

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



Mission Statement

WWE is committed to the personal growth of our learning community. We are dedicated to nurturing resiliency in individuals which will lead them on a successful path of learning. We will foster meaningful relationships with our students and parents and promote a strong work ethic which will follow them to and through their educational experiences.

Vision

We will be a community of empowered learners in an atmosphere of mutual respect and trust, which will optimize student's limitless learning potential.

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

Westwood Elementary has approximately 540 students.

Demographics are as follows:

Subgroups	# out of 540	%
AA	40	6.8
Hispanic	506	85.9
White	31	5.2
Asian	6	1.2
Multi Race	1	.17
ED	517	87.7
ELL	326	55.3
At Risk	490	87.5
Mobility	89	15.9
Bil/ESL Program	326/46	55.3 /7.8
GT	11	1.8
Special Ed.	61	10.3

Student Academic Achievement

Student Academic Achievement Summary

Westwood's utilized our PLCs to create formative assessments throughout the year. We documented and analyzed data on at least a three week period. We utilized a 48 hour turn around to support collaborative deep dive analysis with teachers to support instructional needs both whole group and individually to support her students needs. All data was accumulated during each assessment on our google drive and broken down by our demographics to support continual progress. We utilized the same timeline and process for running records to support our students reading in K-2 as they did not create assessments in reading only math.

Westwood Elementary met the standards on the state accountability system this year. On the 2017 -2018 Accountability, Westwood projected to receive a "D" rating:

Domain 1: Student Achievement at all 3 levels: %

Domain 2A: Student Progress: %

Domain 2B: Relative Performance ED Comparison to Domain 1: %

Domain 3: ESSA Domain (System Safe Guards): %

Based on Preliminary data our STAAR indicates we made progress in all Domains.

Longitudinal Data:

	Target Score	2015-16	2016-2017	2017-2018
Index 1: Student Achievement	60	57	56	
Index 2: Progress	32	35	29	
Index 3: Closing Performance Gap	28	31	31	

Index 4: Post-Secondary Readiness	12	20	20	1
-----------------------------------	----	----	----	---

WWE aggregate MAP data:

- Percent of students with a CGI of zero or higher in math – 58%
- Percent of students with a CGI of zero or higher in reading – 40%

TELPAS Data:

Student Academic Achievement Strengths

This year our area of development on STAAR was math. We had a 14% increase from the prior year (57% to 71%). This was done through our revisions of our instructional plans to focus on priority standards. Our 5th grade math teachers were able to restructure their platform to address students needs working with district support.

Our MAP data indicated a higher growth rate in math which supported the way we were utilizing the data to support grade level flex grouping and small group instruction.

Our TELPAS data also indicated that are students are showing growth overall. We want to see more significant growth and feel that our continued work with Dr. Mercuri will support this growth.

School Processes & Programs

School Processes & Programs Summary

This school year we do not have any new teachers. Our teacher retention is always very positive. If we lose a teacher it is for a family need or we have a reduction in staff due to enrollment. When we do have new staff, The principal meets with them weekly in the fall. This year as we do not have any new teachers we will continue their work on O3's (one on ones) with our specialist and having walkthroughs implemented on a 3 week turn around to support constant feedback and support.

Our campus has been focused this past year on providing trainings for our staff related to PLCs, Personalized Learning and Dual Language Model. We utilize our 4 Vanguardians to develop model classrooms and provide trainings. Additionally, consultants are hired to support literacy, math and ELLs.

Westwood has several structures for organizational leadership.

- Instructional Support Team: Administrators, four academic instructional coaches, counselor and librarian
- Instructional Leadership Team: Administrators and Instructional Specialist
- Team Leaders: K-5 teachers, including Special Ed and Specials representative
- Campus Committee leadership
- Campus Improvement Team: Includes voting members representing staff, community business partner and parents
- 4 Vanguardians work with our Technology Instructional Specialist to support their growth.

This year we will be part of Cohort 2 Redesign team. We will have 5 members who will go through the Cohort and 15 that will work with the main cohort to support our work.

Westwood implements the Campus Improvement Plan through committee work. We utilize it as a living document to support our ongoing progress.

School Processes & Programs Strengths

WWE's strength this past year was our restructure of our PLCs to support shared leadership that allowed our staff to each take ownership of the work we do. We have drilled down our organizational structure to support all our teachers to be engaged and a part of meeting our expectation of every child maximizing their potential to achieve our T-2-4 goal.

We utilize our ongoing data and instructional rounds to reflect with our teachers on how to refine their practices and provide ongoing trainings and resources. Our 4 Vanguardians are represented in 1st – 4th grade and work with our lead instructional technology specialist (who supports our 5th grade model) on a regular basis to create trainings and support for our teachers. Our ILT also meets weekly to monitor and review data and needs. Our CIT monitors our

implementation and effectiveness of our CIP by reviewing our data on a monthly basis and makes recommendations if any changes are needed. We focus our weekly faculty meetings and PLCs through the work we do to support our teachers' professional growth and development.

Perceptions

Perceptions Summary

Overall our Attendance rate meet expectations. This past year, Harvey did impact our attendance. We had students who moved and then new students come in. Those that stayed and had to be displaced struggled with their attendance. Our CIS worked with parents to support their needs.

We had a group of staff members participate and implement strategies outline in the book study Conscious Discipline. We have at least one class in each grade level that are integrating our character traits into their curriculum.

Our Panorama data indicated that although our Teacher-Student relationships are high (82%) we need to work on how students interact with each other (respect towards each other 56%). We have been studying how to support our students soft skills to allow them to understand their “why” they need to take more ownership of their learning which should impact how they work together. We will be working with teachers on how to utilize the playlist and create trainings to support them in helping our students in this area. This year our teachers will also be doing a hands on book study in the fall that will support them in this area. We have a Kids Meeting that meets regularly depending on the needs of our students. We will be shifting it to meet on a biweekly time period to allow us to monitor our culture needs as well as any student in crisis.

Safety was an issue on our campus both due to Harvey and issues happening in our community. We had 4 students that were in crisis this year that also effected our students. We had a representative from Depelchin, our counselor and CIS working together with administration to support our students who were in crisis. All four students were getting support and have been provided the accommodations and programming they need for this year to allow them to be successful.

This year our ILT reworked our Belief Statements which are connected to our values. This did take us through February to begin to implement. We feel it will make a difference as we start the year with a shift in studying how to support our students develop their leadership skills through Coveys 7 Habits. We will be participating in a book study on The Leader in Me to facilitate our development in this area.

In relation to retentions we did not have any retentions this year compared to 2016 we had 2 retentions in 5th grade. Any students that were at risk attended our tutorial programs and summer school if needed.

Perceptions Strengths

Our strength is our staff's ability to embrace the needs of our students and work collaboratively to support them through lessons, community circles and in town hall meetings by grade level. Students trust our teachers and show it through their perceptions on our Panorama data. Our culture this past year was on developing a learning environment that supports Rigor which was successful. We know when we balance the two we will be able to support a strong learning community not only within our teachers and students, but with each other as learners to support each other. Our CIS and Counselor strength is working with our teachers to support these needs.

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 80% of all students will meet or exceed growth expectations.

Evaluation Data Source(s) 1: Using MAP data:
 At MOY, 50% will meet CGI
 AT EOY 80% will meet CGI

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>1) Provide trainings and planning time on utilizing MAP data as well as on going formative data to support effective instructional strategies (small group, workshops, flex groups, Do Nows, etc..).</p>	2.4, 2.5, 2.6	Instructional Specialist Principal/AP	District Assessments PD attendance reports Campus walkthrough forms Lesson Plans Report Card Grades Common Assessments STAAR/District Assessment Data MAP Assessments			
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>2) Continue to provide opportunities for teachers to attend trainings to support Personalized/Blended learning and developing lessons with effective teaching points to support students needs. Trainings will focus in the following areas: Project Based Learning It's Learning and Summit Platform implementation Guided Reading Incorporating Rubric</p>	2.4, 2.5, 2.6	Instructional Specialist Personalized Learning Specialist LA Cadre	District Assessments PD attendance reports Campus walkthrough forms Lesson Plans Report Card Grades Common Assessments STAAR/District Assessment Data MAP Assessments			

<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>3) Continue to incorporate instructional strategies in reading that support our students needs through: Instructional resources that incorporate a variety of modalities to support teaching points. Develop trainings to support accelerated learning in small group instruction to support an increase in the number of students scoring above grade level.</p>	2.4, 2.5, 2.6	Leadership Team Principal Asst. Principal Teachers	LA District and Common Assessments PD Attendance reports Campus walkthrough forms Lesson Plans Report Card Grades STAAR/District Assessment Data MAP Assessments			
Funding Sources: 199 PIC 11 - Instructional Services - 115.00						
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>4) Continue to provide training on small group/differentiated instruction to support implementation in classrooms through: Balanced Literacy Literacy Groups Abydos Vocabulary Development Academic Stations that support AT risk to GT Level. Continue to provide ongoing training on the utilization of instructional framework to support a data driven culture that allows teachers to inform their daily instruction through informative assessments such as, but not limited to: Running Records miscues, check points, anecdotal records, etc... in order to create individualized plans for at risk students that need support</p>	2.4, 2.5, 2.6	Principal Asst. Principal Specialist Grade Level Leads	PD Attendance Roster Walkthrough Observations Lesson plans Report Cards STAAR/TELPAS/DRA MAP Assessments			
Funding Sources: 211 - Title I, Part A - 5000.00						
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>100% = Accomplished</p> </div> <div style="text-align: center;">  <p>0% = No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						

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

Performance Objective 2: 80% of students will meet their Math Conditional Growth Index (CGI) as measured by MAP


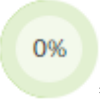

Evaluation Data Source(s) 2: Using MAP data:

At MOY, 50% will meet CGI

At EOY, 80% will meet CGI

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>1) Provide training and resources to support differentiated/flex/small group instruction in difficult math concepts through: Problem Solving Guided Math Utilization of Adaptive Software Academic Stations that support At risk to GT level</p>	2.4, 2.5, 2.6	Principal Asst. Principal Instructional Specialist	District Assessments PD attendance reports Campus walthrough forms Lesson Plans Report Card Grades STAAR/District Assessment Data MAP Assessment			
<p>Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>2) Continue to provide training on Sheltered instruction to support development in algebraic reasoning/problem solving. Have a least one teacher per grade level in K-5th attend training on problem solving/algebraic reasoning. Teachers will create anchor problem solving samples by grade level to supprt alignment to TEKS/multiple measures. All teachers will attend training on PVR to support Sheltered instruction.</p>	2.4, 2.5, 2.6	Instructional Specialist Principal/AP Math teacher	District Assessments PD attendance reports Campus walthrough forms Lesson Plans Report Card Grades STAAR/District Assessment Data MAP Assessment			
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>3) Provide ongoing training on the utilization of data to support a data driven culture that allows teachers to inform their daily instruction through informative assessments and teaching points.</p>	2.4, 2.5, 2.6	Principal/AP Leadership Team Math Teachers	District & Common Assessments PD attendance reports Campus walthrough forms Lesson Plans Report Card Grades STAAR/District Assessment Data MAP Assessment			

<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>4) Provide adaptive software to be able to check students understanding, mastery and additional needs in specific math skills.</p>	2.4, 2.5, 2.6	Instructional Specialist Principal/AP Math Teachers	District Assessments PD attendance reports Campus walthrough forms Lesson Plans Report Card Grades STAAR/District Assessment Data MAP Assessment			
<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>5) Continue to utilize a math action lab to integrate math skills through hands on kinestitic learning to support students Memory retention of: Numeracy Math Facts Patterning (Algebraic Thinking) Spatial awareness</p>	2.4, 2.5, 2.6	Math Instructional Specialist Math Teachers Principal/AP	District Assessments PD attendance reports Campus walthrough forms Lesson Plans Report Card Grades STAAR/District Assessment Data MAP Assessment			
<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>6) Continue to implement Project Based Units that integrate math TEKs to support students application of difficult math concepts by utilizing, but not limited to: STEM Scopes BIE Gold Standard Lessons Khan Academy</p>	2.4, 2.5, 2.6	Math Instructional Specialist Math Teacher Principal/AP	District Assessments PD attendance reports Campus walthrough forms Lesson Plans Report Card Grades STAAR/District Assessment Data MAP Assessment			
<p align="center">  = Accomplished  = No Progress  = Discontinue </p>						

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




Performance Objective 3: 80% of students will meet their Writing Conditional Growth Index (CGI) as measured by MAP.

Evaluation Data Source(s) 3: Using MAP data:

At MOY, 50% will meet CGI

At EOY, 80% will meet CGI

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<p>Critical Success Factors CSF 1 CSF 4</p> <p>1) Provide a writing camp for our 4th graders as a part of intervention to support instructional gaps in writing.</p>	2.4, 2.6	Principal/AP Teachers in Program Leadership Team	After school program rosters Report Cards STAAR/TELPAS data DRA MAP			
<p>Critical Success Factors CSF 1</p> <p>2) Continue to provide training on how to effectively integrate reading and writing across the curriculum and how to assess students progress. Training will focus on the following areas: Abydos Reading/Writing How to incorporate Grammar Systemically Creating and utilizing rubrics for instruction Developing effective writing products in a variety of content areas</p>	2.4, 2.5, 2.6	Campus Abydos Trainer LA Cadre Principal/AP	District Assessments PD attendance reports Campus walkthrough forms Lesson Plans Report Card Grades STAAR/District Assessment Data MAP Assessments			
<p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>3) Teachers will analyze students writing as a team by utilizing our writing continuum and rubric to develop effective writing instruction and teaching points to support students needs.</p>	2.4, 2.5, 2.6	Instructional Specialist Principal/AP Language Arts Teachers	Walkthrough forms Lesson Plans Report Card Grades STAAR/District Assessment Data			
 = Accomplished  = No Progress  = Discontinue						

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

Performance Objective 4: 80% of students will meet their Science Conditional Growth Index (CGI) as measured by MAP




Evaluation Data Source(s) 4: Using MAP data:

At MOY, 50% will meet CGI

AT EOY, 80% will meet CGI

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<p>Critical Success Factors CSF 1 CSF 4</p> <p>1) Purchase supplemental materials and additional resources to supplement FOSS kits and science instructional to support students instructional understanding of difficult concepts in science.</p>	2.4, 2.6	Instructional Specialist K-5 Science Teachers Leadership Team	District Assessments and CA's Report Cards STAAR data MAP data Lesson Plans			
<p>Critical Success Factors CSF 1 CSF 4</p> <p>2) Purchase supplemental materials to support students maintenance and understanding of core area TEKS.</p>		Instructional Specialist Science Committee Principal/AP Leadership Team	District Assessments Report Cards Campus Walkthroughs Lesson Plans STAAR MAP Data			
Funding Sources: 211 - Title I, Part A - 2500.00						
<p>Critical Success Factors CSF 1 CSF 4</p> <p>3) 5th Grade will have additional focused science labs on a weekly basis that supports areas of need based on their data. Provide hands on resources and experiences during their science lab to reinforce concepts/ skills that are abstract/difficult to understand.</p>	2.4, 2.6	Principal/AP Science Teachers Instructional Specialist	Walkthrough forms Lesson Plans Report Card Grades STAAR/District Assessment Data MAP Data			

<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>4) Continue to utilize our 2 Science Labs to use tools and experiment with different techniques for collecting data. They will be using models and implementing the scientific process to support scientific literacy that incorporates the 4 C's (Collaboration, communication, critical thinking and creativity).</p>	2.4, 2.5, 2.6	Principal/AP Science Teacher Instructional Specialist	Walkthrough forms Lesson Plans Report Card Grades STAAR/District Assessment Data MAP Data			
<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 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 80% of 3-5 graders will respond favorably on connectedness on the Panorama survey.

Evaluation Data Source(s) 1: Panorama Data Spring 2018:

Classroom belonging: 69%

School Climate: 68%




School Safety: 59%

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<p>Critical Success Factors CSF 4 CSF 6</p> <p>1) Expand our training and implementation that we are doing on integrating skills such as the Self Directed Learning Cycle and Habits of Mind into instruction to support implementation of essential skills to support a learning environment that focuses on students being self directed.</p>	2.4, 2.5, 2.6	Administration Counselor CIS Facilitator Teachers CSHAC/SEL Representatives	PD Attendance roster Lesson Plans Discipline Records Panorama Survey Data			
Funding Sources: 211 - Title I, Part A - 1029.00						
<p>Critical Success Factors CSF 4 CSF 6</p> <p>2) Character Development Continue to provide training on Character development strategies for teachers to integrate into their instructional lessons to support a positive learner centered culture. Teachers will recommend students to receive recognition through our "Lion Prints" Announcement that are given during Monday morning assemblies. Our Counselor will be providing classroom lessons on character development and asset building. She will provide reinforcement activities after lessons to reinforce understanding of concepts. Westwood will identify one student at the campus and district level who demonstrates strong ethical behavior all year.</p>	2.4	Counselor Principal AP CSHAC/SEL Representatives Teachers	PD Attendance Roster Lesson Plans Discipline Records Panorama Survey Data			

<p align="center">Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>3) Provide training on mentoring and deepen our understanding of how to utilize goal setting to support working with students.</p> <p>Students will work with their mentor/teacher to develop goals that will monitor and reflect on throughout the year to support their progress in meeting end of year expectations.</p>	<p>2.4, 2.5, 2.6</p>	<p>Administration Classroom Teachers Counselor</p>	<p>PD Attendance Roster Lesson Plans Discipline Records Panorama Survey Data</p>			
<p align="center">Critical Success Factors CSF 1 CSF 3 CSF 5 CSF 6</p> <p>4) Mentoring</p> <p>Continue seeking mentors for our students who are identified as under performing or at risk of failing. Mentors are defined as:</p> <ul style="list-style-type: none"> -Adult Volunteers -Selected 4th grade level students to support selected primary students -Selected Middle/HS/College students <p>Mentors will meet regularly with their mentee to build a positive relationship by engaging in ongoing activities through the school year.</p>		<p>Administration CIS Facilitator Counselor</p>	<p>List of students identified by teachers Mentor Log Discipline Records Report Cards STAAR/TELPAS/DRA Panorama Survey</p>			
<p align="center">Critical Success Factors CSF 6</p> <p>5) T-2-4 Focused</p> <p>Westwood will continue to incorporate a college and career week for all our students.</p> <p>Provide college information in our parent center to support their awareness of grants and funds available for their children.</p> <p>Provide a parent information session to assist with middle school course selection and how it effects graduation requirements.</p> <p>Provide T-2-4 focused presentations at least 4 times a year during Monday morning assemblies.</p>	<p>3.2</p>	<p>Counselor CIS Worker Principal Asst. Principal</p>	<p>Sign in Sheets Agendas Panorama Survey</p>			

<p align="center">Critical Success Factors CSF 6</p> <p>6) Provide a climate that encourages the importance of higher education and learning by displaying posters and bulletin boards. Incorporate college T-shirts on Fridays to increase students awareness of the variety of colleges available to them.</p>		<p>Counselor Classroom Teachers Administration CIS Worker</p>	<p>End of year student surveys Student Goal Sheets in 5th grade</p>			
<p align="center">Critical Success Factors CSF 1 CSF 5</p> <p>7) Parent Education Activities: Continue to provide a CIS Staff member who will conduct training's on such topics as: Eduphoria/Skyward Info. Health and Wellness Cyberbullying Homework support PBL Leader in Me Community Resources</p>	3.2	<p>CIS worker Principal Asst. Principal Counselor</p>	<p>CIS Parent Evaluation Parent Training Attendance Roster Panorama Survey Results</p>			
<p align="center">Critical Success Factors CSF 1 CSF 5</p> <p>8) We will continue to provide at least three parenting workshops for our Westwood parents to support their children throughout their education.</p>	3.2	<p>CIS Facilitator Principal</p>	<p>CIS Parent Evaluations Campus Parent Survey Parent Training Attendance roster Panorama Survey Results</p>			
<p>9) Outreach Activities</p> <p>Work with liaisons in each of our neighborhoods to support activities on and off campus as needed. Liaisons will meet at least two times a year to discuss community and educational needs.</p>		<p>CIS Worker Counselor Principal Asst. Principal</p>	<p>Attendance Roster for meetings Minutes from meeting Panorama Survey</p>			
<p align="center">Critical Success Factors CSF 5 CSF 6</p> <p>10) Our parents and staff will continue to work together to provide the following activities which nurture a positive learning community such as: Meet the Teacher Annual Carnival Primary Story book Parade Musical programs Classroom Celebrations 5th Grade Moving on Ceremony Faculty Meetings</p>		<p>Principal Asst. Principal PTA CIS Facilitator Librarian</p>	<p>Attendance Roster for meeting PTA Minutes from meetings related in activities noted Increase in number of parents/students participating</p>			<p>Funding Sources: 199 PIC 99 - Undistributed - 850.00</p>

<p align="center">Critical Success Factors CSF 5</p> <p>11) Provide at least two kindergarten information meetings to support parents understanding of kindergarten TEKS and home school connection.</p> <p>Provided a parent training on how to utilize the literacy materials in our Parent Center to use at home to support students instructional needs.</p>	3.2	Kinder Teachers Principal/AP Instructional Specialist CIS Worker	Sign in Sheet for parent meeting End of year assessment for kinder Students Progress on report Cards Improvement in Attendance in kinder Panorama Survey			
<p align="center">Critical Success Factors CSF 6</p> <p>12) Provide after school programs that support our students social emotional development and connection to their learning community such as, but not limited to: Kinder program and Character Buidling</p>		Principal/AP Leadership Team	Afterschool Program Roster District Assessment Report Cards STAAR/TELPAS Data Attendance Panorama Survey			
<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 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 students in 3rd & 5th grade 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 and STAAR

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<p>Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>1) To support the continual work on Rigor and Relevance our staff will be engaged in trainings to support Project Based Instruction to all teachers to incorporate Rigor and Relevance into their instruction to support students learning of concepts and skills. To continue to provide training and materials for our Primary and Intermediate Action Based Lab for student to utilize movement by engaging different parts of the brain to support their development. Continue to develop lessons that incorporates critical thinking and real world experiences such as, but not exclusive to: Hands on Real World Project Based Community Service Projects Scenario Based Instruction.</p>	2.4, 2.5	Principal Asst. Principal Instructional Specialist/Action based Facilitator Leadership Team	PD Attendance Rosters Lesson Plans Report Cards Action Lab Log Walkthroughs STAAR/TELPAS DRA			
<p>Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>2) Technology: Continue to provide software and online programs that supports the integration of technology into instruction to support students utilization within their learning/products/presentation.</p>	2.4, 2.5, 2.6	Principal Asst. Principal Technology Specialist Librarian Technology Committee	Teacher Technology Implementation Survey Lesson Plans Student Products			
Funding Sources: 211 - Title I, Part A - 5400.00						

<p>Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>3) Provide training for teachers on how to integrate technology TEKS to support integration into core academic areas. Provide on going training for staff on how to utilize technology to support collaborating globally to reinforce integrating skyping, blogging and other forms of media during classroom instruction.</p>	2.4	Administration Technology Specialist Technology Committee	PD Attendance roster Walkthrough Observations Lesson Plans Teacher Blogs and other Media sites			
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>4) Monitoring Students Progress</p> <p>Meet as teams to desegregate both Common and District Assessment data and identify strengths, gaps and needs of our students. Teams will develop grade level goals throughout the year to support overall academic growth and reflect and adjust instruction to support each subgroup as needed. Grade level teams meet at least once a week to discuss and develop instructional plans and reflect on how assessing students understanding of skills/concepts taught utilizing WWE Instructional Framework. Provide assessment resources to support teachers alignment between intended and taught curriculum.</p>	2.4, 2.6	Administration Leadership Team Intervention Specialist Grade Level Teams	Walkthrough Observations Lesson Plans Report Cards STAAR/TELPAS/DRA Meeting Agendas and Minutes Instructional Plans			
<p>Critical Success Factors CSF 1 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>5) Provide after school programs that demonstrates college readiness through the completion of rigorous programs such as, but not limited to: Readers Theater, STEM Class, Legos and Robotics and Coding.</p>	2.4, 2.5	Administration Leadership Team	Afterschool Program Rosters District/Common Assessments Report Cards STAAR/TELPAS Data Attendance			
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>6) Provide computers to support students to work on online applications and Project Based activities that support personalized learning.</p>	2.4, 2.5, 2.6	Administration Leadership Team	Teacher Technology Implementation Survey Lesson Plans Student Products			
<p style="text-align: center;">  = Accomplished  = No Progress  = Discontinue </p>						




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, WWE will close existing achievement gaps between ELL and non-ELL in grades 3-5 by at least 10% while all performance improves.

Evaluation Data Source(s) 1: STAAR Performance in Reading

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<p>Critical Success Factors CSF 1 CSF 4</p> <p>1) Purchase supplemental materials to support students maintenance and understanding of core area TEKS.</p>	2.4, 2.6	Instructional Specialist Administration Core Committees Leadership Team	District Assessments PD Attendance reports Campus walkthrough forms Lesson Plans Report Card Grades STAAR/District/Common Assessment			
Funding Sources: 211 - Title I, Part A - 2500.00						
<p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>2) Provide training for teachers on how to accommodate and meet individual education plans to support students academic needs.</p>	2.4	Special Ed. Team Dyslexia Specialist Administration	Sign in Sheets Agenda Walkthrough Observations Report Cards STAAR/TELPAS			
<p>Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>3) ELL Development: Continue to develop our Dual Language program into our K - 5th grade bilingual classrooms to support students conceptual understanding of concepts and skills in their 2nd language. Continue to provide training for staff to support the implementation of the English Proficiency Standards (ELPS) for L2 students. Provide our bilingual/ESL students who show a need of English development tutorial/intervention support through a part time bilingual intervention specialist.</p>	2.4, 2.6	Administration Bilingual Committee Campus Bilingual Rep.	PD Attendance Rosters Walkthrough Observations Lesson Plans Report Cards STAAR/TELPAS DRA			

<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>4) 5th grade teachers will evaluate and revise their grade level curriculum as needed to support priority standards in the Summit Platform by incorporating district curriculum, Summit lessons and teacher created lessons to support during and after school instruction.</p>	2.4, 2.5, 2.6	Principal 5th Grade Teachers Leadership Team	Report Cards STAAR/TELPAS Common/District Assessments Walkthrough Observations Quest Student Data			
<p>Critical Success Factors CSF 1 CSF 4</p> <p>5) Study Trips Provide Field-based experiences for students to support classroom curriculum and instruction in at least one content area. K-5th grade level selected study trips Program specific study trips College Awareness/Focus of study trips</p>	2.4, 2.5, 2.6	Team Leaders Administration	STAAR/TELPAS Report Cards Lesson Plans			
Funding Sources: 211 - Title I, Part A - 8000.00, 199 PIC 11 - Instructional Services - 1160.00						
<p>Critical Success Factors CSF 1 CSF 5</p> <p>6) Academic Events Continue to differentiate parental involvement activities on our campus to meet specific student and parent needs: Incorporate Curriculum Night as part of our Open House Activities STAAR Information Night Family Library Night Interdisciplinary Night (Science/Math/Technology) Night 2nd -5th Grade Testing Info. Nights</p>	3.2	Administration Family Library Night Coordinator Librarian Instructional Specialist Core Committee Cadre Chairs	Number of parents attending (Sign in Sheet) Panorama Survey			
Funding Sources: 211 - Title I, Part A - 2180.00, 199 PIC 99 - Undistributed - 800.00						
<p>Critical Success Factors CSF 1 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>7) Continue our after school tutorial programs that supports Language Arts and Math of at risk students.</p>	2.4, 2.6	Administration Leadership Team	Afterschool Program rosters District/Common Assessments Report Cards STAAR/TELPAS Data			
Funding Sources: 211 - Title I, Part A - 10872.00, 199 PIC 30 - At Risk School Wide SCE - 6968.00						
<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, the campus will implement the following strategies.

Evaluation Data Source(s) 1: All Strategies will be implemented.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<p>Critical Success Factors CSF 2</p> <p>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. Bilingual/ESL Program OWDL Stat Comp ed. Programs Gifted and Talented After School Program.</p>	2.6	Principal Asst. Principal Counselor CIT Members Bilingual Committee Special Ed. Teachers	Report Cards STAAR/TELPAS DRA Promotion/Retention Data Discipline PIEMS data			
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>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.</p> <p>Reading teachers will continue to implement: a literacy notebook that contains, but not limited to anecdotal notes and running records of students reading progress to support their reading development.</p> <p>Kinder - 3rd grade will continue to utilize an electronic reading tracker to monitor students progress on a monthly basis. During that time teachers will discuss needs and adjustments to instruction to support students needs.</p> <p>Teachers will incorporate a short/long term trajectory that they will monitor and utilize with the skills for surface and deep structures to support individualized guided instruction.</p>	2.4, 2.6	Principal Asst. Principal Leadership Team Grade Level Team Campus Intervention Specialist	Report Cards STAAR/TELPAS DRA District Assessments			

<p style="text-align: center;">Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>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. Meet with grade level teachers at the beginning of the year to discuss students at risk. Review and revise instructional plans to support their needs. Teams will meet at least once a week to discuss students response to instruction and develop a plan of action for students who still need additional support. Our leadership team will meet with grade level teams at least each 9 weeks to discuss students progress and if additional support is needed.</p>		Principal Asst. Principal Leadership Team Grade Level Teams Campus Improvement Specialist	Report Cards STAAR/TELPAS DRA District Assessments Promotion/Retention Data			
<p style="text-align: center;">Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>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. This year our teachers will continue to develop their technology skills through our faculty meetings that support teachers integration of technology: Devices Applications Programs This year our Early Adopter Team will continue to meet to support our continual growth in integrating technology and developing our understanding of how to incorporate problem based learning.</p>	2.4, 2.5	Principal Asst. Principal Leadership Team Early Adopter Cadre Campus Technology Representative	Implementation Survey Lesson Plans Student Products			

<p align="center">Critical Success Factors CSF 6</p> <p>5) Promote parent and community involvement in drug and violence prevention programs/ activities. Students will participate in Healthy Choices Week within the instructional day by providing activities to incorporate into teachers lessons. Our counselor will provide guidance lessons on resistance to peer pressure and bullying Continue to incorporate student programs for 4th and 5th grade students (Girls Club and RAP) who are at risk which incorporates developmental assets into activities. Provide bullying presentations for parents and staff.</p>	2.6	SDFSCC Campus Facilitator Counselor Principal Asst. Principal CIS Facilitator Club Sponsor	End of year Parent Survey Panorama Data Promotion/Retention Data Discipline (PEIMS Reports)			
Funding Sources: 199 PIC 99 - Undistributed - 591.00						
<p align="center">Critical Success Factors CSF 6</p> <p>6) Provide professional development based on level of expertise and need in the following areas: * Bullying Prevention * No Place for Hate * CSHAC * SEL Our CIS, counselor and principal will meet with our parents on topics listed above at least 4 times a year.</p>	3.2	Principal Counselor Asst. Principal CIS Facilitator SCFSC Campus Facilitator SEL Sponsor	Participation Rosters Parent Evaluation Campus End of the year survey Discipline (PEIMS data)			
<p align="center">Critical Success Factors CSF 1</p> <p>7) SPECIAL EDUCATION - Monitor LRE ratio. Develop campus capacity to support inclusive programming for students with disabilities. Evaluate campus LRE ratio. We will continue to develop and implement a levels of support plan and monitor its effectiveness on a bimonthly basis. Special Ed. staff will attend district level training on differentiation and modifications to meet students IEPs. We will provide additional time to inclusion teachers and special ed. staff to discuss student needs and provide opportunities for effective co-teaching. Provide portfolios with IEP's for every staff member who has a special ed. student. Provide additional support for students needing accommodations during STAAR testing.</p>	2.4	Principal Asst. Principal Special Ed. Staff Diagnostician Inclusion Teachers	LRE campus ratio annual report STAAR/TELPAS DRA District Assessment			
Funding Sources: 199 PIC 23 - Special Education - 215.00						

<p>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? Continue to maintain and analyze students academic history and overall needs to make appropriate ARD decisions. Review all IEPs to ensure rigor and alignment to students academic needs. Continue to utilize reading continuum and LLI program to accelerate students reading development to support students to be on grade level.</p>	2.4	Principal Asst. Principal Diagnostician Inclusion Teachers Special Ed. Staff	LRE campus ratio annual report STAAR/TELPAS DRA District Assessment			
<p>Critical Success Factors CSF 7</p> <p>9) SPECIAL EDUCATION - Ensure that Special Education staff, building administrators, and counselors are trained on and adhere to Special Education timelines and compliance requirements. Meet with Special Ed. and support staff individually to develop a professional development plan related to their individual professional needs. Campus personnel will monitor individual Mandt training timelines and will acquire recertification as needed. Monitor students on going development by having a Representative from Special Ed in our weekly leadership meetings to discuss students progress and needs.</p>	2.4	Principal Asst. Principal Diagnostician Inclusion Teachers Special Ed. Staff Leadership Team	LRE campus ratio annual report STAAR/TELPAS DRA District Assessments ARD Minutes IEP's			

<p style="text-align: center;">Critical Success Factors CSF 1</p> <p>10) STATE COMP ED - Provide supplemental At-Risk services/support in the content areas:</p> <ul style="list-style-type: none"> * Language Arts * Math * Science * Social Studies * LEP Intervention Specialist <p>We have and will continue to monitor and evaluate our programs by continually collaborating and working through our leadership team, team leaders and grade level meetings on an ongoing basis to provide the support that is needed systemically to individual teachers. They will provide this support through:</p> <ul style="list-style-type: none"> -Our intervention specialist will be providing in class support with small group instruction. Our I Coach will work with teachers on instructional needs and model lessons as needed. - Training as needed in areas such as interdisciplinary instruction, questioning, differentiated instruction, rigor and relevance. -Our librarian and Instructional specialist for technology will continue to provide training that supports the integration of technology in classrooms. - Our librarian will continue to provide educational resources and media. 	<p>2.4, 2.6</p>	<p>Principal Asst. Principal Librarian Campus Technology Rep. Classroom Teachers Intervention Specialist</p>	<p>STAAR/TELPAS DRA District Assessments Report Cards ILT Minutes Walkthroughs Observations Attendance Rosters for PD</p>			
<p>Funding Sources: 211 - Title I, Part A - 178519.00, 199 PIC 99 - Undistributed - 6502.00</p>						

<p align="center">Critical Success Factors CSF 1</p> <p>11) -Identify At-Risk students; provide them with supplemental services; and monitor progress (including continual English language development for LEP students) Materials include: manipulatives, literacy materials, STAAR support, bilingual material After-school extended day instruction.</p> <p>-Continue to provide additional math materials to support the implementation of Singapore math and training on how to utilize them to support the development of our students' problem solving skills.</p> <p>-Provide additional guided reading materials for our classroom teachers to support small group instruction for students who are not meeting reading expectations.</p> <p>-Provide during the day and after school intervention for students who are not meeting expectations at each district assessment period.</p> <p>Provide bilingual materials to incorporate an effective intervention program (during and after school) for our students who are not meeting L2 expectations at 2nd -5th grade levels. Materials needed for programs include: manipulatives, literacy materials, STAAR support, bilingual material</p>	<p>2.4, 2.6</p>	<p>Principal Asst. Principal Intervention Specialist Team Leaders Campus Technology Rep.</p>	<p>STAAR/TELPAS DRA District Assessment Report Cards Walkthrough observations Attendance Rosters for PD</p>			
<p>Funding Sources: 199 PIC 25 - ESL/Bilingual - 1840.00, 199 PIC 11 - Instructional Services - 10590.00, 199 PIC 99 - Undistributed - 551.00</p>						




<p align="center">Critical Success Factors CSF 5</p> <p>12) Develop, monitor, and evaluate campus volunteer/partnership programs that include: * recruitment * training/support * recognition of volunteers/ partnerships -Work with district level Community Relations department to recruit and train mentors for identified students in 3rd - 5th grade. - Work with Community Relations department to train volunteers to support students before, during and after school. - Strengthen current partnerships and develop new partnerships to build support for WWE students and teachers by providing monthly meetings, coffees and round tables through our CIS. -Recognize and highlight a volunteer of the month in our newsletter and post information in the front office with picture, as well as provide a parking space for them in the front of the building. - Hold volunteer recognition breakfast at end of year</p>	3.2	Principal Asst. Principal CIS Facilitator Counselor	End of year volunteer log End of year campus survey Newsletter CIS Data on students Attendance of end of year events			
<p>Funding Sources: 199 PIC 11 - Instructional Services - 845.00</p>						
<p align="center">Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>13) TITLE II A - Provide professional development to CIT, teachers, and administrators that increases knowledge and skills related to: This year during trainings we will provide the following staff development to support our staffs instructional skills for improving teaching and learning (CIT members will be invited to attend these training's): * vertical alignment meetings between grade levels. * 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. *Continue discussions on the implementation of One-Way Dual Language * Project Based Learning * This includes opportunities for teachers to be coached, attend sustained training/in-services/ workshops and/or conferences together with structured follow-up on small group instruction.</p>	2.4, 2.5, 2.6	Principal Asst. Principal Team Leaders Intervention Specialist	Implementation Survey Teacher Appraisals Panorama Data DRA/EDL Report Cards STAAR/TELPAS			
<p>Funding Sources: 211 - Title I, Part A - 2000.00, 199 PIC 11 - Instructional Services - 3500.00</p>						

<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>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.</p> <ul style="list-style-type: none"> - Teachers and staff will participate in effective instruction professional development. At least two follow up sessions will be provided in areas of need based on teacher walk throughs. - Teachers will collaborate by grade levels and implement task analysis for planning utilizing our Instructional Framework to provide effective lessons including technology integration during roadmapping and extended planning sessions. 	2.4, 2.5, 2.6	Principal Asst. Principal Team Leaders Leadership Team	Implementation Survey Teacher Appraisals (Walkthroughs) Panorama Data DRA/EDL Report Cards STAAR/TELPAS			
<p>Funding Sources: 199 PIC 99 - Undistributed - 3300.00</p>						
<p align="center">Critical Success Factors CSF 2 CSF 7</p> <p>15) Provide support for new teachers with ongoing mentoring and planning with certified staff.</p> <p>New teachers will receive a mentor in their area of instruction. New teachers will attend weekly meetings in the Fall and bimonthly meetings in the Spring with the principal to discuss any needs and expectations. They will also work with their team and 03's support to develop their instructional skills and goals for the year.</p>		Principal Asst. Principal Team Leaders Lead Mentor	Implementation Survey Minutes from lesson planning Mentor log			
<p>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. Provide recruitment information on website.</p> <p>Campus leadership will attend district job fairs to recruit highly qualified staff. Continue to develop our website and include more information about campus activities for students.</p>		Principal Asst. Principal Website Coordinator	Website Faculty Retention Rate Job Fair sign in sheet			

<p align="center">Critical Success Factors CSF 5</p> <p>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. Provide monthly parent meetings through our WWE parent center that discusses the activities/events we are doing at Westwood and how parents can work with teachers. Provide faculty meetings with ways to build parent involvement in their students learning.</p>	3.2	Administration CIS	End of year Parent Survey End of year increase in # of parent volunteers from last year End of year increase in parent participation in parent conferences			
<p align="center">Critical Success Factors CSF 5</p> <p>18) PreK and K teachers develop transition strategies. Elementary campuses provide kindergarten orientation at different times and in a variety of settings. Parents will attend at least one parent meeting in the Fall/Spring related to a specific topic that will be conducted at least 2 times throughout the year. Invite 2019-20 Kinder Parents to a transition meeting in May.</p>	3.2	Kinder Team Leader Administration CIS	End of year Parent Survey Attendance Sign in Sheet from parent meeting			
<p align="center">Critical Success Factors CSF 1 CSF 7</p> <p>19) GIFTED AND TALENTED - Provide opportunities for G/T professional development, based on level of expertise and need, in one of the following areas: We will continue to assess and identify GT student needs and work with parents on how to support them at home. We will provide training's during our faculty meeting that focuses on differentiation strategies for GT students.</p>	2.5	Counselor Librarian Administration	Sign in Sheets for trainings and meetings Lesson Plans			
<p align="center">Critical Success Factors CSF 1 CSF 7</p> <p>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. During planning discuss and develop learning strategies to support our GT students. Continue to develop differentiated workstations that are open ended and challenge our GT students.</p>	2.4, 2.5	Administration Team Leaders Counselor Instructional Specialist	Lesson Plans Walkthroughs/Appraisals End of year DRA/EDL Increase in Commended level for STAAR			

<p align="center">Critical Success Factors CSF 5</p> <p>21) 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. Conduct an annual G/T parent meeting to develop awareness of the program, identification, and requirements. Complete GT screening and analyze for possible testing. Utilize 2nd grade standardized testing to help identify students who may need to be screened for GT.</p>	3.2	Administration CIS Nurse PE Teachers CSHAC Committee	# of parents attending activities End of year parent survey			
<p align="center">Critical Success Factors CSF 5 CSF 6</p> <p>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 Survey b.School Health Index c.SEL/Panorama Survey Provide Asthma Awareness training for the staff. Provide a Family health and fitness night. Provide at least one parent meeting that discusses CSHAC at Westwood and get input related to focused areas.</p>	2.6	Administration CIS Nurse Counselor PE Teachers CSHAC Committee	# of parents attending activities End of year parent survey CSHAC Campus Coordinator School Health Checklist			
<p>Funding Sources: 199 PIC 99 - Undistributed - 750.00</p>						
<p align="center">Critical Success Factors CSF 5</p> <p>23) 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. This activity is completed in the first 9 weeks of school with a meeting held to discuss the compact's and Parent Involvement Policy's importance with the parents. The compact and Parent Involvement Policy are included in the Title I portfolio.</p>	3.1	Principal Assistant Principal CIT CIS Counselor	Final revised parent compact with signatures Final revised parent involvement policy with parent signatures			

<p style="text-align: center;">Critical Success Factors CSF 5</p> <p>24) 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.</p> <p>The Title I annual meeting will be held as the opening activity at our Parent/Teacher Meet and Greet to which all parents will be invited. The above topics will be served.</p>	3.2	Principal AP Counselor CIS	End of year parent survey Agenda of Parent Meeting Notes from Parent Meeting			
<p style="text-align: center;">Critical Success Factors CSF 2</p> <p>25) 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. Bilingual/ESL Program OWDL Stat Comp ed. Programs Gifted and Talented After School Program</p>	2.6	Principal AP Counselor CIS Facilitator	Report Cards STAAR/TELPAS DRA Promotion/Retention data Discipline PIEMS data			

<p align="center">Critical Success Factors CSF 1 CSF 2</p> <p>26) 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.</p> <p>Reading teachers will continue to implement: a literacy notebook that contains, but not limited to anecdotal notes and running records of students reading progress to support their reading development.</p> <p>Kinder - 3rd grade will continue to utilize an electronic reading tracker to monitor students progress on a monthly basis. During that time teachers will discuss needs and adjustments to instruction to support students needs.</p> <p>Teachers will incorporate a short/long term trajectory that they will monitor and utilize with the skills for surface and deep structures to support individualized guided instruction.</p>	2.6	Principal Asst. Principal Leadership Team Grade Level Team Campus Intervention Specialist	Report Cards STAAR/TELPAS DRA			
<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 3</p> <p>27) 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. Meet with grade level teachers at the beginning of the year to discuss students at risk. Review and revise instructional plans to support their needs. Teams will meet at least once a week to discuss students response to instruction and develop a plan of action for students who still need additional support. Our leadership team will meet with grade level teams at least each 3 weeks to discuss students progress and if additional support is needed.</p>	2.4, 2.5, 2.6	Principal Asst. Principal Leadership Team Grade Level Teams	Report Cards STAAR/TELPAS DRA District Assessments Promotion/Retention Data			
<p align="center">  = Accomplished  = No Progress  = Discontinue </p>						

Campus Funding Summary

199 PIC 11 - Instructional Services					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Magazines	6325	\$115.00
4	1	5	Study Trip (buses)	6494	\$1,000.00
4	1	5	Study Trip (Student Travel)	6412	\$160.00
5	1	11	Instructional Supplies	6399	\$8,590.00
5	1	11	Instructional Operating Maintenance	6269	\$2,000.00
5	1	12	Misc. Operating Expenses	6499	\$845.00
5	1	13	Substitutes (13: Curriculum and Personnel Development)	6112	\$1,000.00
5	1	13	Substitutes (11: Teachers and other professionals)	6112	\$2,500.00
Sub-Total					\$16,210.00
Budgeted Fund Source Amount					\$16,210.00
+/- Difference					\$0
199 PIC 23 - Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	7	Instructional Supplies	6399	\$215.00
Sub-Total					\$215.00
Budgeted Fund Source Amount					\$215.00
+/- Difference					\$0
199 PIC 25 - ESL/Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	11	Instructional Materials	6399	\$1,840.00
Sub-Total					\$1,840.00
Budgeted Fund Source Amount					\$1,840.00
+/- Difference					\$0
199 PIC 30 - At Risk School Wide SCE					

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	7	Tutorials	6116	\$6,968.00
Sub-Total					\$6,968.00
Budgeted Fund Source Amount					\$6,968.00
+/- Difference					\$0
199 PIC 99 - Undistributed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	10	Misc. Operating Expense	6499	\$600.00
2	1	10	Misc. Overtime	6121	\$100.00
2	1	10	Security Overtime	6121	\$150.00
4	1	6	Overtime	6121	\$800.00
5	1	5	Counselor Supplies	6399	\$591.00
5	1	10	Other Reading material (educational resources and media)	6329	\$5,202.00
5	1	10	Library Supplies	6399	\$300.00
5	1	10	Employee Travel (Conf., Workshops, Webinar registration)	6411	\$800.00
5	1	10	Misc. Operating Expenses	6499	\$200.00
5	1	11	General Supplies and Materials	6399	\$551.00
5	1	14	Other reading materials (PD reading materials)	6329	\$1,000.00
5	1	14	Employee Travel (Conf., Workshops, Webinar Registration)	6411	\$1,000.00
5	1	14	Admin. Employee Travel (Conf., Workshops, Webinar Registration)	6411	\$1,300.00
5	1	22	Clinic Supplies and Materials	6399	\$750.00
Sub-Total					\$13,344.00
Budgeted Fund Source Amount					\$13,344.00
+/- Difference					\$0
211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Subs for Prof. Development	6112	\$5,000.00
1	4	2	Science Reading Materials	6329	\$2,500.00

2	1	1	Reading Materials	6329	\$1,029.00
3	1	2	Software	6397	\$5,400.00
4	1	1	Instructional Materials	6329	\$2,500.00
4	1	5	Study Trip (buses)	6494	\$4,000.00
4	1	5	Study Trip (fees)	6412	\$4,000.00
4	1	6	Supplies and materials for library night and parent meetings	61.6399	\$580.00
4	1	6	Parent Activities (Misc. Expenses)	61.6499	\$600.00
4	1	6	Author Presentations for Library Nights	61.6299	\$1,000.00
4	1	7	Tutorials	6116	\$10,872.00
5	1	10	Instructional Specialist	6119	\$178,519.00
5	1	13	Registration Fee for PD	6411	\$1,000.00
5	1	13	Registration for Region 4	6239	\$1,000.00
Sub-Total					\$218,000.00
Budgeted Fund Source Amount					\$218,000.00
+/- Difference					\$0
Grand Total					\$256,577.00