Spring Branch Independent School District

Thornwood Elementary School

2018-2019 Campus Improvement Plan

Mission Statement

To inspire every student to LEARN and BE more than they EVER thought or dreamed possible.

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

TWE Student Demographics

Enrollment by Sex:
Male: 45% (196 students)
Female: 55% (235 students)

Enrollment by Ethnicity:
Asian: 4% (19 students)
African American: 31% (133 students)
Latino: 45% (196 students)
White: 16% (68 students)
Two or More: 3% (15 students)

Economically Disadvantaged: 79% (342 students)
Asian: 63% of Asian student population at TWE
African American: 74% of African American student population at TWE
Latino: 85% of Latino student population at TWE
White: 72% of White student population at TWE
Two or More: 87% of Two or More student population at TWE

At Risk:
Asian: 74% of Asian student populaation at TWE
African American: 41% of African American student population at TWE
Latino: 78% of Latino student population at TWE
White: 75% of White student population at TWE
Two or More: 40% of Two or More student population at TWE

Additional Demographics:
Bilingual: 17% (73 students)
ESL: 17% (75 students)
LEP: 35% (150 students)
Immigrant: 8% (35 students)
Homeless: 3% (14 students)

Gifted & Talented: 2% (10 students)

Student Academic Achievement

Student Academic Achievement Summary

2018-2018 MAP Data:

This year, schools administered the MAP assessment for the first time. Since it was our first administration, our goal was for at least 50% of our students to meet their growth targets, which is the national standard. From the middle of the year to the end of the year, 66% of our students met their targets in math and 63% met their targets in reading.

2017-18 TWE STAAR PERCENTAGES BY ACHIEVEMENT LEVELS

Grade/Content	% of Students @ "Approaching" Level	% of Students @ "Met" Level	% of Students @ "Advanced" Level
3rd Reading English	65%	25%	10%
3rd Reading Spanish	67% (3 students)	0%	0%
3rd Math	61%	32%	12%
4th Reading English	47%	25%	14%
4th Math	52%	20%	14%
4th Writing	N/A in Writing Pilot	N/A	N/A
5th Reading English*	79%	39%	10%
5th Math*	79%	28%	10%
5th Science	74%	25%	11%

*Both April and May Administrations

School Processes & Programs

School Processes & Programs Summary

Daily Responsive Teaching

PLAN: *Intended Curriculum – TEKS*
PLC Question #1: What do we want students to learn?
-Review district instructional roadmap and quad sheet
-Complete TWE unit planning document
-Utilize district unit framework to plan daily lessons

DO: *Implemented Curriculum – TEKS*
Gradual Release
-Teacher modeling
-Guided practice
-Collaborative learning
-Indepenent learning
-Students actively engaged and accountable at all times

ASSESS: *Achieved Curriculum – TEKS*
PLC Question #2: How do we know when students have learned?
-Common exit tickets
-CFAs for priority standards using MasteryConnect

REFLECT & RESPOND
PLC Questions #3 and #4: How do we respond when students have not learned? How do we respond if students demonstrate proficiency?
-Analyze grade level and individual class data
-Utilize student work protocol
-Utilize I/A time during math/reading blocks

Systems:
Plan/Reflect & Respond:
-Our math interventionist and reading specialist to meet with teachers during grade level metings to assist with unit/lesson plann

Do:
-Principal and assistant principal to conduct daily walk throughs to provide feedback and to engage teachers in monthly official co
-math interventionist and reading specialist to provide in-class support to teachers

Assess:
-Common formative assessments to be administered
-Tiger Team meetings to be held weekly to focus on planning, analyze and responding to student data

-Protocol to be used for data conversations
-Tiger Leaders (principal, assistant principal, interventionists, SpED lead) to review student data weekly and monitor student prod

Professional Learning
-Differentiated professional learning for teachers
-Monthly new teacher supports/meetings

Perceptions

Perceptions Summary

Our focus is on ensuring that our students feel connected to their teachers and other staff members within our school. Our plan will continue to emphasize leading with empathy, utilizing Love and Logic strategies, implementing PBIS, which provides tiered supports in the area of social-emotional learning and incentives to acknowledge students' efforts in meeting our sc

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 50% of Thornwood students will meet or exceed growth expectations.

    Evaluation Data Source(s) 1: MAP

    Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
Critical Success Factors CSF 1 CSF 2 1) Utilize MAP reports and TWE's MAP analysis document to goal set with students and adjust instructional strategies.	2.4, 2.6	Classroom Teachers Interventionists Administrators	At least 50% of students meeting growth expectations			
Funding Sources: 211 - Title I, Part A - 13110.00, 199 PIC 11 - Instructional Services - 4000.00, 199 PIC 99 - Undistributed - 6711.80						
Critical Success Factors CSF 1 CSF 3 CSF 7 2) Conduct at least six (6) coaching rounds/feedback loops with all classroom teachers.	2.4, 2.6	Administrators	High impact instructional strategies inside classrooms At least 50% of students meeting growth expectations			
Funding Sources: 199 PIC 99 - Undistributed - 2581.90, 199 PIC 11 - Instructional Services - 2700.00						
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 68% of 3-5 graders will respond favorably on the school safety metrics within the Panorama survey.

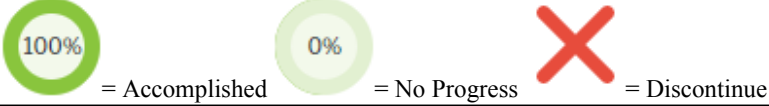**Evaluation Data Source(s) 1:** Panorama

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) Conduct student round tables to discuss student safety and implement strategies responsive to students' input and perspectives.	2.5, 2.6	Administrators Counselors	At least 60% of students responding favorably regarding school safety and peer to peer interactions			
	Funding Sources: 211 - Title I, Part A - 1623.00					
Critical Success Factors CSF 1 CSF 6 2) Provide targeted, tiered social-emotional lessons and skills to students who require additional support.	2.5, 2.6	Administrators Counselor	At least 60% of students responding favorably regarding school safety and peer to peer interactions Decrease in office referrals			
	Funding Sources: 199 PIC 99 - Undistributed - 1223.80					
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 40% of Thornwood students will perform at postsecondary-ready levels on MAP (66-77th percentile reading, 70-84th percentile math in 3rd & 5th grades) and/or STAAR (meets grade level in 3rd & 5th grades).

Evaluation Data Source(s) 1: MAP
STAAR

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 6 CSF 7	2.4, 2.5, 2.6	Interventionists Administrators	At least 40% of students performing at postsecondary-ready levels			
1) Interventionists to provide targeted in class support to teachers, as well as weekly support during grade level meetings to assist with planning, creating CFAs, analyzing student tasks, and adjusting instructional strategies and groups.	Funding Sources: 211 - Title I, Part A - 91706.00					
2) Conduct CFAs weekly (math and science) and biweekly (reading) that are aligned to priority standards in order to respond to student learning.	2.4, 2.6	Teachers Interventionists Administrators	At least 40% of students performing at postsecondary-ready levels			
	Funding Sources: 211 - Title I, Part A - 29561.00, 199 PIC 11 - Instructional Services - 6448.50					
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, Thornwood students will close existing achievement gaps by at least 5% between Latino and African American students in reading and math, while all performance improves.

Evaluation Data Source(s) 1: STAAR
Common Assessments

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 1) Monitor students' acquisition of the skills and concepts within the priority standards over time on the TWE Priority Standard document.	2.4, 2.6	Interventionists Administrators	Increase in academic performance in all areas At least 5% decrease in gaps between African American and Latino students			
Critical Success Factors CSF 1 CSF 2 CSF 4 2) Respond to student learning through intervention and acceleration before, during and after school.	2.4, 2.5, 2.6	Teachers Interventionists Administrators	Increase in academic performance in all areas At least 5% decrease in gaps between African American and Latino students			
	Funding Sources: 211 - Title I, Part A - 8400.00, 199 PIC 23 - Special Education - 150.00, 199 PIC 25 - ESL/Bilingual - 800.00, 199 PIC 30 - At Risk School Wide SCE - 4615.00					
	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, the campus will implement the following strategies.

Evaluation Data Source(s) 1: Various compliance reports.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
Critical Success Factors CSF 1 CSF 2 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.	2.4	Special Education Team Librarian Counselor Administrators	Benchmark Data STAAR Data Progress Reports Report Cards TELPAS Data			
Critical Success Factors CSF 1 CSF 2 2) 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.	2.4, 2.6	Administrators Intervention Specialist 5th Grade Teachers	Common Formative Assessment Data STAAR Data Report Cards WAL Tutoring Scores			
Critical Success Factors CSF 1 CSF 2 CSF 4 3) 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).	2.4, 2.5, 2.6	Administrators Grade Level Teams	Instructional Technology Reports (iStation, MasteryConnect, etc.) Common Formative Assessment Data STAAR Data MAP Data			
Critical Success Factors CSF 1 CSF 7 4) Continue to provide support for new teachers through the induction program.	2.4	Administrators	New Teacher Survey Data MAP Data			

Critical Success Factors CSF 5 5) Promote parent and community involvement in drug and violence prevention programs/ activities.	3.1, 3.2	Administrators Counselor CIS	Panorama Data			
Critical Success Factors CSF 1 CSF 6 CSF 7 6) Provide professional development based on level of expertise and need in the following areas: * Violence/Conflict Resolution * Resiliency/Developmental Assets * Prevention Curriculum training * No Place for Hate * CSHAC * SEL * Love and Logic *PBIS	2.4, 2.5, 2.6	Administrators Counselor PBIS and Love and Logic Cadre	Panorama Data Staff Survey Results			
Critical Success Factors CSF 1 CSF 4 7) SPECIAL EDUCATION - Monitor LRE ratio. Develop campus capacity to support inclusive programming for students with disabilities. Evaluate campus LRE ratio.	2.4, 2.6	Administrators Special Education Team	Special Education Reports			
Critical Success Factors CSF 1 CSF 2 8) SPECIAL EDUCATION - Examine state assessment reports to evaluate progress of students with disabilities relative to ARD committee recommendations and predictions.	2.4, 2.6	Administrators Special Education Team SSC Team	SEIMS Reports SSC Team Data			
Critical Success Factors CSF 1 CSF 3 9) SPECIAL EDUCATION - Ensure that Special Education staff, building administrators, and counselors are trained on and adhere to Special Education timelines and compliance requirements.	2.4, 2.6	Diagnostician Special Education Team Administrators	Checkpoints Special Education Timeline Results			

Critical Success Factors CSF 1 10) STATE COMP ED - Provide supplemental At-Risk services/support in the content areas: * Language Arts * Math * Science * Social Studies * LEPIntervention Specialist	2.4, 2.6	Administrators Intervention Specialist Reading Specialist ESL Interventionist Classroom Teachers	STAAR Data MAP Data Common Formative Assessment Data TELPAS NRT Data Benchmark and Checkpoint Data	
Critical Success Factors CSF 1 CSF 5 CSF 6 11) Develop, monitor, and evaluate campus volunteer/partnership programs that include: * recruitment * training/support * recognition of volunteers/partnerships	2.4, 2.6	Administrators CIS Counselor	Volunteer Database Partnership Records CIS Reports	
Critical Success Factors CSF 6 CSF 7 12) 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. Provide recruitment information on website	2.4	Administrators	Staff Retention Panorama Staff Survey Data	
Critical Success Factors CSF 1 CSF 5 13) 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.	2.4, 3.2	Administrators CIT Instructional Leadership Team	CIT Feedback Panorama Data	
Critical Success Factors CSF 1 14) PreK and K teachers develop transition strategies. Elementary campuses provide kindergarten orientationat different times and in a variety of settings.	2.4	Administrators PreK and Kindergarten Team	Staff Feedback Tiger Team Meeting Minutes	
Critical Success Factors CSF 1 15) GIFTED AND TALENTED - Implement and evaluate development of differentiated curriculum for meeting needs of gifted students using instructional techniques from gifted and talented education.	2.4	Administrators Librarian Counselor Classroom Teachers	GT Documentation MAP Data STAAR Data Panorama Data	

Critical Success Factors				
Critical Success Factors CSF 1 16) GIFTED AND TALENTED - Conduct annual G/T evaluation by following the districtwide 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.		Administrators Counselor	GT Reports MAP Data STAAR Data	
Critical Success Factors CSF 1 CSF 6 17) COORDINATED SCHOOL HEALTH (CSH) and CIP 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		Administrators CSHAC	CSHAC Goal Report/Data Staff Feedback Calendar of Events	
Critical Success Factors CSF 1 CSF 5 18) Review and revisit both the Home/School Compact and Parental Involvement Policy. *offer several opportunities for parent input. *develop, with parent input, current school year compact and policy in appropriate language(s) - English/Spanish. *share compact with parents and document.	2.6, 3.1, 3.2	Administrators CIT	Revised Home/School Compact Panorama Data	
Critical Success Factors CSF 5 19) To continue our parent engagement activities and increase parent attendance at Title I Annual Meeting to share: *standards and goals *parents' rights' *curriculum *School Report Card *Title I participation *Offer a flexible number of meetings.		Administrators Counselor CIT	Panorama Data Parent Feedback	

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Campus Funding Summary

199 PIC 11 - Instructional Services

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Supplies and Materials		$3,000.00
1	1	1	Substitutes		$1,000.00
1	1	2	Other Contract Maintenance		$2,700.00
3	1	2	Technology		$5,748.50
3	1	2	Substitutes		$700.00
				Sub-Total	$13,148.50
				Budgeted Fund Source Amount	$13,148.50
				+/- Difference	$0

199 PIC 23 - Special Education

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	2	Special Education Supplies		$150.00
				Sub-Total	$150.00
				Budgeted Fund Source Amount	$150.00
				+/- Difference	$0

199 PIC 25 - ESL/Bilingual

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	2	Bilingual Education Supplies		$800.00
				Sub-Total	$800.00
				Budgeted Fund Source Amount	$800.00
				+/- Difference	$0

199 PIC 30 - At Risk School Wide SCE

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	2	At Risk Supplies		$4,615.00
				Sub-Total	$4,615.00

				Budgeted Fund Source Amount	$4,615.00
				+/- Difference	$0

199 PIC 99 - Undistributed

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Employee Travel		$1,500.00
1	1	1	Library Supplies		$5,211.80
1	1	2	Supplies and Materials		$2,000.00
1	1	2	Overtime		$581.90
2	1	2	Counselor Supplies		$473.80
2	1	2	Nurse Supplies		$750.00
				Sub-Total	$10,517.50
				Budgeted Fund Source Amount	$10,517.50
				+/- Difference	$0

211 - Title I, Part A

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Supplies and Materials		$6,372.00
1	1	1	Team Planning		$6,738.00
2	1	1	Parental Involvement Activities		$1,623.00
3	1	1	Math, Reading, and ESL Interventionists		$91,706.00
3	1	2	Technology		$28,361.00
3	1	2	Study Trips		$600.00
3	1	2	Study Trips Transportation		$600.00
4	1	2	WAL Tutoring		$8,400.00
				Sub-Total	$144,400.00
				Budgeted Fund Source Amount	$144,400.00
				+/- Difference	$0
				Grand Total	$173,631.00