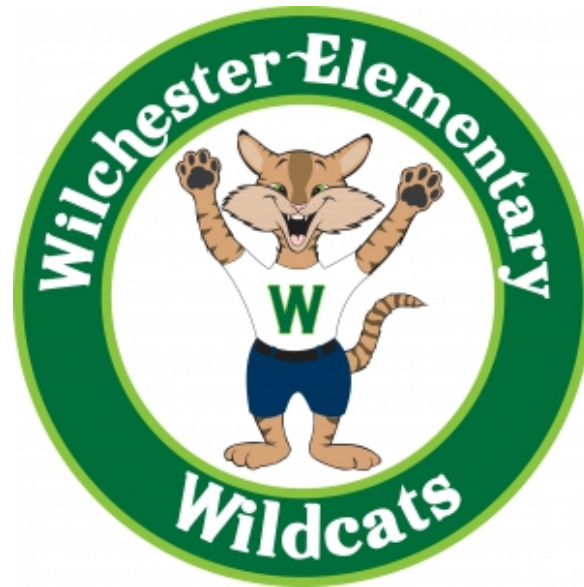


Spring Branch Independent School District
Wilchester Elementary School
2018-2019 Campus Improvement Plan



Mission Statement

Wilchester is dedicated to both the social/emotional and rigorous academic development of each and every child. We strive to prepare and challenge all students to meet their full potential.

Vision

Wilchester's staff, parents, and community work together to leverage our strengths and resources. Our students will be prepared for an ever changing world through a focus on research-based best practices, as well as innovative approaches to learning.

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

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 75% of Wilchester students will meet or exceed growth expectations on MAP in Math and at least 70% will meet or exceed growth expectations in reading.

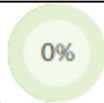
Evaluation Data Source(s) 1: BOY, MOY, and EOY MAP data

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) Utilize Collaborative planning times to disaggregate MAP data following all three administrations.	Principal, Assistant Principals, Lead Intervention Specialist, PTA Interventionists (Math & Reading), Classroom Teachers	Increase levels of growth due to consistent monitoring, planning, and targeted instruction. PLC's will build teacher collaboration, trust, and instructional capacity.			
2) Utilize technology applications such to create customized assignments and workstations based on MAP data (K - 5). Including but not limited to Dreambox, A to Z Learning, and Think Through Math.	Principal, Assistant Principals, Lead Intervention Specialist, PTA Interventionists (Math & Reading), Classroom Teachers	Increase in levels of student agency as learners become aware of and take responsibility for their progress. Increased awareness of hands-on and technology resources that will contribute to student growth and achievement levels.			
3) Utilize MAP data to create customized hands-on work stations in Math and Reading (K - 1), as well Science (5th grade only)	Principal, Assistant Principals, Lead Intervention Specialist, PTA Interventionists (Math & Reading), Classroom Teachers	Increase levels of growth due to consistent monitoring, planning, and targeted instruction. Increase in levels of student agency as learners become aware of and take responsibility for their progress. Increased awareness of hands-on and technology resources that will contribute to student growth and achievement levels.			
4) Utilize interventionists for small group instruction for students not making adequate progress in Reading and Math.	Principal, Assistant Principals, Lead Intervention Specialist, PTA Interventionists (Math & Reading),	Increase levels of growth due to consistent monitoring, planning, and targeted instruction. Interventionists will liaise directly with the classroom teacher in order to determine which skills each staff member will be responsible to teach.			
Funding Sources: 199 PIC 24 - At Risk - 533.00, 199 PIC 23 - Special Education - 500.00					



= Accomplished



= 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 75% of 3rd-5th graders will respond favorably on school connectedness metric of the Panorama survey.

Evaluation Data Source(s) 1: Panorama

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) Classroom teachers will provide a high level of student choice such as flexible seating options, book clubs, student-selected text, and offering a variety of options for student to show mastery of content. (School Climate and School Engagement)	Principal Assistant Principals Teachers Counselor Lead Instructional Specialist	Students report on the Panorama Survey that they are: * Excited to go to class *Interested in what they are learning *Willing participants in class activities *Receiving quality instruction *Confident in their teacher's skill sets Treated fairly and respectfully at school Challenged by their teacher/school work Making growth and have a positive mindset			
2) Students will monitor their own progress by utilizing growth trackers and meeting with their classroom teachers to discuss their performance and needs. (Valuing of School and School Mindset)	Principal Assistant Principals Teachers Counselor Lead Instructional Specialist	Students report on the Panorama Survey that they are: * Excited to go to class *Interested in what they are learning *Willing participants in class activities *Receiving quality instruction *Confident in their teacher's skill sets Treated fairly and respectfully at school Challenged by their teacher/school work Making growth and have a positive mindset			
3) Classroom teachers will utilize effective routines and procedures that allow students to all be vested in their classroom responsibilities. (School Belonging)	Principal Assistant Principals Teachers Counselor Lead Instructional Specialist	Students report on the Panorama Survey that they are: * Excited to go to class *Interested in what they are learning *Willing participants in class activities *Receiving quality instruction *Confident in their teacher's skill sets Treated fairly and respectfully at school Challenged by their teacher/school work Making growth and have a positive mindset			

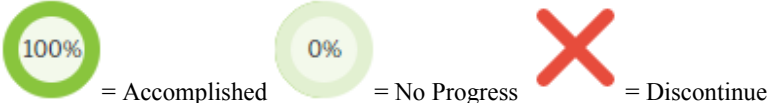
<p>4) All school personnel will build relationships with students to better understand the whole child. Examples of activities include greeting individual students in the morning, attending extra curricular activities outside of school, private lunch bunches with students, customized incentive opportunities, STAR of the week, classroom social media pages, etc. (School Teacher - Student Relationships).</p>	<p>Principal Assistant Principals Teachers Counselor Lead Instructional Specialist</p>	<p>Students report on the Panorama Survey that they are: * Excited to go to class *Interested in what they are learning *Willing participants in class activities *Receiving quality instruction *Confident in their teacher's skill sets Treated fairly and respectfully at school Challenged by their teacher/school work Making growth and have a positive mindset</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 3: In order to achieve, T-2-4, students will demonstrate college-ready academic performance.

Performance Objective 1: By June 2019, the number of 3rd-5th grade students meeting the "masters" criteria on STAAR Reading will increase by 5%.

Evaluation Data Source(s) 1: STAAR Reading Results

Summative Evaluation 1:




Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) Teachers will utilize MAP data as well as STAAR benchmark data to inform instruction and create personalized pathways for students based on their current understandings.	Principal 4th & 5th grade Science teachers Lead Intervention Specialist	Increase levels of growth due to consistent monitoring, planning, and targeted instruction. Increase in levels of student agency as learners become aware of and take responsibility for their progress.			
2) Students will receive supplemental small group instruction before and after school when needed.	Principal Teachers	Specific, targeted instruction will lead to measurable growth for all students. Increase levels of growth due to consistent monitoring, planning, and targeted instruction. Increase in levels of student agency as learners become aware of and take responsibility for their progress.			
3) WCE will provide customized professional development in CCP practices throughout the year.	All instructional staff and administration	Alignment of our K-5 Writing practices and shift ownership of learning to students. Increase in levels of student agency as learners become aware of and take responsibility for their progress.			
					

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, the performance gap between ELL and non-ELL students, as well as Special Ed and non-Special Ed, will close by 5% in both Reading and Math as demonstrated on the STAAR test.

Evaluation Data Source(s) 1: STAAR Reading and Math results

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) Utilize Collaborative planning times to disaggregate MAP data following all three administrations.	LEP Coordinator, Principal, Lead Intervention Specialist, PTA Interventionists (Math & Reading), Classroom Teachers	Reduction of achievement gap as non-English speakers receive additional targeted instruction based upon individual content needs. Students will meet progress measure standards for ELL students on final STAAR.			
2) Utilize technology applications such to create customized assignments and workstations based on MAP data (K - 5). Including but not limited to Dreambox, A to Z Learning, and Think Through Math.	LEP Coordinator, Principal, Lead Intervention Specialist, PTA Interventionists (Math & Reading), Classroom Teachers	Reduction of achievement gap as non-English speakers receive additional targeted instruction based upon individual content needs. Students will meet progress measure standards for ELL students on final STAAR.			
3) Utilize MAP data to create customized hands-on work stations in Math and Reading (K - 1)	Principal Assistant Principal K-1 teachers Lead Intervention Specialist	Reduction of achievement gap as non-English speakers receive additional targeted instruction based upon individual content needs.			
4) Lead Intervention Specialist will supplement targeted small group instruction to provide additional academic supports for emerging English speakers.	Principal Assistant Principal Lead Intervention Specialist	Reduction of achievement gap as non-English speakers receive additional targeted instruction based upon individual content needs. Students will meet progress measure standards for ELL students on final STAAR.			
Funding Sources: 199 PIC 25 - ESL/Bilingual - 440.00, 199 PIC 23 - Special Education - 600.00					
 = Accomplished  = 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.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Campus Funding Summary

199 PIC 11 - Instructional Services					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$25,850.00
+/- Difference					\$25,850.00
199 PIC 23 - Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4			\$500.00
4	1	4			\$600.00
Sub-Total					\$1,100.00
Budgeted Fund Source Amount					\$1,100.00
+/- Difference					\$0
199 PIC 24 - At Risk					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4			\$533.00
Sub-Total					\$533.00
Budgeted Fund Source Amount					\$533.00
+/- Difference					\$0
199 PIC 25 - ESL/Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	4			\$440.00
Sub-Total					\$440.00
Budgeted Fund Source Amount					\$440.00
+/- Difference					\$0
199 PIC 32 - Pre-Kindergarten					

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$50.00
+/- Difference					\$50.00
199 PIC 99 - Undistributed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$15,243.00
+/- Difference					\$15,243.00
Grand Total					\$2,073.00