

Spring Branch Independent School District
Meadow Wood Elementary School
2018-2019 Campus Improvement Plan



Mission Statement

At Meadow Wood Elementary, our mission is to provide the personalized support needed for every student to grow and reach their personal best, taking into account the unique academic, social and emotional needs of each child.

Vision

Our vision is to provide every child with a variety of challenging and authentic educational opportunities in a culture where:

Respect, creativity and enthusiasm for learning exists;

Students and staff embrace and seek out new ways of doing things, with the understanding that failure is an opportunity for growth;

Staff and students strive to be responsible, self-motivated people of strong character;

There is a strong partnership with our communities that promotes open and frequent communication; and

We do not make excuses and we do not quit.

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.

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- Personal Responsibility
Kindness and Mutual Respect
Trustworthiness

Comprehensive Needs Assessment

Revised/Approved: August 06, 2015

Demographics

Demographics Summary

Meadow Wood Elementary is one of twenty five elementary schools in Spring Branch ISD. The total student enrollment at the end of the 2017-2018 school year was 508. Our students represent a wide variety of ethnicities. The ethnic distribution is as follows:

- African American 14%
- Hispanic 29.7%
- White 45.7%
- Asian 3.7%
- Pacific Islander .2%
- Two or More Races 6.7%

Of our students, 33.9% are economically disadvantaged, 14% of our students are English language learners, and 36.4% of our students are considered at risk. As of the 2017-2018 school year, we are a Title I school. We have 30 teachers with a wide range of experiences, and 60 staff members total.

Student Academic Achievement

Student Academic Achievement Summary

Based on the 2018 Accountability Rating for the 2017-2018 school year, MWE Met Standard. We achieved an overall scaled score of 83. We earned one out of six distinction designations, in the area of Comparative Academic Growth. More specifically, we had the following:

- Reading - 85% Approaches, 55% Meets, & 36% Masters
- Math - 87% Approaches, 51% Meets, & 27% Masters
- Writing - 59% Approaches, 36% Meets, & 10% Masters
- Science - 73% Approaches, 45% Meets, & 15% Masters

This data shows an increase of 6% in Reading and 13% in Math at the Approaches level. Unfortunately, this data also shows a decrease of 9% in Writing and 4% in Science at the Approaches level.

School Processes & Programs

School Processes & Programs Summary

A change in administration at the beginning of the 2017-2018 school year was a shift for all and a year of learning and growing together. After gathering feedback from observations, staff members, and multiple measures of data, changes to staff members, teams, leadership positions, and instructional decisions were made to prepare for the 2018-2019 school year. We moved six teachers to different grade levels and formed new teams. We hired four new teachers, due to one resignation, one retirement, and two transfers within the district. The assistant principal was promoted and a new employee was hired for that role. With solid teams and staff members on board, we are moving into the 2018-2019 school year with the following initiatives for MWE: SEL Framework, Teachers College Reading and Writing Project, Math Innovation Zone, and School Redesign.

- SEL Framework - Our campus SEL Committee created a school wide matrix of expectations. The matrix covers the expectation for behaviors in all settings on campus. This will support our proactive efforts to support behavior and provide a consistent language for all students across the campus.
- TCRWP - Our Kindergarten through 3rd grade teams are implementing the components learned from Lucy Caulkins to support reading and writing in the primary classrooms.
- MIZ - Our Pk, 3rd, 4th, and 5th grade math teachers are piloting a blended learning model of teaching math with also utilizing ST Math as an online platform for learning and data collection.
- School Redesign - Our school will be creatively and innovatively rethinking of ways we "do" school to maximize the time, efforts, and resources we have to support student learning.

Perceptions

Perceptions Summary

The culture, climate, values, and beliefs are a continuously growing and strengthening. We utilize Panorama Survey and results to drive our efforts in strengthening our relationships with students, staff, and families. We noticed some areas that decreased last year, so in an effort to boost the perceptions of our campus as a whole, we will:

- implement a school wide matrix of expectations that are posted and referenced in various locations throughout the campus.
- implement the use of daily community circles with questions or prompts that are created and developed by the SEL Committee and focused on areas of need.
- continuing to promote family and community involvement with a variety of events including but not limited to: Grandparents and Grandfriends Day, International Festival, Carnival, Tea with a Lady, Dinner with a Gentleman, and curriculum nights.

Comprehensive Needs Assessment Data Documentation

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

Goals


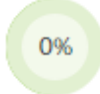

Goal 1: In order to achieve T-2-4, students will consistently meet appropriately ambitious academic growth targets.

Performance Objective 1: By June 2019, at least 67% of MWE 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.	Instructional Leadership Team Interventionists	2017-2018 Data: Math - 65% & Rdg - 58% Average of the two = 61.5% 67% would be about 5% growth. Increased student achievement on multiple measures.			
	Funding Sources: 199 PIC 11 - Instructional Services - 650.00, 199 PIC 99 - Undistributed - 1200.00, 211 - Title I, Part A - 44781.00				
2) PLC: Instructional support and professional learning will primarily occur through 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.	Instructional Leadership Team Interventionists Team Leaders	Increased student achievement on multiple measures.			
	Funding Sources: 199 PIC 11 - Instructional Services - 5490.00, 199 PIC 99 - Undistributed - 434.00				

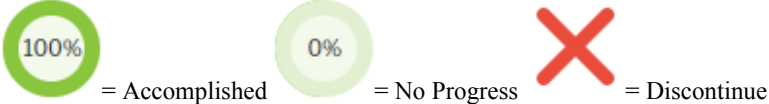
<p>3) Personalized Learning: Faculty will continuously engage in professional development and professional learning that align to teacher and student needs. Professional learning will be inquiry-based and embedded into the natural work and learning of teachers throughout the year. Professional learning will occur through team collaboration, PLCs, 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 educational organizations outside of SBISD (i.e. Region 4, TEA, Solution Tree, TCRWP).</p>	<p>Instructional Leadership Team Team Leaders</p>	<p>Increased student achievement on multiple measures.</p>			
<p>Funding Sources: 199 PIC 23 - Special Education - 60.00, 199 PIC 99 - Undistributed - 350.00, 211 - Title I, Part A - 17500.00</p>					
<p>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.</p>	<p>Instructional Leadership Team</p>	<p>Increased student achievement on multiple measures.</p>			
<p>Funding Sources: 199 PIC 99 - Undistributed - 5000.00</p>					
<p style="text-align: center;">  = Accomplished  = No Progress  = Discontinue </p>					

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 75% of 3-5 graders will respond favorably on school climate on the Panorama survey.

Evaluation Data Source(s) 1: Panorama Survey

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.	Instructional Leadership Team HF Coach and Assistant	Increased results on the Panorama Survey.			
Funding Sources: 199 PIC 99 - Undistributed - 750.00					
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: Coffee with the Principals, Parent learning sessions, information nights, academic nights, library nights, and school connectedness events (i.e. International Festival & Tea with a Lady).	Instructional Leadership Team	Increased results on the Panorama Survey. Increased parent participation in school events.			
Funding Sources: 199 PIC 11 - Instructional Services - 2490.00, 199 PIC 99 - Undistributed - 200.00, 211 - Title I, Part A - 1100.00					
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.	Instructional Leadership Team Interventionists Special Education & Gen. Education Teachers Diagnostician	Increased results on the Panorama Survey.			
Funding Sources: 199 PIC 24 - At Risk - 1723.00					
4) Support the social-emotional needs of students through the training and implementation of campus wide expectations for safety, respect, and responsibility. Utilize the matrix of expectations and the Panorama survey questions to guide discussions on morning announcements and during community circles. Implementation may require additional materials and supplies.	Instructional Leadership Team SEL Committee	Increased results on the Panorama Survey.			
Funding Sources: 199 PIC 11 - Instructional Services - 2490.00, 199 PIC 99 - Undistributed - 200.00					
					




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

Performance Objective 1: By June 2019, at least 40% of MWE students will perform at postsecondary-ready levels on MAP (66-77th percentile reading, 70-84th percentile math in 3rd & 5th grades) (meets grade level in 3rd & 5th grades).

Evaluation Data Source(s) 1: MAP

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
<p>1) PLC: Instructional support and professional learning will primarily occur through 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.</p>	<p>Instructional Leadership Team Interventionists Team Leaders</p>	<p>Increased student achievement on multiple measures.</p>			
<p>Funding Sources: 199 PIC 99 - Undistributed - 434.00</p>					
<p>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, 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 educational organizations outside of SBISD (i.e. Region 4, TEA, Solution Tree, TCRWP).</p>	<p>Instructional Leadership Team Team Leaders</p>	<p>Increased student achievement on multiple measures.</p>			
<p>Funding Sources: 199 PIC 23 - Special Education - 60.00</p>					

<p>3) 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.</p>	<p>Instructional Leadership Team</p>	<p>Increased student achievement on multiple measures.</p>			
<p>Funding Sources: 199 PIC 11 - Instructional Services - 2488.00, 211 - Title I, Part A - 19700.00</p>					
<p>4) Technology: Provide technology resources and professional development to support growth toward personalized learning for students. Resources Needed: [1]Technology tools - chrome books, ipads, headphones, and printers [2]Technology training - professional development for technology and technology tools implementation and substitutes [3]Technology resources - Digital resources including subscription services</p>	<p>Instructional Leadership Team</p>	<p>Increased student achievement on multiple measures.</p>			
<p>Funding Sources: 199 PIC 99 - Undistributed - 750.00, 211 - Title I, Part A - 17069.00</p>					
<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: 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, MWE will close existing achievement gaps by at least 5% between economically disadvantaged and non-economically disadvantaged while all performance improves.

Evaluation Data Source(s) 1:

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 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.	Instructional Leadership Team Interventionists Team Leaders	Increased student achievement on multiple measures.			
	Funding Sources: 199 PIC 99 - Undistributed - 432.00				

<p>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, 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 educational organizations outside of SBISD (i.e. Region 4, TEA, Solution Tree, TCRWP).</p>	<p>Instructional Leadership Team Team Leaders</p>	<p>Increased student achievement on multiple measures.</p>			
<p>Funding Sources: 199 PIC 23 - Special Education - 60.00</p>					
<p>3) 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.</p>	<p>Instructional Leadership Team</p>	<p>Increased student achievement on multiple measures.</p>			
<p>Funding Sources: 199 PIC 11 - Instructional Services - 2488.00, 199 PIC 25 - ESL/Bilingual - 365.00, 199 PIC 99 - Undistributed - 250.00, 211 - Title I, Part A - 4500.00</p>					
<p>4) 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.</p>	<p>Instructional Leadership Team Interventionists Special Education & Gen. Education Teachers Diagnostician</p>	<p>Increased student achievement on multiple measures.</p>			
<p>Funding Sources: 199 PIC 11 - Instructional Services - 750.00, 199 PIC 24 - At Risk - 1722.00</p>					
<p style="text-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.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Campus Funding Summary

199 PIC 11 - Instructional Services					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1		6411	\$650.00
1	1	2		6112	\$3,000.00
1	1	2		6399	\$2,490.00
2	1	2		6399	\$2,490.00
2	1	4		6399	\$2,490.00
3	1	3		6399	\$2,488.00
4	1	3		6399	\$2,488.00
4	1	4		6249	\$750.00
Sub-Total					\$16,846.00
Budgeted Fund Source Amount					\$17,199.00
+/- Difference					\$353.00
199 PIC 23 - Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3		6399	\$60.00
3	1	2		6399	\$60.00
4	1	2		6399	\$60.00
Sub-Total					\$180.00
Budgeted Fund Source Amount					\$180.00
+/- Difference					\$0
199 PIC 24 - At Risk					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	3		6399	\$1,723.00
4	1	4		6399	\$1,722.00
Sub-Total					\$3,445.00

Budgeted Fund Source Amount					\$3,445.00
+/- Difference					\$0
199 PIC 25 - ESL/Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	3		6399	\$365.00
Sub-Total					\$365.00
Budgeted Fund Source Amount					\$365.00
+/- Difference					\$0
199 PIC 99 - Undistributed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1		6411	\$1,200.00
1	1	2		6399	\$434.00
1	1	3		6495	\$350.00
1	1	4		6329	\$5,000.00
2	1	1		6399	\$750.00
2	1	2		6499	\$200.00
2	1	4		6399	\$200.00
3	1	1		6399	\$434.00
3	1	4		6398	\$750.00
4	1	1		6399	\$432.00
4	1	3		6399	\$250.00
Sub-Total					\$10,000.00
Budgeted Fund Source Amount					\$10,650.00
+/- Difference					\$650.00
211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1		6119; 6141; 6142; 6143; 6146	\$44,781.00
1	1	3		6411	\$17,500.00

2	1	2		6499	\$1,100.00
3	1	3		6399	\$19,700.00
3	1	4	Software, Technology	6397, 6398	\$17,069.00
4	1	3		6325	\$4,500.00
Sub-Total					\$104,650.00
Budgeted Fund Source Amount					\$104,650.00
+/- Difference					\$0
Grand Total					\$135,486.00