Spring Branch Independent School District

Wilchester Elementary School

2019-2020 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

Revised/Approved: July 15, 2019

Priority Problem Statements

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 2020, there will be a 3% increase (63% to 68%) in students meeting their growth target in reading as measured by fall to spring MAP results.

2018-19: Reading - 62% met CGI; Math - 70% met CGI
2017-18: Reading - 61% met CGI; Math - 69 % 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: Due to COVID 19 closure, we were unable to complete this goal. Continue efforts toward this goal in 2020-21.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
TEA Priorities Build a foundation of reading and math 1) Execute the administration of MAP testing at three designated times - BOY, MOY, EOY	Instructional Specialist, Classroom teachers	All student data will be captured for a comprehensive review of student progress.	35%	70%	70%
2) Utilize collaborative planning meetings to review BOY and MOY MAP data to plan for TIER I and TIER II instruction.	Guiding Coalition, Administrative Team	By disaggregating data, teachers will better understand the unique needs of all students. Consistent collaborative meetings will build teacher collaboration, trust and instructional capacity.	25%	50%	100%

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
3) Utilize the learning continuum in MAP to create pathways for personalized learning using a variety of resources in the classroom.	Instructional Specialist, Guiding Coalition, ELA Coach, Administrators	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.	20%	40%	60%
4) Use the SSC/RTI process to identify students not making progress in meeting growth goals.	Principal, Assistant Principals, Interventionists	Data Monitoring Meeting to review comprehensive school data to identify struggling students. Quarterly SSC meetings to plan targeted instructional interventions.	55%	70%	100%
100% = Accomplished		0% = 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: There will be a 5% increase in student responses related to School Belonging compared to Spring 2019 data, as measured by the Panorama survey.

2018-19: School Belonging- 69%
2017-18: School Belonging- 71%

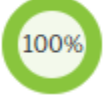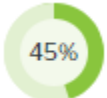**Evaluation Data Source(s) 1:** Panorama EOY Data

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 1: Due to COVID 19 closure, we were unable to complete this goal. Continue efforts toward this goal in 2020-21.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) The school will use a campus wide Word of the Month to create a common language and anchor for all students and staff.	Administrative Team, Guiding Coalition	Focus on attitudes that promote integrity, respect and belonging. Build teacher/students relationships through time for conversation and social/emotional development.	30%	65%	100%
2) Build morning meeting/soft start time into the master schedule to prioritize social/emotional learning and relationship building.	Administration	Teachers will have 20 minutes of time built into the schedule to foster relationships with intention.	25%	50%	100%
3) Morning Meeting/Soft Start activities will be planned in advance to ensure time is used intentionally and with school belonging goals in mind.	Classroom teachers, guiding coalition	Lesson planning that reflects intentional planning for morning meeting/soft start. Teacher and student reflections on morning meetings and soft start activities should reflect understanding of the word of the month, and an improved sense of belonging.	20%	35%	100%
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.	All Staff	Students know they are special and have unique strengths that are valued in the school building.	30%	45%	80%

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
5) Targeted counseling lessons for all students related to No Place for Hate initiative.	Counselor, Classroom Teachers	Students get to know Ms. Cataldo better and they connect with the services available to them through the counseling office.	20%	45%	100%
6) All school personnel will work to build personal relationships with a variety of students to better understand the needs of the community.	All faculty and staff	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.	30%	45%	100%
	100% = Accomplished	0% = No Progress	✗ = Discontinue		

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

Performance Objective 1: By June 2020, at least 85% of Wilchester Elementary students will perform at post-secondary 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)

2018-19: 78% performed at post-secondary readiness levels as defined by SBISD Measures of Success
2017-18: 85% 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: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 1: Due to COVID 19 closure, we were unable to complete this goal. Continue efforts toward this goal in 2020-21.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	**Jan**	**Mar**
1) Utilize collaborative team meetings to identify essential standards and plan strong TIER I instruction around these standards.	Guiding Coalition, Administrative Team	Lesson plans and learning experiences that are specific to the identified essential standards.	35%	60%	90%
2) Quarterly RTI/SSC meetings to review student data and ensure interventions for students who need support.	Administration, Interventionist	TIER II and TIER III interventions are targeted and monitored.	25%	60%	100%
3) Collaborative teams will review PSTAAR results and plan specific and personalized instruction for students needing support or extension.	Guiding Coalition, Instructional Specialist, 3rd-5th grade teachers	Students working on specific learning experiences unique to their identified areas of need. Increased levels of personalization Action plans developed for personalized growth	15%	35%	50%
100% = Accomplished		0% = 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, Wilchester will continue to close existing gaps in post secondary readiness for English Learners and non - English Learners by at least 5% while all performance improves.
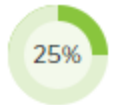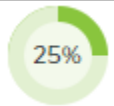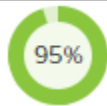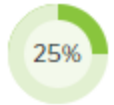
2018-19: English Learners 37%; non-English Learners 84%
2017-18: English Learners 52%; non-English Learners 88%

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

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 1: Due to COVID 19 closure, we were unable to complete this goal. Continue efforts toward this goal in 2020-21.

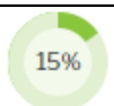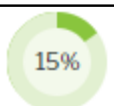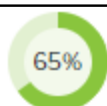| Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) Identify all ELL students and ensure teachers know current levels of performance for these students at the start of the year.	Sue Bryant and ELL Support Specialist	Teachers will be able to speak to identification and current levels of ELLs in their classrooms.	25%	50%	100%
2) The school will create a consistent system for monitoring progress of ELL students.	Administrative Team with support from the Multilingual department.	Teachers active monitoring of student progress and targeted instruction around ELPS.	25%	50%	95%
3) The school will purchase Rosetta Stone for all ELLs that have fewer than two calendar years in the country.	Sue Bryant, Lisa Davis, ELL support specialist	Routine use of Rosetta Stone program will help to develop oral language for recent immigrants.	25%	50%	100%
Funding Sources: 199 PIC 25 - ESL/Bilingual - 800.00					
4) Professional Development will be offered to all classroom teachers who support ELL students on effective instructional strategies.	Liz Goodman, Sue Bryant	Build teacher capacity in supporting ELLs in the classroom.	15%	15%	65%
Funding Sources: 199 PIC 25 - ESL/Bilingual - 500.00					

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
	100% = Accomplished	0% = No Progress	❌ = Discontinue			

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

Performance Objective 1: Wilchester will meet all compliance timelines and reporting requirements.

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

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 1: Due to COVID 19 closure, we were unable to complete this goal. Continue efforts toward this goal in 2020-21.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) SPECIAL EDUCATION: Examine state assessment reports to evaluate progress of students with disabilities relative to ARD committee recommendations and predictions.	Special Education Teachers, Administrators		30%	60%	75%
	100% = Accomplished	0% = No Progress	✗ = Discontinue		

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	$33,478.00
				+/- Difference	$33,478.00

199 PIC 23 - Special Education

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$1,660.00
				+/- Difference	$1,660.00

199 PIC 24 - At Risk

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$2,130.00
				+/- Difference	$2,130.00

199 PIC 25 - ESL/Bilingual

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	3	Rosetta Stone subscriptions		$800.00
4	1	4	Teacher Training		$500.00
				Sub-Total	$1,300.00

199 PIC 25 - ESL/Bilingual

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
				Budgeted Fund Source Amount	$2,060.00
				+/- Difference	$760.00

199 PIC 32 - Pre-Kindergarten

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$100.00
				+/- Difference	$100.00

199 PIC 99 - Undistributed

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$20,617.00
				+/- Difference	$20,617.00
				Grand Total	$1,300.00