

Spring Branch Independent School District

Valley Oaks Elementary School

2019-2020 Campus Improvement Plan

Distinction Designations:

Academic Achievement in English Language Arts/Reading

Academic Achievement in Mathematics

Academic Achievement in Science

Top 25 Percent: Comparative Academic Growth

Postsecondary Readiness



Mission Statement

VOE is where Eagles soar to success.

S -Self Motivated

O- Overcoming Obstacles

A- Accept Opportunities

R- Responsible Citizens

Vision

Our highly skilled staff will ensure that all student learners will:

Solve Complex Problems

Cultivate Innovation

Develop a Resilient Mindset

Harness Social & Emotional Intelligence

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

Valley Oaks Elementary School is a neighborhood school in Spring Branch ISD. In the 18-19 school year, we had 718 students. We span PreK-5. 14.1% of our students are economically disadvantaged. 7% are English Language Learners. 7.2% receive special education services. Our mobility rate was 4.3.

In the 17-18 school year, we had 666 students. We span PreK-5. 9.6% of our students are economically disadvantaged. 7.1% are English Language Learners. 7.4% receive special education services. Our mobility rate was 5.9.

Demographics Strengths

VOE has a small mobility rate. The majority of students stay at Valley Oaks for their entire elementary schooling. The PTA is a very active and supportive group at Valley Oaks. They raise money for the school that provides for additional staffing, instructional materials, and technology.

Problem Statements Identifying Demographics Needs

Problem Statement 1: There is a large achievement gap between ELL and non-ELL students in Reading and Math on Meets Standards on STAAR. In 18-19, 3rd Reading, the gap was 49%. In 4th Reading, the gap was 55%. In 5th Reading, the gap was 64% **Root Cause:** Home languages other than English, SPED

Student Academic Achievement

Student Academic Achievement Summary

2019 STAAR data:

Subject	# Tested	Approaches	Meets	Masters
Reading	308	91%	76%	54%
Math	309	91%	76%	57%
Writing	106	83%	58%	24%
Science	118	90%	73%	45%

2019 MAP data:

- Percent of students with a CGI of zero or higher in math – **67.48%** (70% last year)
- Percent of students with a CGI of zero or higher in reading – **68%** (68% last year)
- Math achievement and growth by quadrant:

LOW ACHIEVEMENT LOW GROWTH		LOW ACHIEVEMENT HIGH GROWTH		HIGH ACHIEVEMENT LOW GROWTH		HIGH ACHIEVEMENT HIGH GROWTH		LOW GROWTH		HIGH GROWTH	
Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
86	61	56	39	125	25	385	75	211	32	441	68

- Reading achievement and growth by quadrant:

LOW ACHIEVEMENT LOW GROWTH		LOW ACHIEVEMENT HIGH GROWTH		HIGH ACHIEVEMENT LOW GROWTH		HIGH ACHIEVEMENT HIGH GROWTH		LOW GROWTH		HIGH GROWTH	
Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
70	57	52	43	136	26	393	74	206	32	445	68

2018 STAAR data:

Subject	# Tested	Approaches	Meets	Masters
Reading	303	91%	73%	50%

Subject	# Tested	Approaches	Meets	Masters
Math	302	92%	68%	41%
Writing	115	90%	69%	24%
Science	83	90%	63%	36%

2018 MAP data:

- Percent of students with a CGI of zero or higher in math – 70%
- Percent of students with a CGI of zero or higher in reading – 68%
- Math achievement and growth by quadrant:

LOW ACHIEVEMENT LOW GROWTH		LOW ACHIEVEMENT HIGH GROWTH		HIGH ACHIEVEMENT LOW GROWTH		HIGH ACHIEVEMENT HIGH GROWTH		LOW GROWTH		HIGH GROWTH	
Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
76	13	53	9	106	17	373	61	182	30	426	70

- Reading achievement and growth by quadrant:

LOW ACHIEVEMENT LOW GROWTH		LOW ACHIEVEMENT HIGH GROWTH		HIGH ACHIEVEMENT LOW GROWTH		HIGH ACHIEVEMENT HIGH GROWTH		LOW GROWTH		HIGH GROWTH	
Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
74	12	65	11	117	19	353	58	191	31	418	69

Student Academic Achievement Strengths

2018-2019 Data:

2017-2018 Data:

73% of 3rd, 4th, and 5th grade students achieved Meets Standard on Reading STAAR. 68% of 3rd, 4th, and 5th grade students achieved Meets Standard on Math STAAR.

Definition of MAP Postsecondary Readiness:

- Math achievement percentile ≥ 70 **AND** Reading achievement percentile ≥ 66 (students must meet both)
- Percentages reported below are for K-5 (*the Measures of Success include PK, 3rd, and 5th)

School	# Took	# Met PSR MAP	% PSR
Spring Branch ISD	13464	3466	26%
(K-5)			
VOE	622	295	47%

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Our LEP & SPED students do not show the same progress on STAAR that other sub-populations show. **Root Cause:** Home languages other than English, Learning Disabilities

School Processes & Programs

School Processes & Programs Summary

Valley Oaks is known for having a warm and welcoming climate. Students, teachers, staff, and parents report feeling a family atmosphere when entering school grounds. We have a highly professional staff at VOE. Overall, the staff is positive and hard working. We have many different assessments and surveys to help drive our instruction and meet students' needs. This year, we will continue administering the MAP test which provides us with student growth data three times per school year in Reading and Math.

School Processes & Programs Strengths

At VOE, we have a rigorous hiring process. Teachers support each other and work together. We have wonderful parental involvement and a low attrition rate.

Perceptions

Perceptions Summary

2018-2019 Data:

The Panorama survey was administered to VOE staff, students, and parents in the spring of 2019. On the teacher summary, there was a 3% decrease in the area of student mindset. All other topics showed an increase of at least 7%. The lowest score is in Feedback and Coaching at 59%. However, this is an increase of 18% since the last survey. The parent survey showed a decrease in the areas of Barriers to Engagement (1%), Nutrition (7%), and School Safety (1%). All other areas showed an increase since the last school year. The 3rd-5th students also took the Panorama survey. There was a 2% decrease in Student Belonging. When looking at the specific questions, the students reported that only 59% felt respected by their peers. School Rigorous Expectations continues to increase. We were up another 5% compared to the last survey.

2017-2018 Data:

The Panorama survey was administered to VOE staff, students, and parents in the spring of 2018. Overall, survey results from teachers who responded to the survey were positive. All of the teachers indicated that they would recommend Valley Oaks Elementary School to friends or colleagues looking for a teaching position. Survey results show that teachers have favorable views about faculty growth mindset, educating all students, student mindset, and teaching efficacy. Survey results also show that there are opportunities for addressing feedback and coaching. Teachers were less favorable about the amount and frequency of feedback they receive at work. Additional opportunities include improving professional learning for teachers as they were less favorable about the value of the professional development that was available.

Perceptions Strengths

Staff-Leadership relationships has a score of 99%. Core Values is at 96% and School Climate is at 93%.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Teachers are not given enough feedback on their teaching. **Root Cause:** Administrators are often busy with things and are not in classrooms observing and providing specific feedback.

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
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Goals

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


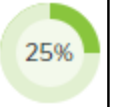
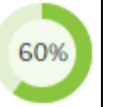
Performance Objective 1: By June 2020, at least 70% of Valley Oaks Elementary students will meet or exceed growth expectations on MAP.










2018-19: Reading - 68% met CGI; Math - 67% met CGI
 2017-18: Reading - 68% met CGI; Math - 70% met CGI










Evaluation Data Source(s) 1: MAP EOY Data

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 1: Continue current goal for 20-21 as we did not have EOY data for 19-20

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) [STAFF] Provide personalized support for students and teachers through instructional staff. Support may include but will not be limited to: coaching, professional development, planning, and intervention groups. Professional learning will result in improvements in instructional practice that may require additional materials, supplies, and/or technology. Professional learning may also result in additional intervention and/or extension outside normal school day for students.		Principal, AP, Counselor, STEM Teacher, Reading Interventionist	18-19 Data: Percent of students with a CGI of zero or higher in math 67.48%			
			Percent of students with a CGI of zero or higher in reading 68%			
			17-18 Data: Percent of students with a CGI of zero or higher in math 70%			
			Percent of students with a CGI of zero or higher in reading 68%			
			STAAR, MAP growth			
Funding Sources: 199 PIC 11 - Instructional Services - 5060.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
2) PLC: Instructional support and professional learning will primarily occur through content team professional learning communities (PLCs). PLCs will focus their work and learning in the following areas: (1) Targeted TEKS-aligned instruction, (2) formative and summative assessments and data analysis and action planning cycle, (3) development of instructional strategies and lessons that meet student needs and support concept development, (4) review of student products, (5) exploration of competency-based progression and other tenants of personalized learning. Professional learning will result in improvements in instructional practice that may require additional materials, supplies, and/or technology. Professional learning may also result in additional intervention and/or extension outside normal school day for students.		Principal, Team Leaders, AP, STEM Teacher, Reading Interventionist	MAP, STAAR, DRA			
3) Personalized Learning: Faculty will continuously engage in professional development and professional learning that align to teacher and student needs. Professional learning will be inquiry-based and embedded into the natural work and learning of teachers throughout the year. Professional learning will occur through team collaboration (PLCs and other established touch-points), monthly faculty meetings and through external opportunities (PD seminars, school visits, etc). Professional learning will result in improvements in instructional practice that may require additional materials, supplies, and/or technology. Professional learning may also result in additional intervention and/or extension outside normal school day for students. Professional learning and strategic planning will require funding substitutes. Professional development may include training from Lead4Ward and Harris County Department of Ed.		Principal, AP, Counselor, STEM Coach, Reading Specialist, Team Leaders	MAP, STAAR, DRA			
Funding Sources: 199 PIC 11 - Instructional Services - 5000.00						
4) Resources: Provide resources to facilitate responsive teaching based on student needs in core subjects - ELA, Math, Science, and Social Studies. Resources needed may include books, teacher professional books, supplies and materials, digital and technology resources.		Principal, AP, Counselor, Team Leaders, Reading Instructional Specialist, STEM Coach, Librarian	Panorama, MAP, STAAR, DRA			
Funding Sources: 199 PIC 11 - Instructional Services - 5145.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
5) All teaching staff will participate in 2 peer observations during the 19-20 school year. Notes will be written and uploaded to Eduphoria.		Principal, AP	Increased alignment			
6) All grade level teams will receive one planning day each semester. (PTA funded)		Administration, Team Leaders	Planning lessons with more rigor, personalized learning			
 = 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 2020, at least 71% of 3-5 graders will respond favorably on the School Belonging section of the Panorama survey.

2018-19: School Belonging - 69%







2017-18: School Belonging - 74%

Evaluation Data Source(s) 1: Panorama EOY Data

Summative Evaluation 1: Met Performance Objective

Next Year's Recommendation 1: Our Fall Panorama data showed 74% of kids responded favorably to School Belonging. We will continue this goal for the next school year.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) CSHAC: Committee engages the staff and community through: No Place for Hate, Red Ribbon Week, Generation TX week, and other related activities as recommended by SBISD CSHAC.		Principal, Counselor, HF Coach	Panorama data			
	Funding Sources: 199 PIC 99 - Undistributed - 1250.00					
2) Parent and Community Involvement: Information sessions will be provided for parents focused on how to support students in the areas of academic and social-emotional development. Events may include: Parent Education Seminars, Student performances, PTA meetings, New Parent Orientation, BooHoo Breakfast, WATCH Dogs		Principal, AP, Counselor	Panorama data			
	Funding Sources: 199 PIC 99 - Undistributed - 525.00					
3) Response to Intervention: Identify student needs, targets for growth, and provide in school and out-of-school intervention to increase campus performance, close performance gaps, and positively impact school connectedness. Student needs will highlight the need for instructional materials, supplies, and/or technology.		Principal, AP, Diag, Sped Teachers, Teachers, Counselor, Librarian	Less performance gaps between our SPED/LEP students and our total scores in MAP, DRA, and STAAR			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
4) Habit Groups: Plan for and execute weekly Habit Groups for grades 3-4. Habit groups are a block of time where small groups of students meet to cultivate academically focused habits and soft skills for success in the 21st century.	2.5		Increased school connectedness data on Panorama Survey. Improved noncognitive skills contribute to academic growth and success.			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished </div> <div style="text-align: center;">  = No Progress </div> <div style="text-align: center;">  = Discontinue </div> </div>						

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

Performance Objective 1: By June 2020, at least 80% of Valley Oaks students will perform at postsecondary-ready levels as defined by SBISD Measures of Success (COMPASS).

2018-19: 76% performed at post-secondary readiness levels as defined by SBISD Measures of Success







2017-18: 69% performed at post-secondary readiness levels as defined by SBISD Measures of Success

Evaluation Data Source(s) 1: As defined by SBISD Measures of Success (COMPASS)

Summative Evaluation 1: Some progress made toward meeting Performance Objective

Next Year's Recommendation 1: Continue goal for 20-21.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) Use vertical PLCs to identify areas of strength and weakness in the VOE curriculum and to assure alignment and incorporate rigor.		Principal, AP, Team Leaders	MAP, DRA, STAAR			
2) Teachers will work in grade level teams to develop one multidisciplinary unity for the 19-20 school year.		Principal, AP, Trail Guides	Increase student engagement			
3) Monitor progress of students failing to meet SSI promotion requirements in the previous academic year and provide remediation via supplemental materials and services. VOE will actively monitor student progress through PLC and other data meetings.		Principal, AP, Counselor, Teachers	Increase passing rates on STAAR, increased number of students reading on grade level			
Funding Sources: 199 PIC 25 - ESL/Bilingual - 1060.00						
TEA Priorities Build a foundation of reading and math	2.4, 2.5		Increase mastery of TEKS and passing rates on STAAR. Students will develop critical thinking skills that apply TEKS to interdisciplinary projects.			
4) Project-based Learning: Plan for and implement interdisciplinary units of study for 5th grade that incorporate inquiry based learning and problem solving with a purposeful culminating project.						
Funding Sources: 199 PIC 99 - Undistributed - 5800.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
TEA Priorities Build a foundation of reading and math 5) STEM Innovation Lab: Expand STEM Innovation Lab, a space designated for integration of content- and STEM-based problem solving. Multi-classroom Leaders will lead the creation of activities menu and relevant teacher-led plans for grades K-2.	2.5	MCL	Increase mastery of TEKS and passing rates on STAAR. Students will develop critical thinking skills that apply TEKS to interdisciplinary projects.			
	Funding Sources: 199 PIC 11 - Instructional Services - 6500.00					
 = Accomplished  = No Progress  = Discontinue						

Goal 4: In order to achieve T-2-4, students will receive equitable opportunities resulting in the closing of existing achievement gaps.

Performance Objective 1: By June 2020, Valley Oaks will close existing gaps in post secondary readiness by at least 5% between our English Learners and non-English Learner population while all performance improves.




2018-19: English Learners 13%; non-English Learners 80%

2017-18: English Learners 13%; non-English Learners 73%

Evaluation Data Source(s) 1: As defined SBISD Measures of Success (COMPASS)

Summative Evaluation 1: Some progress made toward meeting Performance Objective

Next Year's Recommendation 1: Continue goal for 20-21 school year

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<p>TEA Priorities Recruit, support, retain teachers and principals 1) PLC: Instructional support and professional learning will primarily occur through content team professional learning communities (PLCs). PLCs will focus their work and learning in the following areas: (1) Targeted TEKS-aligned instruction, (2) formative and summative assessments and data analysis and action planning cycle, (3) development of instructional strategies and lessons that meet student needs and support concept development, (4) review of student products, (5) exploration of competency-based progression and other tenants of personalized learning. Professional learning will result in improvements in instructional practice that may require additional materials, supplies, and/or technology. Professional learning may also result in additional intervention and/or extension outside normal school day for students.</p>		Principal, AP, Team Leaders	Increase percentage of students being college ready			
<p>Funding Sources: 199 PIC 99 - Undistributed - 1900.00</p>						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
2) Personalized Learning: Faculty will continuously engage in professional development and professional learning that align to teacher and student needs. Professional learning will be inquiry-based and embedded into the natural work and learning of teachers throughout the year. Professional learning will occur through team collaboration (PLCs and other established touch-points), monthly faculty meetings and through external opportunities (PD seminars, school visits, etc). Professional learning will result in improvements in instructional practice that may require additional materials, supplies, and/or technology. Professional learning may also result in additional intervention and/or extension outside normal school day for students. Professional learning and strategic planning will require funding substitutes. Professional development may include trainings from Lead4Ward and Harris County Department of Ed.		Principal, AP, ILT	increased alignment, personalized learning			
	Funding Sources: 199 PIC 99 - Undistributed - 2000.00					
3) Response to Intervention: Identify student needs, targets for growth, and provide in school and out-of-school intervention to increase campus performance, close performance gaps, and positively impact school connectedness. Student needs will highlight the need for instructional materials, supplies, and/or technology.		Principal, AP, Counselor	Increased performance on STAAR, MAP, DRA, decreased performance gap			
	Funding Sources: 199 PIC 11 - Instructional Services - 5000.00, 199 PIC 99 - Undistributed - 1000.00					
4) Resources: Provide resources to facilitate responsive teaching based on student needs in core subjects - ELA, Math, Science, and Social Studies. Resources needed may include books [Spanish and English], teacher professional books, supplies and materials, digital and technology resources.		Principal, AP, Counselor	Increased passing percentages			
	Funding Sources: 199 PIC 11 - Instructional Services - 5000.00, 199 PIC 23 - Special Education - 1550.00, 199 PIC 24 - At Risk - 2940.00					
5) SOAR Time: Plan for and execute SOAR Time for 4th grade math, a daily block of protected time for flexible grouping and goal setting. During SOAR time, students will receive coaching and feedback from teachers to become independent learners.	2.4	Principal, AP, MCL	Increased performance on STAAR, MAP, DRA, decreased performance gap			
	Funding Sources: 199 PIC 11 - Instructional Services - 5000.00					
= Accomplished = No Progress = Discontinue						

Goal 5: To remain in compliance with Federal and State law.

Performance Objective 1: Meet all compliance timelines and reporting requirements.

Evaluation Data Source(s) 1:

Summative Evaluation 1: Met Performance Objective

Next Year's Recommendation 1: Continue for 20-21

Campus Funding Summary

199 PIC 11 - Instructional Services					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Substitutes	6112	\$3,000.00
1	1	1	Substitutes - Support Staff	6122	\$2,060.00
1	1	3	Student Transportation		\$5,000.00
1	1	4	Oth Contract Maint/Repair	6249	\$345.00
1	1	4	Misc Contract Services	6299	\$1,500.00
1	1	4	Textbooks	6321	\$300.00
1	1	4	Software	6397	\$3,000.00
3	1	5	Supply/Materials	6399	\$5,500.00
3	1	5	Technology	6398	\$1,000.00
4	1	3	Supply/Materials	6399	\$5,000.00
4	1	4	Supply/Materials	6399	\$5,000.00
4	1	5	Supply/Materials	6399	\$5,000.00
Sub-Total					\$36,705.00
Budgeted Fund Source Amount					\$36,705.00
+/- Difference					\$0
199 PIC 23 - Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	4	Supply- Special Education	6399	\$1,550.00
Sub-Total					\$1,550.00
Budgeted Fund Source Amount					\$1,550.00
+/- Difference					\$0

199 PIC 24 - At Risk					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	4	Supply - At Risk	6399	\$2,940.00
Sub-Total					\$2,940.00
Budgeted Fund Source Amount					\$2,940.00
+/- Difference					\$0
199 PIC 25 - ESL/Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	3	Supply-BIL		\$1,060.00
Sub-Total					\$1,060.00
Budgeted Fund Source Amount					\$1,060.00
+/- Difference					\$0
199 PIC 99 - Undistributed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	Supply-Counselor		\$500.00
2	1	1	Supply - Clinic		\$750.00
2	1	2	Overtime		\$525.00
3	1	4	Other Reading Materials	6329	\$5,800.00
4	1	1	Travel-Employee	6411	\$1,400.00
4	1	1	Other Supply - Library	6399	\$500.00
4	1	2	Dues		\$1,000.00
4	1	2	Travel-Employee		\$1,000.00
4	1	3	Supply-Office		\$1,000.00
Sub-Total					\$12,475.00
Budgeted Fund Source Amount					\$12,475.00
+/- Difference					\$0
Grand Total					\$54,730.00