions

Perceptions Summary

On the campus teacher survey that was done at the end of the year, most concerns focused on the school calendar activities and what the 2018.2019 school year will look like.

Perceptions Strengths

The staff turn-around at Wildcat Way continues to be very low. We will continue to focus on working on our Core Values as a staff.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- State and federal planning requirements

Accountability Data

- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps

Student Data: Assessments

- Prekindergarten Self-Assessment Tool

Student Data: Behavior and Other Indicators

- Student surveys and/or other feedback

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback

Parent/Community Data

- Parent Involvement Rate

Support Systems and Other Data

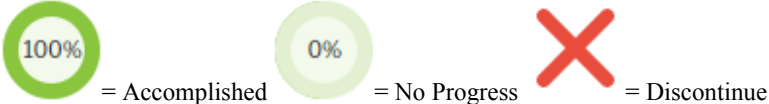- Processes and procedures for teaching and learning, including program implementation

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 85% of PK4 students will meet benchmark cut score on the Circle assessment for all five components reported to the State.

Evaluation Data Source(s) 1: Circle End of Year Assessment
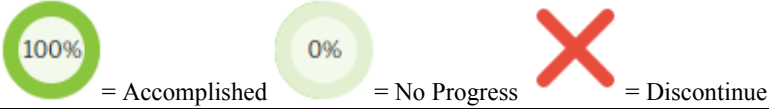
Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7 1) Provide Multi-Classroom Teacher position to coach and mentor teachers, while working with the leadership team to help standardize campus expectations for PK instruction.	2.4, 2.5, 2.6	Director Multi-Classroom Teacher Team Leaders	Teacher growth and development and opportunity grow campus leadership that will result in greater support for teachers yielding greater student success.			
Funding Sources: 199 PIC 11 - Instructional Services - 10500.00						
Critical Success Factors CSF 1 2) Purchase literacy and math materials for classrooms to enhance teacher ability to personalize reading and math instruction.	2.4, 2.5, 2.6	Director Multi-Classroom Teacher Team Leaders	Students will be exposed to a greater variety of texts and will be able to learn targeted math objectives with a greater variety of manipulatives.			
Funding Sources: 199 PIC 32 - Pre-Kindergarten - 6400.00, 211 - Title I, Part A - 2354.00						
3) Increase student opportunities for authentic problem based learning so that 100% of students participate in 6 or more projects: and in field investigation experiences (Zoo, Museum, Bugs on Wheels)	2.4, 2.5, 2.6, 3.2	Director Multi-Classroom Teacher Team Leaders	Real life applications of literacy and math skills making learning more relevant.			
Funding Sources: 211 - Title I, Part A - 6773.00, 199 PIC 32 - Pre-Kindergarten - 5663.00						

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

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 90% of PK4 students will meet benchmark on the SEL portion of the Circle assessments.

Evaluation Data Source(s) 1: CIRCLE End Of Year Social Emotional Score
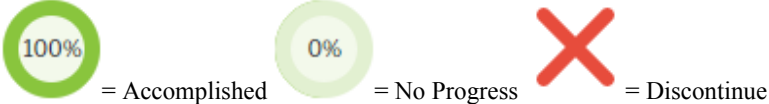
Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) Provide a Social Worker to conduct guidance lessons in classrooms and to work with families and students in crisis.	2.4, 2.5, 2.6, 3.1, 3.2	Director CIS Teachers Parents	Provide interventions for students whose lives are in crisis.			
Funding Sources: 211 - Title I, Part A - 32550.00						
2) Provide a parent center and parenting program for our families to promote ongoing parent and community engagement.	3.1, 3.2	Director CIS Teachers Parents Parent Partner	Family/community engagement has a direct correlation with school success.			
3) Provide supplies for nurse to care for students	2.4, 2.5	Director Nurse	Healthy students will have increased attendance and will also be more successful academically.			
4) Provide transition visits for our prekindergarten students to visit their future elementary campuses.	2.6	Director ADA	Provide students with a positive and smooth transition to their elementary campuses.			
Funding Sources: 211 - Title I, Part A - 623.00						
100% = Accomplished 0% = No Progress ✗ = Discontinue						

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

Performance Objective 1: By June 2019, at least 85% of PK4 students will perform at post secondary-ready levels on all benchmarks in Circle.

Evaluation Data Source(s) 1: Circle End of Year Scores
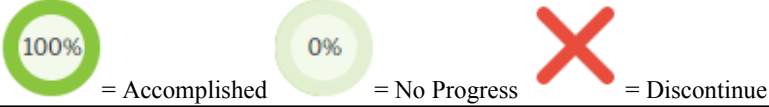
Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) Provide professional development to staff in early literacy, math, project approach, and social emotional learning.	2.4, 2.5, 2.6	Director Teachers Teacher Assistants	An educated staff will lead to higher performing kids.			
Funding Sources: 211 - Title I, Part A - 10000.00						
2) Provide professional learning opportunities focused on Campus and School Leadership for Director	2.4, 2.5, 2.6	Director	Highly trained administrator will lead to higher performing students.			
3) Create a new position which will allow extra classroom support for teachers with challenging students, and to have a staff member fully focus on the implementation of gross motor skills for all our Pre-K 4 students.	2.4, 2.5	Director Team Leaders Paraprofessional				
100% = Accomplished 0% = No Progress ❌ = Discontinue						

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, PK4 will close existing achievement gaps by at least 10% on CIRCLE Rapid Vocabulary Naming Component between Spanish and English students while all performance improves.

Evaluation Data Source(s) 1: End of year Circle Assessment

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) Offer technology tools to enable teachers to personalize student instruction.	2.4, 2.5, 2.6	Director Multi Classroom Leader Team Leaders Campus Technology Representative	Increase student performance by offering rigorous personalized opportunities in reading and technology tools.			
Funding Sources: 211 - Title I, Part A - 10000.00						
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, Wildcat Way will implement the following strategies.

    Evaluation Data Source(s) 1: All strategies implemented

    Summative Evaluation 1:

Campus Funding Summary

199 PIC 11 - Instructional Services

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			$10,500.00
				Sub-Total	$10,500.00
				Budgeted Fund Source Amount	$15,313.00
				+/- Difference	$4,813.00

199 PIC 23 - Special Education

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$17.00
				+/- Difference	$17.00

199 PIC 25 - ESL/Bilingual

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$1,057.00
				+/- Difference	$1,057.00

199 PIC 32 - Pre-Kindergarten

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			$6,400.00
1	1	3			$5,663.00
				Sub-Total	$12,063.00
				Budgeted Fund Source Amount	$2,448.00
				+/- Difference	$-9,615.00

199 PIC 34 - Pre-K At Risk/SCE

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$4.00
				+/- Difference	$4.00

199 PIC 99 - Undistributed

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$3,721.00
				+/- Difference	$3,721.00

211 - Title I, Part A

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			$2,354.00
1	1	3			$6,773.00
1	1	3	conatracted services	6299	$0.00
2	1	1			$32,550.00
2	1	4			$623.00
3	1	1			$10,000.00
4	1	1	ipads, brightlinks, etc.		$10,000.00
				Sub-Total	$62,300.00
				Budgeted Fund Source Amount	$62,300.00
				+/- Difference	$0
				Grand Total	$84,863.00