

Specific Results:
Year 4 (August 2022 - August 2023)

Campus Name: Westwood

GOAL #1- We will develop a district-wide system that establishes a culture of community service for all students.

1.1 Implement a service program that engages all students in giving back to their community.

Action Steps:

-Implement the Kindness Crew (2nd grade students) that will collaborate with teacher leaders on ways to serve others within our campus as well as our Friendswood community.

-Collaborate with students to provide RAK (Random Acts of Kindness) opportunities throughout the school year

Evidence - As a result of actions or learning, the following changes have occurred:

-Community feels supported and enriched

-Students able to share/write about their experiences

-SEL meetings support importance/effects on recipient of RAK

GOAL #2 - We will redefine the measure of student success based on our beliefs and call to action.

2.1 Establish professional learning that promotes the implementation of authentic assessments, evidence, and feedback.

Action Steps:

-Establish planning days with literacy and math coaches each quarter to support growth and understanding of learning progressions, data disaggregation, and unit planning.

-Weekly planning time carved out with coaches to reflect and collaborate in regards to collection of authentic student evidence and how to provide meaningful feedback for teachers and students

Evidence - As a result of actions or learning, the following changes have occurred:

-Learning progressions are understood, utilized, and internalized in regards to student growth

-Unit planning is responsive to classroom student data as well aligned with the district scope and sequence

GOAL # 3 We will provide professional learning that is aligned to our beliefs and call to action.

3.2 Engage teachers to design professional learning that promotes the district call to action.

Action Steps:

- Vertical alignment collaboration within campus community as well as Bales community throughout the year to align instruction within grade levels
- Content leaders engaged in the planning and leading of PL within team planning as well as other PL opportunities to impact campus growth
- Job embedded opportunities available throughout the school year to responsively meet teacher needs

Evidence - As a result of actions or learning, the following changes have occurred:

- Awareness of alignment while unit planning for classroom instruction
- Survey results show positive impact resulting from PL opportunities
- Number of coaching cycles requested by teachers increase

GOAL #4 - We will partner with the community to actively create and foster a learning environment dedicated to real-world instruction and experiences.

4.1 Establish and organize interactive community partnerships.

Action Steps:

- Enhance promotion and utilization of Goal 4 tool with community groups and teachers
- Identify a community partnership liaison at Westwood to support instructional practices that promote Goal 4.

Evidence - As a result of actions or learning, the following changes have occurred:

- Increase in community partners collaborating with campus to participate in instructional activities with students
- Increased utilization of resource while unit/team planning

GOAL #6 - All students will be engaged in authentic learning experiences in and beyond the classroom.

6.1 Provide strategic opportunities for students to explore and create individual pathways of success.

Action Steps:

- Students will work towards setting goals within the classroom (i.e., reading, writing, math, Dreambox, and behavior) to align with standards based learning implementation
- Utilize authentic learning “look fors” when unit planning and collaborating with teacher teams

Evidence - As a result of actions or learning, the following changes have occurred

- Students able to speak and share about their goals within the classroom and beyond
 - Opportunities for authentic learning and personalized opportunities increase
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GOAL #7 - We will develop initiatives that promote strong character traits, emotional maturity, and social well-being for each child.

7.3 Expand consistent Tier 1 character education instruction district-wide.

Action Steps:

- Teachers consistently and explicitly utilize the Kindness curriculum and vocabulary and integrate it authentically throughout the day.
- Students understand and internalize vocabulary and traits associated with the Learner Profile and set goals surrounding the profile to impact daily behavior

Evidence - As a result of actions or learning, the following changes have occurred

- Students able to reflect daily and speak honestly about ideas surrounding the Learner Profile and how traits impact daily personal behavior outcomes
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Data Points -

1.1	2.1	3.2.
-number of service opportunities within school and community	-classroom walkthrough feedback -number of weekly team planning sessions with coaches -number of team planning days with coaches	-Number of teachers leading PL -Number of job embedded opportunities throughout the year -Vertical alignment between grade levels

4.1	6.1	7.3
-number of community partners collaborating in instructional activities on campus	-goal setting evident in classrooms -opportunities for authentic learning increase	-classroom walkthrough during SEL time -social media promotion of SEL curriculum -schoolwide training SEL training

Westwood Elementary will maintain compliance with State and Federal requirements.

Action Steps	Lead? Assisting?	Evidence of Completion
<p>Disaggregate key data (state accountability domains, local assessments, attendance and discipline) to identify achievement gaps and differences in sub group populations (including ethnicity, socioeconomic status, gender, populations served by special programs, and students who attend DAEP) and provide strategic remediation and accelerated instruction</p>	<p>Guzzetta Campus Leadership Teams</p>	<p>Identified any missed System Safeguards, needs assessment written, goals in place</p> <p>Review of SCE funds expended</p>
<p>Provide early identification, parent and teacher education, and targeted interventions for students with dyslexia</p>	<p>Ambeau Dannenberg Campus Dyslexia Leadership Teams</p>	<p>Dyslexia screeners for K and 1 completed</p> <p>Documented Teacher training on dyslexia identification and accommodations</p> <p>Parent training provided</p>
<p>Provide information, awareness and parent/student tools for</p> <ul style="list-style-type: none"> ● Suicide prevention ● Conflict resolution ● Violence prevention ● Sexual harassment prevention ● Discipline Management ● Dating violence ● Sex trafficking ● Anti-bullying measures (FFI Legal and Local) ● Trauma-informed care 	<p>District and Campus SEL teams</p>	<p>Trainings provided with documentation</p> <p>Processes and procedures in place for intervention and reporting</p>
<p>Monitor drop out data and provide preventative measures if needed</p>	<p>Guzzetta Campus Leadership</p>	<p>Response to report taken if needed</p> <p>Review of SCE funds expended</p>
<p>Implement strategies for improvement that include</p> <ul style="list-style-type: none"> ● Instructional methods for addressing the needs of student groups not achieving their full potential; ● Evidence-based practices that address the needs of students for special programs, 		

<p>including suicide prevention programs, conflict resolution programs, violence prevention programs, and dyslexia treatment programs;</p> <ul style="list-style-type: none"> ● Positive behavior interventions and support, including interventions and support that integrate best practices on grief-informed and trauma-informed care; ● Professional Learning for all staff; ● Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities; ● Implementation of a comprehensive school counseling program. 		
<p>Utilize the Student Health Advisory Committee to monitor and implement coordinated health strategies using data on student fitness, attendance rates, and other health related issues and provide guidance and procedures as needed.</p>	<p>Guzzetta</p>	<p>SHAC meetings held with agendas available</p>
<p>Promote parent and family involvement through active recruitment and elimination of barriers</p>	<p>Ambeau Campus Leadership Teams</p>	<p>Record of family and community engagement opportunities, attendance noted</p>
<p>Support Student Resource Officers (SRO) duties which include:</p> <ul style="list-style-type: none"> ● Primary responsibility is to enforce the law ● Maintain close liaison with campus personnel ● Shall not act as a school disciplinarian, as disciplining students is a school responsibility ● Shall have final authority in all criminal matters that they investigate 	<p>Roher Kreiter</p>	
<p>Review and look for opportunities to integrate technology in instruction and administrative programs</p>	<p>Meadows iCoaches MIS</p>	<p>Implementation of Technology Plan</p>
<p>Implement strategies for recruiting and retaining highly effective teachers</p>	<p>Human Resources</p>	<p>Review exit interviews and stay surveys</p> <p>Strategically attend recruiting events</p> <p>Salary Comparisons</p>

<p>Post High School Pathways:</p> <p>Provide sources of information to students and parents on higher education admissions and financial aid opportunities including the TEXAS grant program and the Teach for Texas grant program.</p> <p>Provide opportunities to for students to make informed curriculum choices to be prepared for success beyond high school</p> <p>Provide information about college and university admissions and financial aid to students and parents at all grade levels.</p>	<p>Teaching and Learning Team</p> <p>School Counselors</p>	<p>FISD website postings</p> <p>Counselor classroom visits</p>
<p>Opportunities for staff to review district policy addressing sexual abuse and other maltreatment of students and the trauma-informed care policy</p>	<p>Campus Leadership Team</p>	<p>Faculty meeting presentation and district website</p>