

Spring Branch Independent School District

Wilchester Elementary School

2020-2021 Campus Improvement Plan



Mission Statement

The mission of Wilchester Elementary School is to create a safe, thriving and dynamic learning environment that promotes both academic rigor and social emotional well being. Our instructional program values student interest, varied learning styles and offers multiple ways to demonstrate mastery. We will invest in building empathetic relationships and fostering kindness and mutual respect among all shareholders.

By doing so, we hope to equip and empower students to take ownership of their learning in meaningful ways in an effort to prepare them to be global citizens in an ever changing world.

Vision

At WCE, we equip creative, critical and curious thinkers with a self sustaining drive to demonstrate integrity and cognitive flexibility.

Core Values

Every Child

We put students at the heart of everything we do.

Collective Greatness

We, as a community, leverage our individual strengths to reach challenging goals.

Collaborative Spirit

We believe in each other and find joy in our work.

Limitless Curiosity

We never stop learning and growing.

Moral Compass

We are guided by strong character, ethics and integrity.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Wilchester Elementary is a PK-5 neighborhood school on the west side of Houston with an enrollment of just over 800 students. Below are the demographic breakdowns for the school:

Ethnic Distribution:			
African American		6	0.7%
Hispanic	101		12.4%
White	570		69.8%
American Indian	3		0.4%
Asian	113		13.8%
Pacific Islander	0		0.0%
Two or More Races	24		2.9%
Economically Disadvantaged		37	4.5%
Non-Educationally Disadvantaged	780		95.5%
Section 504 Students	28		3.4%
English Learners (EL)	101		12.4%
Students w/ Disciplinary Placements (2017-18)	0		0.0%
Students w/ Dyslexia	12		1.5%
At-Risk	156		19.1%

Demographics Strengths

Wilchester has a highly engaged community with multi-generational family investment in the school. Wilchester boasts a growing diversity that adds to the rich culture of the school.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The demographic make-up of the faculty and staff of Wilchester Elementary does not fully represent the demographic make up of Wilchester students.
Root Cause: While the student population at Wilchester has changed over the last few years, there is a smaller amount of movement in the teaching staff.

Student Achievement

Student Achievement Summary

Wilchester Elementary boasts a strong academic achievement record and routinely meets and exceeds annual student growth goals. With a growing population of ELLs, particularly recent immigrants with little to no English acquisition, teachers have struggled with how best to meet the needs of these learners while maintaining high levels of rigor for all other students.

Student Achievement Strengths

Wilchester Elementary boasts a strong academic achievement record and routinely meets and exceeds annual student growth goals.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Wilchester Elementary ELL students are not making adequate progress on the ELL indicators. **Root Cause:** The speaking portion of the TELPAS seems to be a barrier for most students.

School Culture and Climate

School Culture and Climate Summary

As a quaint neighborhood school in a close-knit community, Wilchester has a strong legacy of families who have had generations of students come through the school. In recent years, new families moving into the neighborhood as well as area corporations moving expat families into the community have brought a new dynamic to the school. This deep culture and tradition, while wonderful in many ways, has already created somewhat of a divide between those who have been here for a long time and those new to the community.

School Culture and Climate Strengths

As a quaint neighborhood school in a close-knit community, Wilchester has a strong legacy of families who have had generations of students come through the school. There is a very active PTA and a great number of community partnerships connected with the school.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: There are a significant number of students that do not feel connected to Wilchester Elementary. **Root Cause:** Wilchester is a tight knit community where many families have lived here generationally for years. New students and their families struggle to "break into the bubble" and feel a sense of belonging.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Wilchester is a highly sought after school for new candidates in SBISD and has low mobility in staff movement.

Staff Quality, Recruitment, and Retention Strengths

Wilchester is a highly respected school, and highly sought after for candidates seeking employment with SBISD.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Wilchester Elementary has an increased number of brand new teachers and staff with little to no experience. **Root Cause:** Last minute changes to staffing in light of COVID meant that we were hiring staff up to the day before school began.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Wilchester Elementary has strong curriculum and instruction programming focusing on literacy and numeracy as well as social-emotional learning for all students. A workshop model allows for whole group, small group and individual conferencing to meet the needs of individual learners.

Curriculum, Instruction, and Assessment Strengths

Teachers at Wilchester Elementary value lifelong learning themselves and spend time throughout the year as well as in the summer to improve their practice.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: There is a significant learning curve for teachers in the use of the Learning Management System itsLearning. **Root Cause:** Staff resisted embracing this tool as the primary tool for engaging students with technology before this fall.

Parent and Community Engagement

Parent and Community Engagement Summary

Wilchester Elementary has a highly engaged parent group and community. They invest PTA dollars in our programming and routinely volunteer their time and talents to making Wilchester a wonderful place to learn and grow.

Parent and Community Engagement Strengths

Over 75% of the PTA budget directly impacts student learning, and volunteers are in no short supply when there is a need.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Wilchester Elementary, which is usually bursting with parent/community engagement, will not have the same engagement in light of COVID. **Root Cause:** Restrictions around parent volunteers will limit the typical involvement of parents.

Technology

Technology Summary

Wilchester Elementary has worked over the years to build a technology plan that prioritizes student devices. We are working towards 1 to 1 matching for all students.

Technology Strengths

Teachers are working to seamlessly incorporate technology instruction into the day-to-day life of a student at WCE.

Problem Statements Identifying Technology Needs

Problem Statement 1: Many parents do not necessarily have the knowledge or time to support students in a distance learning situation. **Root Cause:** Wilchester Elementary has not adequately trained parents on the itsLearning platform, or other technology tools, that will be essential for use this year.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Quantifiable goals for student performance in reading and math PreK-3(HB 3)
- Campus goals
- Quantifiable goals for measures of CCMR(HB 3)
- Campus Performance Objectives Summative Review from previous year
- State and federal planning requirements
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Running Records results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Parent Involvement Rate

Goals

Revised/Approved: June 25, 2020

Goal 1: STUDENT ACHIEVEMENT. Every Wilchester Elementary School student will master rigorous academic standards to ensure college and career readiness.

Performance Objective 1: ACHIEVEMENT: By June 2021, Wilchester Elementary School will increase student performance on STAAR Grades 3-5 exams in reading and math by at least 2 points at each performance level (approaches, meets, masters).

2019-20: Not Rated due to COVID





2018-19: Reading: 95% (approaches), 81% (meets), 57% (masters); Math: 96% (approaches), 82% (meets), 65% (masters)

2017-18: Reading: 97% (approaches), 81% (meets), 58% (masters); Math: [98% (approaches), 85% (meets), 62% (masters)

Evaluation Data Sources: STAAR 3-8 Reports

Summative Evaluation: None

<p>Strategy 1: Utilize collaborative team meetings to identify essential standards and plan strong TIER I instruction around these standards.</p> <p>Strategy's Expected Result/Impact: Lesson plans and learning experiences that are specific to the identified essential standards.</p> <p>Staff Responsible for Monitoring: Grade Level Team Members Administrative Team</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: Monthly RTI/SSC meetings to review student data and ensure interventions for students who need support.</p> <p>Strategy's Expected Result/Impact: TIER II and TIER III interventions are identified, executed and monitored.</p> <p>Staff Responsible for Monitoring: Administration Interventionist</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

<p>Strategy 3: Collaborative teams will review PSTAAR results and plan specific and personalized instruction for students needing support or extension.</p> <p>Strategy's Expected Result/Impact: Students working on specific learning experiences unique to their identified areas of need. Increased levels of personalization Action plans developed for personalized growth</p> <p>Staff Responsible for Monitoring: Guiding Coalition Instructional Specialist 3rd-5th grade teachers</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: STUDENT ACHIEVEMENT. Every Wilchester Elementary School student will master rigorous academic standards to ensure college and career readiness.

Performance Objective 2: GAP-CLOSING: By June 2021, Wilchester Elementary School will increase overall performance on STAAR Grades 3-5 exams to narrow the gap or improve performance above the target by at least 5 percentage points for English Learners.





2019-20: Not Rated due to COVID

2018-19: English Learners 37%; non-English Learners 84%

2017-18: English Learners 52%; non-English Learners 88%

Evaluation Data Sources: State Accountability Reports

Summative Evaluation: None

<p>Strategy 1: Identify all ELL students and ensure teachers know current levels of performance for these students at the start of the year.</p> <p>Strategy's Expected Result/Impact: By spending time getting to know BOY information, teachers will be equipped with knowledge of who their students are and the level of support needed.</p> <p>Staff Responsible for Monitoring: All ESL teachers, Sue Bryant (admin), ELL Support Specialist</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: The school will create a consistent system for monitoring progress of ELL students.</p> <p>Strategy's Expected Result/Impact: Teachers active monitoring of student progress and targeted instruction around ELPS.</p> <p>Staff Responsible for Monitoring: Administrative Team with support from the Multilingual Department.</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 3: The school will purchase Rosetta Stone for all ELLs that have fewer than two calendar years in the country.</p> <p>Strategy's Expected Result/Impact: Routine use of Rosetta Stone program will help to develop oral language for recent immigrants.</p> <p>Staff Responsible for Monitoring: Sue Bryant Lisa Davis ELL Support Specialist</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 4: Professional Development will be offered to all classroom teachers who support ELL students on effective instructional strategies.</p> <p>Strategy's Expected Result/Impact: Build teacher capacity in supporting ELLs in the classroom.</p> <p>Staff Responsible for Monitoring: Liz Goodman Sue Bryant</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: STUDENT ACHIEVEMENT. Every Wilchester Elementary School student will master rigorous academic standards to ensure college and career readiness.

Performance Objective 3: STUDENT GROWTH: By June 2021, Wilchester Elementary School will increase the % of students who meet or exceed conditional growth index (CGI) targets on Measures of Academic Progress: Reading (K-5) increase by 3 points, Math (K-5) increase by 3 points.

2019-20: Not Rated due to COVID





2018-19: Reading - 62% met CGI; Math - 70% met CGI

2017-18: Reading - 61% met CGI; Math - 69 % met CGI

Evaluation Data Sources: Measures of Academic Progress (MAP) Reports

Summative Evaluation: None

<p>Strategy 1: Execute the administration of MAP testing at three designated times - BOY, MOY, EOY. Strategy's Expected Result/Impact: All student data will be captured for a comprehensive review of student progress. Staff Responsible for Monitoring: Instructional Specialist Classroom teachers</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: Utilize collaborative planning meetings to review BOY and MOY MAP data to plan for TIER I and TIER II instruction. Strategy's Expected Result/Impact: By disaggregating data, teachers will better understand the unique needs of all students. Consistent collaborative meetings will build teacher collaboration, trust and instructional capacity. Staff Responsible for Monitoring: Guiding Coalition Administrative Team</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 3: Utilize the learning continuum in MAP to create pathways for personalized learning using a variety of resources in the classroom. Strategy's Expected Result/Impact: Increased understanding of the value of the learning continuum in informing instruction. Increased level of growth due to consistent planning, monitoring and evaluation of skills. Increased student agency as learners engage in personalized learning. Staff Responsible for Monitoring: Instructional Specialist Guiding Coalition ELA Coach Administrators</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

<p>Strategy 4: Use the SSC/RTI process to identify students not making progress in meeting growth goals.</p> <p>Strategy's Expected Result/Impact: Data Monitoring Meeting to review comprehensive school data to identify struggling students. Quarterly SSC meetings to plan targeted instructional interventions.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Interventionists</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: STUDENT SUPPORT. Every Wilchester Elementary School student will benefit from an aligned system that supports his/her academic and social-emotional needs.

Performance Objective 1: SCHOOL CONNECTEDNESS: By June 2021, the % of Wilchester Elementary School students who feel connected as both individuals and learners will increase by at least 5 points.

2019-20: Not Rated due to COVID





2018-19: 69% School Belonging; 72% Teacher/Student Relationships

2017-18: 71% School Belonging; 76% Teacher/Student Relationships

Evaluation Data Sources: Panorama Student Survey

Summative Evaluation: None

<p>Strategy 1: The school will use a campus wide Word of the Month to create a common language and anchor for all students and staff.</p> <p>Strategy's Expected Result/Impact: Focus on attitudes that promote integrity, respect and belonging. Build teacher/students relationships through time for conversation and social/emotional development.</p> <p>Staff Responsible for Monitoring: Administrative Team Guiding Coalition</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: Utilize the morning meeting as a tool for building relationships to prioritize social/emotional learning and relationship building.</p> <p>Strategy's Expected Result/Impact: Deeper connection with teachers, and opportunities for genuine talk between students fosters an appreciation for similarities and differences that in turn foster strong relationships.</p> <p>Staff Responsible for Monitoring: All Faculty and Staff</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 3: Morning Meeting time will be planned in advance to ensure time is used intentionally and with school belonging goals in mind.</p> <p>Strategy's Expected Result/Impact: Lesson planning that reflects intentional planning for morning meetings. Teacher and student reflections on morning meetings should reflect understanding of the word of the month, and an improved sense of belonging.</p> <p>Staff Responsible for Monitoring: Classroom teachers Guiding Coalition</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 4: Celebrations through a variety of avenues (Sunday note, website, Twitter, morning announcements, classroom celebrations) of diversity and uniqueness of a variety of students/groups.</p> <p>Strategy's Expected Result/Impact: Students know they are special and have unique strengths that are valued in the school building.</p> <p>Staff Responsible for Monitoring: All Staff</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June





<p>Strategy 5: Targeted counseling lessons for all students related to Character Strong and ADL initiatives.</p> <p>Strategy's Expected Result/Impact: Students get to know Ms. Cataldo better and they connect with the services available to them through the counseling office.</p> <p>Staff Responsible for Monitoring: Counselor Classroom Teachers</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 6: All school personnel will work to build personal relationships with a variety of students to better understand the needs of the community.</p> <p>Strategy's Expected Result/Impact: Students feel connected to at least 2 teachers/staff members on the campus. Teachers can speak to the social/emotional as well as the academic needs of their students.</p> <p>Staff Responsible for Monitoring: All faculty and staff</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: STUDENT SUPPORT. Every Wilchester Elementary School student will benefit from an aligned system that supports his/her academic and social-emotional needs.

Performance Objective 2: GUIDANCE AND COUNSELING: Each grade level will implement and support character education and social-emotional learning curriculum.

Evaluation Data Sources: Training materials and attendance rosters

Summative Evaluation: None





Strategy 1: A schedule of Character Strong lessons will be rolled out campus-wide to support the SEL needs of students. Strategy's Expected Result/Impact: Targeted lessons will give direct instruction to the character education skills. Staff Responsible for Monitoring: Counselor, Classroom Teachers and Specialists, Support Staff	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: SAFE SCHOOLS. Strengthen school safety by establishing and conducting Campus Safety Committee reviews throughout the school year.

Performance Objective 1: SAFETY COMMITTEE: Strengthen school safety by establishing and conducting Campus Safety Committee reviews throughout the school year.

Evaluation Data Sources: Campus Safety Committee roster

Summative Evaluation: None





<p>Strategy 1: CAMPUS SAFETY COMMITTEE: Establish Campus Safety Committees composed of a cross section of stakeholders to look at matters related to campus safety.</p> <p>Strategy's Expected Result/Impact: Each Campus principal will recruit a safety team and provide a roster. Each campus team will meet three times per year so that all campuses will be able to refine safety practices.</p> <p>Staff Responsible for Monitoring: Administrators</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: HARRIS COUNTY DEPARTMENT OF EDUCATION: Participate in the Harris County Department of Education (HCDE) campus safety audit.</p> <p>Strategy's Expected Result/Impact: Campus will develop action plans to address any deficiencies as a result of safety audits.</p> <p>Staff Responsible for Monitoring: Administrators Safety Committee</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: SAFE SCHOOLS. Strengthen school safety by establishing and conducting Campus Safety Committee reviews throughout the school year.

Performance Objective 2: EMERGENCY OPERATIONS: Develop Campus Emergency Operations Procedures (EOP) that comply with SB 11, and include Standard Operating Procedures.

Evaluation Data Sources: Campus Emergency Operation Procedures Documents

Summative Evaluation: None





<p>Strategy 1: EMERGENCY OPERATIONS PROCEDURES: Campus EOP will align to the best practices from the Texas School Safety Center and the Standard Operating Procedures, such as the "I Love You Guys" Foundation.</p> <p>Strategy's Expected Result/Impact: Campus EOP is turned in and filed by September 1st.</p> <p>Staff Responsible for Monitoring: Administrators</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: EMERGENCY OPERATIONS PROCEDURES: Update campus EOP annually and train staff at the start of each school year.</p> <p>Strategy's Expected Result/Impact: Campus procedures maintained in campus EOPs. Staff training documents maintained. EOP submitted by September 1st.</p> <p>Staff Responsible for Monitoring: Administrators Safety Committee</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: FISCAL RESPONSIBILITY. Wilchester Elementary School will ensure efficient and effective fiscal management of resources and operations to maximize learning for all students.

Performance Objective 1: FINANCIAL MANAGEMENT: Maintain high quality financial management practices so that financial resources provide the maximum possible support for T-2-4.

Evaluation Data Sources: Year-To-Date (YTD) Budget Reports (monthly, quarterly, annually)

Summative Evaluation: None

<p>Strategy 1: Conduct frequent budget meetings with Administrative Assistant to review and manage money.</p> <p>Strategy's Expected Result/Impact: Error free records. Documentation of purchases and orders.</p> <p>Staff Responsible for Monitoring: Principal Administrative Assistant</p> <p>Title I Schoolwide Elements: 3.1</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Addendums