

Spring Branch Independent School District

Westwood Elementary School

2019-2020 Campus Improvement Plan



Mission Statement

WWE is committed to the personal growth of our learning community. We are dedicated to nurturing resiliency in individuals which will lead them on a successful path of learning. We will foster meaningful relationships with our students and parents and promote a strong work ethic which will follow them to and through their educational experiences.

Vision

We will be a community of empowered learners in an atmosphere of mutual respect and trust, which will optimize student's limitless learning potential.

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

Westwood Elementary is projected at 465 students.

Demographics are as follows:

Subgroups	# out of 465	%
AA	38	8.1
Hispanic	399	85.8
White	16	3.4
Asian	2	.4
Multi Race	7	1.5
ED		
ELL		
At Risk		
Mobility		
Bil/ESL Program		
GT		
Special Ed.	58	12.4

Demographics Strengths

Student Academic Achievement

Student Academic Achievement Summary

Westwood's utilized our PLCs to create formative assessments throughout the year. We documented and analyzed data on at least a three week period. We utilized a 48 hour turn around to support collaborative deep dive analysis with teachers to support instructional needs both whole group and individually to support her students needs. All data was accumulated during each assessment on our google drive and broken down by our demographics to support continual progress. We utilized the same timeline and process for running records to support our students reading in K-5th as they did not create assessments in reading only math.

Westwood Elementary met the standards on the state accountability system this year. On the 2018 -2019 Accountability, Westwood projected to receive a "D" rating:

Domain 1: Student Achievement at all 3 levels: 62%

Domain 2A: Student Progress: 57%

Domain 2B: Relative Performance ED Comparison to Domain 1: 69%

Domain 3: ESSA Domain (System Safe Guards): 61 %

Based on Preliminary data our STAAR indicates we made progress in all Domains.

Longitudinal Data:

	Target Score	2015-16	2016-2017		
Index 1: Student Achievement	60	57	56		
Index 2: Progress	32	35	29		
Index 3: Closing Performance Gap	28	31	31		
Index 4: Post-Secondary Readiness	12	20	20		

	2017-18	2018-2019	
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Index 1 Student Performance	70	62	-8
Index 2 Academic Growth	60	57	-3
Index 2B Relative Performance	71	69	-2
Index 3 Closing the Gap	N/A	61	See Below for Info.

Overall score in 2018-19 is a 67 D (2017-18 Overall Scale Score 70 C) -3

Targeted Improvement noted in Index 4 related to All, Hisp, Econ. Dis. and ELs in Academic Achievement, Growth and Student Success Criteria in reading and math. A large percentage of the same students are in each area. Development in one will improve all areas.

WWE aggregate MAP data:

- Percent of students with a CGI of zero or higher in math – **58%**
- Percent of students with a CGI of zero or higher in reading – **40%**

TELPAS Data: Met composite score 42 (only needed 36) Area to continue to develop is listening and speaking.

Student Academic Achievement Strengths

This year our area of development on STAAR was writing. We had a **16%** increase from the prior year (50% to 67%). This was done through our continued revisions of our instructional plans to focus on students writing skills and make more accountability to support language development using language objective. Our 4th grade Language Arts teachers were able to continue to restructure their platform and instructional practices to address students needs working with district support.

Our MAP data indicated a higher growth rate in math which supported the way we were utilizing the data to support grade level flex grouping and small group instruction.

School Processes & Programs

School Processes & Programs Summary

This school year we have 2 new teachers. Our teacher retention is always very positive. If we lose a teacher it is due to retirement, a family need or we have a reduction in staff due to enrollment. When we do have new staff, The principal meets with them weekly in the fall. This year as we do not have any new teachers we will continue their work on O3's (one on ones) with our specialist and having walkthroughs implemented on a 3 week turn around to support constant feedback and support.

Our campus has been focused this past year on providing trainings for our staff related to providing a culture that supports PLC, Personalized Learning and Dual Language Model. We utilize our 4 Vanguard's to develop model classrooms and provide trainings. Additionally, consultants are hired to support literacy, math and ELLs.

Westwood has several structures for organizational leadership.

- Instructional Support Team: Administrators, four academic instructional coaches, counselor and librarian
- Instructional Leadership Team: Administrators, MCL's and an Instructional Specialist
- Team Leaders: K-5 teachers, including Special Ed and Specials representative
- Campus Committee leadership
- Campus Improvement Team: Includes voting members representing staff, community business partner and parents
- 4 Vanguard's work with our Technology Instructional Specialist to support their growth.

This past year we participated in Cohort 2 Redesign. We had 5 members who attended the Cohort and 15 that will work with the main cohort to support our work.

Westwood implements the Campus Improvement Plan through committee work. We utilize it as a living document to support our ongoing progress.

School Processes & Programs Strengths

WWE's strength this past year was our continued restructure to becoming a Professional Learning Community that supports shared leadership and allows our staff to each take ownership of the work we do. We have continued to drill down our organizational structure to support all our teachers to be engaged and a part of meeting our expectation of every child maximizing their potential to achieve our T-2-4 goal.

We utilize our ongoing data and instructional rounds to reflect with our teachers on how to refine their practices and provide ongoing trainings and resources. Our 4 Vanguard's are represented in 2nd, 3rd, 4th & 5th grade and this year will work with our MCL's on a regular basis to create trainings and support for our teachers. Our ILT also meets weekly to monitor and review data and needs. Our CIT monitors our implementation and effectiveness of our

CIP by reviewing our data on a monthly basis and makes recommendations if any changes are needed. We focus our weekly faculty meetings and our grade level planning meetings through the work we do to support our teachers' professional growth and development.

Perceptions

Perceptions Summary

Overall our Attendance rate meet expectations. This past year, many of our parents struggled financially. Our number of families living together has increased significantly. Our CIS worked with parents to support their needs.

We had a group of staff members participate and implement strategies outline in the book study Conscious Discipline. We have at least one class in each grade level that are integrating our character traits into their curriculum. This year are campus did a school wide book study on Leader in Me. We dedicated 5 faculty meetings to discuss our book study and how we can support our students having a learner focus.

Our Panorama data indicated that although our Teacher-Student relationships are high (**82%**) we have been working on how students interact with each other (respect towards each other **56%**). We have continued to study how to support our students soft skills to allow them to understand their “why” they need to take more ownership of their learning which should impact how they work together. We will be continuing to work with teachers on how to utilize the playlist and create trainings to support them in helping our students in this area. This year our teachers will be implementing Leader in Me as part of our redesign. We have a Kids Meeting that meets regularly depending on the needs of our students. We will be shifting it to meet on a biweekly time period to allow us to monitor our culture needs as well as any student in crisis.

Safety was an issue on our campus due to issues happening in our community. We had 6 students that were in crisis this year that also effected our students. We had a representative from Depelchin, our counselor and CIS working together with administration to support our students who were in crisis. All six students were getting support and have been provided the accommodations and programming they need for this year to support them. We will continue to work with them.

This year our redesign team worked on our initiatives to support personalized learning. The process took us the full year to begin implementation this year. We feel it will make a difference as we start the year with a shift in studying how to support our students develop their leadership skills through Coveys 7 Habits. We will be participating in a two day training related to The Leader in Me and begin our first year as a LIM campus.

In relation to retentions we have one retentions possibility this year compared to 2018. All other students met expectations by attending our tutorial programs and summer school if needed.

Perceptions Strengths

Our strength is our staff's ability to embrace the needs of our students and work collaboratively to support them through lessons, community circles and in town hall meetings by grade level. Students and Families trust our teachers and show it through their perceptions on our Panorama data. Our culture this past year was on developing a learning environment that supports Rigor which was successful. We know when we balance the two we will be able to

support a strong learning community not only within our teachers and students, but with each other as learners to support each other. Our CIS and Counselor strength is working with our teachers to support these needs.

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card Data

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 Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local diagnostic math assessment data

- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Grades that measure student performance based on the TEKS

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
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data

- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- TTESS data
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

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 50% in reading for all students will meet or exceed MAP growth expectations.




2018-19: Reading - 42% met CGI; Math - 51% met CGI

2017-18: Reading - 40% met CGI; Math - 58% met CGI

Evaluation Data Source(s) 1: MAP EOY Data

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) Provide trainings and planning time on utilizing MAP data as well as on going formative data to support effective instructional strategies (small group, workshops, flex groups, Do Nows, etc..).	2.4, 2.5, 2.6	MCLs Principal/AP	District Assessments PD Attendance Reports Campus Walkthrough forms Lesson Plans Report Card Grades Common Assessments STAAR/District Assessment Data MAP Assessments			
2) Continue to provide opportunities for teachers to attend trainings to support Personalized/Blended learning and developing lessons with effective teaching points to support students needs. Trainings will focus in the following areas: Project Based Learning It's Learning and Summit Platform implementation Guided Reading Incorporating Rubric	2.4, 2.5, 2.6	MCLs LA Cadre	District Assessments PD Attendance Reports Campus Walkthrough forms Lesson Plans Report Card Grades Common Assessments STAAR/District Assessment Data MAP Assessments			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
3) K-5 will implement teachers college Reading Projects Units of study. Teachers will be provided training on how to utilize literacy materials from TCRWP (reading kits, mentor text and their classroom libraries).	2.4, 2.5, 2.6	WWE Teachers MCLs ILT Principal AP	PD Attendance Report Campus Walkthroughs MAP Assessments STAAR Running Records Common Assessments			
4) Continue to provide training on small group/differentiated instruction to support implementation in classrooms through: Reading Workshop Approach that supports Balanced Literacy Abydos Vocabulary Development	2.4, 2.5, 2.6	Principal AP MCLs TC Instructional Specialist	PD Attendance Roster Walkthrough Observations Lesson Plans Report Cards STAAR/TELPAS MAP Assessments			
Funding Sources: 211 - Title I, Part A - 6000.00						
5) Continue to provide ongoing training on the utilization of our WWE instructional framework to support a data driven culture that allows teachers to inform their daily instruction through informative assessments such as, but not limited to: Running Records miscues, common assessments, anecdotal records, etc.... in order to create individualized plans for at risk students that need support	2.4, 2.5, 2.6	Principal AP MCLs Classroom Teachers	PD Attendance Roster Walkthrough Observations Lesson plans Report Cards STAAR/TELPAS MAP Assessments			
<div>  = Accomplished  = No Progress  = Discontinue </div>						

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

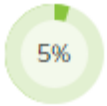
Performance Objective 2: By June 2020, at least 59% in math for all students will meet or exceed MAP growth expectations.




18-19 school year WWE MAP CGI growth was:

Math: 51

Evaluation Data Source(s) 2: Math MAP Data

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) Provide training and resources to support differentiated/flex/small group instruction in difficult math concepts through: Problem Solving Guided Math utilization of Adaptive Software Academic Station that support At risk to GT Level	2.4, 2.5, 2.6	Principal Asst. Principal MCL's	District Assessments PD attendance reports Campus walkthrough forms Lesson Plans Report Card Grades STAAR/District Assessment Data MAP Assessment			
2) Continue to provide training on Sheltered instruction to support development in algebraic reasoning/problem solving. Teachers will create anchor problem solving samples by grade level to support alignment to TEKS/multiple measures. All teachers will attend on going training on PVR and language objectives to support Sheltered instruction.	2.4, 2.5, 2.6	Principal AP MCLs	District Assessments PD attendance reports Campus walkthrough forms Lesson Plans Report Card Grades STAAR/District Assessment Data MAP Assessment			
3) Provide ongoing training on the utilization of data to support a data driven culture that allows teachers to inform their daily instruction through informative assessments and and teaching points.	2.4, 2.5, 2.6	Principal AP ILT Math Teachers	District & Common Assessments PD Attendance Roster Campus Walkthrough forms Lesson Plans Report Card Grades STAAR Math MAP Assessment			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
4) Provide adaptive software to be able to check students understanding, mastery and additional needs in specific math skills.	2.4, 2.5, 2.6	Principal AP MCLs Math Teachers	District & Common Assessments Campus Walkthrough forms Lesson Plans Report Card Grades STAAR Math MAP Assessment			
5) Continue to utilize our math action lab to integrate math skills through hands on kinesthetic learning to support students memory retention of: Numeracy Math Facts		MCLs Math Teachers Principal AP	District & Common Assessments Campus Walkthrough forms Lesson Plans Report Card Grades STAAR Math MAP Assessment			
6) Continue to implement Project Based Units that integrate math TEKs to support students application of difficult math concepts by utilizing, but not limited to: STEM Scopes BIE Gold Standard Lessons Khan Academy	2.4, 2.5, 2.6	MCL Math Teacher Principal AP	District & Common Assessments Campus Walkthrough forms Lesson Plans Report Card Grades STAAR Math MAP Assessment			
<div>  = Accomplished  = No Progress  = Discontinue </div>						




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

Performance Objective 3: By June 2020, at least 70% in writing for all students will meet or exceed MAP growth expectations.

Evaluation Data Source(s) 3: 18-19 school year WWE MAP CGI growth was:

Writing (Grammar): ---

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) Provide a writing camp for our 4th graders as a part of intervention to support instructional gaps in writing.	2.4, 2.6	Principal AP Teachers in Program Leadership Team	After school program rosters Report Cards STAAR/TELPAS data Reading Level MAP			
Funding Sources: 199 PIC 30 - At Risk School Wide SCE - 250.00						
2) Continue to provide training on how to effectively integrate reading and writing across the curriculum and how to assess students progress. Training will focus on the following areas: Abydos Reading/Writing How to incorporate Grammar Systemically Creating and utilizing rubrics for instruction Developing effective writing products in a variety of content areas	2.4, 2.5, 2.6	Campus Abydos Trainer LA Cadre Principal AP	District Assessments PD Attendance reports Campus walkthrough forms Lesson Plans Report Card Grades STAAR/District Assessment Data MAP Assessments			
3) Teachers will analyze students writing as a team by utilizing our writing continuum and rubric to develop effective writing instruction and teaching points to support students needs.	2.4, 2.5, 2.6	Instructional Specialist Principal AP Language Arts Teachers	Walkthrough forms Lesson Plans Report Card Grades STAAR/District Assessment Data			
<div>  = Accomplished  = No Progress  = Discontinue </div>						






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

Performance Objective 4: By June 2020, at least --% in Science for all students will meet or exceed MAP growth expectations.

Evaluation Data Source(s) 4: 18-19 school year WWE MAP CGI growth was:

Science: ---

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) Purchase supplemental materials and additional resources to supplement FOSS Kits and science instructional to support students instructional understanding of difficult concepts in science.	2.4, 2.6	MCLs K-5 Science Teachers Leadership Team	District Assessment and CA's Report Cards STAAR Data MAP data Lesson Plans			
Funding Sources: 199 PIC 30 - At Risk School Wide SCE - 1000.00						
2) Purchase supplemental materials to support students maintenance and understanding of core area TEKS.	2.4, 2.6	MCLs Science Committee Principal AP Leadership Team	District Assessments Report Cards Campus Walkthroughs Lesson Plans STAAR MAP Data			
Funding Sources: 199 PIC 30 - At Risk School Wide SCE - 1000.00						
3) 5th Grade will have additional focused science labs on a weekly basis that supports areas of need based on their data. Provide hands on resources and experiences during their science lab to reinforce concepts/skills that are abstract/difficult to understand.	2.4, 2.6	Principal AP Science Teachers MCLs	Walkthrough forms Lesson Plans Report Card Grades STAAR/District Assessment Data MAP Data			
4) Continue to utilize our 2 Science labs to use tools and experiement with different techniques for collecting data. They will be using models and implementing the scientific process to support scientific literacy that incorporates the 4 C's (Collaboration, communication, critical thinking and creativity).	2.4, 2.5, 2.6	Principal AP Science Lab MCLs	Wakthrough forms Lesson Plans Report Card Grades STAAR/District Assessment Data MAP Data			
 = 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 80% of 3-5 graders will respond favorably on School Belonging on the Panorama survey.

2018-19: School Belonging- 72%

2017-18: School Belonging- 69%




Evaluation Data Source(s) 1: Panorama EOY Data

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) Expand our training and implementation that we are doing on integrating skills such as the Self Directed Learning Cycle and Habits of Mind into instruction to support implementation of essential skills to support a learning environment that focuses on student being self directed.	2.4, 2.5, 2.6	MCL Teacher Principal AP Counselor CIS Facilitator CSHAC/SEL Rep.	District & Common Assessments Campus Walkthrough forms Lesson Plans Report Card Grades STAAR Math MAP Assessment			
Funding Sources: 211 - Title I, Part A - 1307.00						
2) Character Development Continue to provide training on Character development strategies for teachers to integrate into their instructional lessons to support a positive learner centered culture. Teachers will recommend students to receive recognition through our "Lion Prints" Announcement that are given during Monday morning assemblies. Our Counselor will be providing classroom lessons on charatcer development and asset building. She will provide reinforcement activities after lessons to reinforce understanding of concepts. Westwood will identify one student at the campus and district level who demonstrates strong ethical behavior all year.	2.4	Counselor Principal AP CSHAC/SEL Representatives Teachers	PD Attendance Roster Lesson Plans Discipline Records Panorama Survey Data			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<p>3) Provide training on mentoring and deepen our understanding of how to utilize goal setting to support working with students.</p> <p>Students will work with their mentor/teacher to develop goals that will monitor and reflect on throughout the year to support their progress in meeting end of year expectations.</p>	2.4, 2.5, 2.6	Administration Classroom Teachers Counselor	PD Attendance Roster Lesson Plans Discipline Records Panorama Survey Data			
<p>4) Mentoring Continue seeking mentors for our students who are identified as under performing or at risk of failing. Mentors are defined as: -Adult Volunteers -Selected 4th grade level students to support selected primary students -Selected Middle/HS/College students Mentors will meet regularly with their mentee to build a positive relationship by engaging in ongoing activities through the school year.</p>	2.6	Administration CIS Facilitator Counselor	List of students identified by teachers Mentor Log Discipline Records Report Cards STAAR/TELPAS Panorama Surve			
<p>5) T-2-4 Focused Westwood will continue to incorporate a college and career week for all our students. Provide college information in our parent center to support their awareness of grants and funds available for their children. Provide a parent information session to assist with middle school course selection and how it effects graduation requirements. Provide T-2-4 focused presentations at least 4 times a year during Monday morning assemblies.</p>	3.2	Counselor CIS Worker Principal AP	Sign in sheets Agendas Panorama Survey			
<p>6) Provide a climate that encourages the importance of higher education and learning by displaying posters and bulletin boards. Incorporate college T-shirts on Fridays to increase students awareness of the variety of colleges available to them.</p>		Counselor Classroom Teachers Administration CIS Worker	End of year student surveys Student Goal Sheets in 5th grade			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
7) Parent Education Activities: Continue to provide a CIS Staff member who will conduct training's on such topics as: Eduphoria/Skyward Info. Health and Wellness Cyberbullying Homework support PBL Leader in me Community Resources	3.2	CIS Worker Principal AP Counselor	CIS Parent Evaluation Parent Training Attendance Roster Panorama Survey Results			
8) We will continue to provide at least three parenting workshops for our Westwood parents to support their children throughout their education.	3.2	CIS Facilitator Principal	CIS Parent Evaluations Campus Parent Survey Parent Training Attendance roster Panorama Survey Results			
9) Outreach Activity: Work with liaisons in each of our neighborhoods to support activities on and off campus as needed. Liaisons will meet at least two times a year to discuss community and educational needs.	3.2	CIS Worker Counselor Principal AP	Attendance Roster for meetings Minutes from meeting Panorama Survey			
10) Our parents and staff will continue to work together to provide the following activities which nurture a positive learning community such as: Meet the Teacher Annual Family Event Primary Storybook Parade Musical programs Classroom Celebrations 5th Grade Moving on Ceremony	3.2	Principal AP PTA CIS Facilitator Librarian	Attendance roster for meetings PTA Minutes from meetings related to activities noted. Increase in number of parents/students participating.			
	Funding Sources: 199 PIC 99 - Undistributed - 1350.00					
11) Provide at least two grade level information meetins to support parents understanding of grade level TEKs and home school connection. Provide a parent training on how to utilize the literacy materials in our Parent Center to use at home to support students instructional needs.	3.2	Kinder Teachers Principal AP MCLs CIS Worker	Sign in Sheet for parent meeting End of year assessment for kinder Students progress on report cards Improvement in attendance Panorama Survey			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
12) Provide after school programs that support our students social emotional development and connection to their learning community such as, but not limited to: Kinder program and Character Building	2.6	Administration Leadership Team	Afterschool Program roster District Assessment Report Cards STAAR/TELPAS Data Attendance Panorama Survey			
13) Provide Leader in Me training and materials (such as online program) to engage student learning and positively support the development of student social and emotional leadership skills for grades K-5th Grade.	2.5, 2.6	Administration ILT Members Counselor	Discipline Data PLC Agendas/Minutes ILT Meeting Agendas/Minutes Lesson Plans			
Funding Sources: 199 PIC 11 - Instructional Services - 10350.00, 211 - Title I, Part A - 3500.00						
 = Accomplished  = 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 45% of students in 3rd & 5th math and 35% 3rd & 5th reading will perform at postsecondary-ready levels on MAP (66-77th percentile reading, 77th percentile math in 3rd & 5th grades) and/or STAAR (meets grade level in 3rd & 5th grades)

18-19: Math - 31% STAAR; Reading - 27% STAAR




2018-19: XX% performed at post-secondary readiness levels on MAP and/or STAAR

2017-18: xx% performed at post-secondary readiness levels on MAP and/or STAAR

Evaluation Data Source(s) 1: As defined by SBISD Measures of Success and accessed via Compass

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) To support the continual work on Rigor and Relevance our staff will be engaged in trainings to support Project Based Instruction to all teachers to incorporate Rigor and Relevance into their instruction to support students learning of concepts and skills. To continue to provide training and materials for our Primary and Intermediate Action Based Lab for student to utilize movement by engaging different parts of the brain to support their development. Continue to develop lessons that incorporates critical thinking and real world experiences such as, but not exclusive to: Hands on Real World Project Based Community Service Projects Scenario Based Instruction.	2.4, 2.5	Administration MCLs Leadership Team	PD Attendance Rosters Lesson Plans Report Cards Walkthroughs STAAR/TELPAS			
2) Technology: Continue to provide software and online programs that supports the integration of technology into instruction to support students utilization within their learning/products/presentation.	2.4, 2.5, 2.6	Principal AP MCLs Librarian Technology Committee	Teacher Technology Implementation Survey Lesson Plans Student Products			
Funding Sources: 211 - Title I, Part A - 7000.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
3) Provide training for teachers on how to integrate technology TEKs to support integration into core academic areas. Provide on going training for staff on how to utilize technology to support collaborating globally to reinforce integrating skyping, blogging and other forms of media during classroom instruction.	2.4	Administration Technology Rep. Technology Committee	PD Attendance roster Walthrough Observations Lesson Plans Teacher Blogs and other Media sites			
4) Monitoring Students Progress Meet as teams to desegregate both Common and District Assessment data and identify strengths, gaps and needs of our students. Teams will develop grade level goals throughout the year to support overall academic growth and reflect and adjust instruction to support each subgroup as needed. Grade level teams meet at least once a week to discuss and develop instructional plans and reflect on how assessing students understanding of skills/concepts taught utilizing WWE Instructional Framework. Provide assessment resources to support teachers alignment between intended and taught curriculum.	2.4, 2.6	Administration Leadership Team MCLs Grade Level Teams	Walkthrough Observations Lesson Plans Report Cards STAAR/TELPAS Meeting Agendas and Minutes Instructional Plans			
5) Provide after school programs that demonstrates college readiness through the completion of rigorous programs such as, but not limited to: Readers Theater, STEM Class, Legos and Robotics, Coding	2.4, 2.5	Administration Leadership Team	Afterschool program roster Report cards STAAR/TELPAS Data Attendance			
6) Provide computers/technology to support students to work on online applications and Project Based activities that support personalized learning.	2.4, 2.5, 2.6	Administration Leadership Team	Afterschool Program Rosters District/Common Assessments Report Cards STAAR/TELPAS Data Attendance			
<div>  = Accomplished  = No Progress  = Discontinue </div>						

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, WWE will close existing achievement gaps between ELL and non-ELL in grades 3-5 by at least 10% while all performance improves.

18-19:

EL: Rdg: 30% Y Target 29%

Math: 33% N Target 40%

Non-EL(ALL): Rdg: 29% N Target 44%

Math: 34% N Target 46%

2018-19: English Learners xx %; non-English Learners xx%




2017-18: English Learners xx %; non-English Learners xx%

Evaluation Data Source(s) 1: Student achievement in Reading and Math as reported on Domain 3: Closing the Gaps

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) Purchase Supplemental materials to support students maintenance of core area TEKS.	2.4, 2.6	MCLs Administration Core Curriculum Leadership Team	District Assessments PD Attendance reports Campus walkthrough forms Lesson Plans Report Card Grades STAAR/District/ Common Assessments			
Funding Sources: 211 - Title I, Part A - 1500.00, 199 PIC 30 - At Risk School Wide SCE - 2000.00						
2) Provide Training for teachers on how to accommodate and meet individual education plans to support students academic needs.	2.4	Spec. Ed. Team Dyslexia Specialist Administration	Sign in Sheet Agenda Walkthrough Observations Report Cards STAAR/TELPAS EOY Reading Levels			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
3) ELL Development: Continue to develop our Dual Language program into our K - 5th grade bilingual classrooms to support students conceptual understanding of concepts and skills in their 2nd language. Continue to provide training for staff to support the implementation of the English Proficiency Standards (ELPS) for L2 students. Provide our bilingual/ESL students who show a need of English development tutorial/intervention support.	2.4, 2.6	Administration Bilingual Committee Campus Bilingual Rep.	PD Attendance Rosters Walkthrough Observations Lesson Plans Report Cards STAAR/TELPAS EOY Reading Levels			
	Funding Sources: 199 PIC 25 - ESL/Bilingual - 3000.00					
4) 5th grade teachers will evaluate and revise their grade level curriculum as needed to support priority standard in the Summit Platform by incorporating district curriculum, Summit lessons and teacher created lessons to support during and after school instruction.	2.4, 2.5, 2.6	Administration 5th Grade Team Leadership Team	Report Cards STAAR/TELPAS Common/District Assessments Walkthrough Observations Quest Student Data			
5) Study Trips Provide Field-based experiences for students to support classroom curriculum and instruction in at least one content area. K-5th grade level selected study trips Program specific study trips College Awareness/ Focus of Study Trips	2.4, 2.5, 2.6	Administration Team Leaders	STAAR/TELPAS Report Cards Lesson Plans			
	Funding Sources: 211 - Title I, Part A - 8000.00, 199 PIC 11 - Instructional Services - 1130.00					
6) Academic Events continue to differentiate parental involvement activities on our camps to meet specific student and parent needs: Incorporate Curriculum Night as part of our Open House Activities STAAR Information Night Interdisciplinary Night (Science/Math/ Technology) Night 2nd - 5th Grade Testing Info. Nights	3.2	Administration Family Library Night Coordinator Librarian MCLs Core Curriculum Cadre Chairs	Number of parents attending (Sign in sheet) Panorama Survey			
	Funding Sources: 211 - Title I, Part A - 2560.00, 199 PIC 99 - Undistributed - 500.00					
7) Continue our afterschool tutorial programs that support Language Arts and Math of at risk students.	2.4, 2.6	Administration Leadership Teams Grade Level Team Leaders	Afterschool Program rosters District/Common Assessments Report Cards STAAR/TELPAS Data			
	Funding Sources: 211 - Title I, Part A - 15500.00					

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
8) Provide Take Home Reading Books for K-3rd grade to bridge student learning from classroom to home to support home/school connection that develops students reading skills. Provide at least 2 parent trainings on how to utilize take home reading books at home to support students literacy development.	2.6, 3.1	Classroom Teachers MCLs Principal AP	Sign in sheet for parent meetings EOY reading assessment Student Progress on Report Card			
<div>  = Accomplished  = No Progress  = Discontinue </div>						

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:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) Conduct annual program evaluation (CATE, SCE G/T, LEP) utilizing student performance data derived from special populations for the purpose of program review and revision. Bilingual/ESL Program OWDL Stat Comp ed. Programs Gifted and Talented After School Program.	2.6	Principal AP Counselor CIT Members Bilingual Committee Special Ed. Teachers	Report Cards STAAR/TELPAS Reading Levels Promotion/Retention Data Discipline PIEMS data			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<p>2) Develop/strengthen/monitor capacity of teachers, grade levels and departments to support measurable growth in reading proficiency as measured by an increase in the percentage of students in "Developing As Expected" and "Advanced Development" categories in the Reading Standards.</p> <p>Reading teachers will continue to implement: a literacy notebook that contains, but not limited to anecdotal notes and running records of students reading progress to support their reading development.</p> <p>Kinder - 3rd grade will continue to utilize an electronic reading tracker to monitor students progress on a monthly basis. During that time teachers will discuss needs and adjustments to instruction to support students needs.</p> <p>Teachers will incorporate a short/long term trajectory that they will monitor and utilize with the skills for surface and deep structures to support individualized guided instruction.</p>	2.4, 2.6	Principal AP Leadership Team Grade Level Team MCLs	Report Cards STAAR/TELPAS Reading Levels District Assessments			
<p>3) Monitor progress of students failing to meet SSI promotion requirements in the previous academic year and provide remediation via supplemental materials and services. Progress will be recorded on the accelerated instruction plan; interim reports and opportunities to conference will be provided to parents of students so identified. Meet with grade level teachers at the beginning of the year to discuss students at risk. Review and revise instructional plans to support their needs. Teams will meet at least once a week to discuss students response to instruction and develop a plan of action for students who still need additional support. Our leadership team will meet with grade level teams at least each 9 weeks to discuss students progress and if additional support is needed.</p>	2.6	Principal AP Leadership Team Grade Level Team MCLs	Report Cards STAAR/TELPAS Reading Levels District Assessments Promotion/Retention Data			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
4) TECHNOLOGY - Provide opportunities, inclusive of professional development, to build capacity of teachers, principals, and other staff to integrate technology effectively into (a) challenging curricula and (b) related instructional strategies that are aligned to the Texas Essential Knowledge and Skills (TEKS) and the State of Texas Assessment of Academic Readiness (STAAR). Participate in mentor-mentee grant. Continue to provide support for new teachers through the induction program. Involve staff in recruiting and interviewing highly-qualified applicants. This year our teachers will continue to develop their technology skills through our faculty meetings that support teachers integration of technology: Devices Applications Programs This year our Early Adopter Team will continue to meet to support our continual growth in integrating technology and developing our understanding of how to incorporate problem based learning.	2.4, 2.5	Principal AP Leadership Team Campus Technology Committee Redesign Team	Implementation Survey Lesson Plans Student Products			
	Funding Sources: 199 PIC 99 - Undistributed - 1500.00					
5) Promote parent and community involvement in drug and violence prevention programs/ activities. Students will participate in Healthy Choices Week within the instructional day by providing activities to incorporate into teachers lessons. Our counselor will provide guidance lessons on resistance to peer pressure and bullying Continue to incorporate student programs for 4th and 5th grade students who are at risk which incorporates 7 Habits into activities. Provide bullying presentations for parents and staff.	2.6	Counselor Principal AP CIS Facilitator Club Sponsor	End of year Parent Survey Panorama Data Promotion/Retention Data Discipline (PIEMS Reports)			
	Funding Sources: 199 PIC 99 - Undistributed - 500.00					

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
6) Provide professional development based on level of expertise and need in the following areas: * Bullying Prevention * No Place for Hate * CSHAC * SEL *Leader in Me Our CIS, counselor and principal will meet with our parents on topics listed above at least 4 times a year.	3.2	Principal Counselor AP CIS Facilitator	Participation Roster Parent Evaluation Panorama Survey Discipline (PEIMS data)			
7) SPECIAL EDUCATION - Monitor LRE ratio. Develop campus capacity to support inclusive programming for students with disabilities. Evaluate campus LRE ratio. We will continue to develop and implement a levels of support plan and monitor its effectiveness on a bimonthly basis. Special Ed. staff will attend district level training on differentiation and modifications to meet students IEPs. We will provide additional time to inclusion teachers and special ed. staff to discuss student needs and provide opportunities for effective co-teaching. Provide portfolios with IEP's for every staff member who has a special ed. student. Provide additional support for students needing accommodations during STAAR testing.	2.4	Principal AP Special Ed Staff Diagnostician Inclusion Teachers	LRE campus ratio annual report STAAR/TELPAS District Assessments			
Funding Sources: 199 PIC 23 - Special Education - 650.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
8) SPECIAL EDUCATION - Examine state assessment reports to evaluate progress of students with disabilities relative to ARD committee recommendations and predictions. How accurately did ARD committee recommendations predict and guide student achievement on state assessments? Continue to maintain and analyze students academic history and overall needs to make appropriate ARD decisions. Review all IEPs to ensure rigor and alignment to students academic needs. Continue to utilize reading continuum and LLI program to accelerate students reading development to support students to be on grade level.	2.4	Principal AP Special Ed Staff Diagnostician Inclusion Teachers	LRE campus ratio annual report STAAR/TELPAS District Assessments			
9) SPECIAL EDUCATION - Ensure that Special Education staff, building administrators, and counselors are trained on and adhere to Special Education timelines and compliance requirements. Meet with Special Ed. and support staff individually to develop a professional development plan related to their individual professional needs. Campus personnel will monitor individual Mandt training timelines and will acquire recertification as needed. Monitor students on going development by having a Representative from Special Ed in our weekly leadership meetings to discuss students progress and needs.	2.4	Principal AP Diagnostician Inclusion Teachers Special Ed. Staff Leadership Team	LRE campus ratio annual report STAAR/TELPAS District Assessments ARD Minutes IEPs			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
10) STATE COMP ED - Provide supplemental At-Risk services/support in the content areas: * Language Arts * Math * Science * Social Studies * LEP Intervention Specialist We have and will continue to monitor and evaluate our programs by continually collaborating and working through our leadership team, team leaders and grade level meetings on an ongoing basis to provide the support that is needed systemically to individual teachers. They will provide this support through: -Our intervention specialist will be providing in class support with small group instruction. Our MCLs and TC Instructional Specialist will work with teachers on instructional needs and model lessons as needed. - Training as needed in areas such as interdisciplinary instruction, questioning, differentiated instruction, rigor and relevance. -Our librarian and Instructional specialist for technology will continue to provide training that supports the integration of technology in classrooms. - Our librarian will continue to provide educational resources and media.	2.4, 2.6	Principal AP Librarian Classroom Teachers MCLs	STAAR/TELPAS District Assessments Report Cards ILT Minutes Walkthroughs observations Attendance Rosters for PD			
Funding Sources: 211 - Title I, Part A - 167393.00, 199 PIC 99 - Undistributed - 6500.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
11) Identify At-Risk students; provide them with supplemental services; and monitor progress (including continual English language development for LEP students) Materials include: manipulatives, literacy materials, STAAR support, bilingual material After-school extended day instruction. -Continue to provide additional math materials to support the implementation of Singapore math and training on how to utilize them to support the development of our students' problem solving skills. -Provide additional guided reading materials for our classroom teachers to support small group instruction for students who are not meeting reading expectations. -Provide during the day and after school intervention for students who are not meeting expectations at each district assessment period. Provide bilingual materials to incorporate an effective intervention program (during and after school) for our students who are not meeting L2 expectations at 2nd -5th grade levels. Materials needed for programs include: manipulatives, literacy materials, STAAR support and bilingual materials.	2.4, 2.6	Principal AP MCL's Team Leaders	STAAR/TELPAS District Assessments Reading Levels Report Cards Walkthrough observations Attendance Rosters for PD			
	Funding Sources: 199 PIC 11 - Instructional Services - 3595.00, 199 PIC 25 - ESL/Bilingual - 3640.00, 199 PIC 30 - At Risk School Wide SCE - 5130.00, 199 PIC 99 - Undistributed - 200.00					

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
12) Develop, monitor, and evaluate campus volunteer/partnership programs that include: * recruitment * training/support * recognition of volunteers/ partnerships -Work with district level Community Relations department to recruit and train mentors for identified students in 3rd - 5th grade. - Work with Community Relations department to train volunteers to support students before, during and after school. - Strengthen current partnerships and develop new partnerships to build support for WWE students and teachers by providing monthly meetings, coffees and round tables through our CIS. -Recognize and highlight a volunteer of the month in our newsletter and post information in the front office with picture. - Hold volunteer recognition breakfast at end of year	3.2	Principal AP CIS Facilitator Counselor	End of year volunteer log Panorama Survey Newsletter CIS Data on students Attendance of end of year events			
	Funding Sources: 199 PIC 11 - Instructional Services - 845.00					

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
13) TITLE II A - Provide professional development to CIT, teachers, and administrators that increases knowledge and skills related to: This year during trainings we will provide the following staff development to support our staffs instructional skills for improving teaching and learning (CIT members will be invited to attend these training's): * vertical alignment meetings between grade levels. * integration of technology into curricula and instruction for improving teaching, learning, and technology literacy * STAAR testing and the state curriculum standards (TEKS) in the content areas of English/Language Arts, social studies, and/or science, and/or math. *Continue discussions on the implementation of One-Way Dual Language * Project Based Learning * This includes opportunities for teachers to be coached, attend sustained training/in-services/ workshops and/or conferences together with structured follow-up on small group instruction.	2.4, 2.5, 2.6	Principal AP Team Leader MCLs	Implementation Survey Teacher Appraisals Panorama Survey Reading Levels Report Cards STAAR/TELPAS			
	Funding Sources: 211 - Title I, Part A - 3000.00, 199 PIC 11 - Instructional Services - 3500.00, 199 PIC 99 - Undistributed - 2000.00					

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
14) Teachers/Administrators/Staff will develop understanding of the (a) Professional Development Framework and continue participation in professional development in the areas of Teaching and Learning and Leadership for Results; including (b) The Process for Designing and Delivering Effective Instruction through differentiation and technology integration. - Teachers and staff will participate in effective instruction professional development. At least two follow up sessions will be provided in areas of need based on teacher walk throughs. - Teachers will collaborate by grade levels and implement task analysis for planning utilizing our Instructional Framework to provide effective lessons including technology integration during roadmapping and extended planning sessions.	2.4, 2.5, 2.6	Principal AP Team Leaders ILT	Implementation Survey Teacher Appraisal (Walkthroughs) Panorama Data Reading Level Report Cards STAAR/TELPAS			
	Funding Sources: 199 PIC 99 - Undistributed - 2300.00, 199 PIC 11 - Instructional Services - 1000.00					
15) Provide support for new teachers with ongoing mentoring and planning with certified staff. New teachers will receive a mentor in their area of instruction. New teachers will attend weekly meetings in the Fall and bimonthly meetings in the Spring with the principal to discuss any needs and expectations. They will also work with their team and 03's support to develop their instructional skills and goals for the year.	2.5	Principal AP Team Leader Lead Mentor	Implementation Survey Minutes from lesson planning Mentor log			
16) Recruit and retain highly-qualified staff, defined through state, No Child Left Behind (NCLB) and local criteria, by highlighting the school and its students on the website and by participating in job fairs. Provide recruitment information on website. Campus leadership will attend district job fairs to recruit highly qualified staff. Continue to develop our website and include more information about campus activities for students.		Principal AP Website Coordinator	Website Faculty Retention Rate Job Fair sign in sheet			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
17) The CIT, teachers, administrators, other staff members, and parents will collaborate and coordinate planning efforts and implementation of staff development that will build ties between parents and school. Provide monthly parent meetings through our WWE parent center that discusses the activities/events we are doing at Westwood and how parents can work with teachers. Provide faculty meetings with ways to build parent involvement in their students learning.	3.2	Administration CIS	End of year Parent Survey End of year increase in # of parent volunteers from last year End of Year increase in parent participation in parent conference			
18) PreK and K teachers develop transition strategies. Elementary campuses provide kindergarten orientation at different times and in a variety of settings. Parents will attend at least one parent meeting in the Fall/Spring related to a specific topic that will be conducted at least 2 times throughout the year. Invite 2019-20 Kinder Parents to a transition meeting in May.	3.2	Kinder Team Leader Administration CIS K-1 MCL	End of year Parent Survey Attendance Sign in Sheet from parent meetings			
19) GIFTED AND TALENTED - Provide opportunities for G/T professional development, based on level of expertise and need, in one of the following areas: We will continue to assess and identify GT student needs and work with parents on how to support them at home. We will provide training's during our faculty meeting that focuses on differentiation strategies for GT students.	2.5	Counselor Librarian Administration	Sign in Sheets for trainings and meetings Lesson Plans			
20) GIFTED AND TALENTED - Implement and evaluate development of differentiated curriculum for meeting needs of gifted students using instructional techniques from gifted and talented education. During planning discuss and develop learning strategies to support our GT students. Continue to develop differentiated workstations that are open ended and challenge our GT students.	2.4, 2.5	Administratin Team Leaders Counselor MCLs	Lesson Plans Walkthroughs/Appraisals End of year Reading Levels Increase in commended level on STAAR			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
21) GIFTED AND TALENTED - Conduct annual G/T evaluation by following the districtwide procedures for referral, testing and identification of students. Emphasis on finding and identifying minority G/T students, low SES G/T students, and those students showing great potential but who are difficult to identify as intellectually-gifted. Conduct an annual G/T parent meeting to develop awareness of the program, identification, and requirements. Complete GT screening and analyze for possible testing. Utilize 2nd grade standardized testing to help identify students who may need to be screened for GT.	3.2	Administration CIS Nurse PE Teacher CSHAC Committee	# of parents attending activities End of year parent survey			
22) COORDINATED SCHOOL HEALTH (CSH) and CIP - Steps to incorporate CSH - 1. Review the School Health Index completed by the C-SHAC 2. Identify focus area(s) for campus 3. Choose focus area(s) to place in this area of Required Elements 4. Recommended indicators for assessing CSH may be chosen from this list of approved indicators that are completed each year: a. District Survey b. School Health Index c. SEL/Panorama Survey Provide Asthma Awareness training for the staff. Provide a Family health and fitness night. Provide at least one parent meeting that discusses CSHAC at Westwood and get input related to focused areas.	2.6	Administration CIS Nurse Counselor PE Teacher CSHAC Committee	# of parents attending activities End of year parent survey CSHAC Campus Coordinator School Health Checklist			
Funding Sources: 199 PIC 99 - Undistributed - 750.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
23) Review and revisit both the Home/School Compact and Parental Involvement Policy. *offer several opportunities for parent input. *develop, with parent input, current school year compact and policy in appropriate language(s) - English/Spanish. *share compact with parents and document. This activity is completed in the first 9 weeks of school with a meeting held to discuss the compact's and Parent Involvement Policy's importance with the parents. The compact and Parent Involvement Policy are included in the Title I portfolio.	3.1	Principal AP CIT CIS Counselor	Final revised parent compact with signatures Final revised parent involvement policy with parent signatures			
24) Increase parent attendance at Title I Annual Meeting to share: *standards and goals *parents' rights' *curriculum *School Report Card *Title I participation *Offer a flexible number of meetings. The Title I annual meeting will be held as the opening activity at our Parent/Teacher Meet and Greet to which all parents will be invited. The above topics will be served.	3.2	Principal AP Counselor CIS	End of year parent survey Agenda of Paren Meeting Notes from Parent Meeting			
25) Conduct annual program evaluation (CATE, SCE G/T, LEP,) utilizing student performance data derived from special populations for the purpose of program review and revision. Bilingual/ESL Program OWDL Stat Comp ed. Programs Gifted and Talented After School Program	2.6	Principal AP Counselor CIS Facilitator	Report Cards STAAR/TELPAS End of year Reading Levels Promotion/Retention data Discipline PIEMS data			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<p>26) Develop/strengthen/monitor capacity of teachers, grade levels and departments to support measurable growth in reading proficiency as measured by an increase in the percentage of students in "Developing As Expected" and "Advanced Development" categories in the Reading Standards.</p> <p>Reading teachers will continue to implement: a literacy notebook that contains, but not limited to anecdotal notes and running records of students reading progress to support their reading development.</p> <p>Kinder - 3rd grade will continue to utilize an electronic reading tracker to monitor students progress on a monthly basis. During that time teachers will discuss needs and adjustments to instruction to support students needs.</p> <p>Teachers will incorporate a short/long term trajectory that they will monitor and utilize with the skills for surface and deep structures to support individualized guided instruction.</p>	2.6	Principal AP ILT Grade Level Teams MCLs TC Instructional Specialist	Report Cards STAAR/TELPAS End of Year Reading Levels			
<p>27) Monitor progress of students failing to meet SSI promotion requirements in the previous academic year and provide remediation via supplemental materials and services. Progress will be recorded on the accelerated instruction plan; interim reports and opportunities to conference will be provided to parents of students so identified. Meet with grade level teachers at the beginning of the year to discuss students at risk. Review and revise instructional plans to support their needs. Teams will meet at least once a week to discuss students response to instruction and develop a plan of action for students who still need additional support. Our leadership team will meet with grade level teams at least each 3 weeks to discuss students progress and if additional support is needed.</p>	2.4, 2.5, 2.6	Principal AP ILT Grade Level Teams	Report Cards STAAR/TELPAS End of Year Reading Levels District assessments Promotion/Retention Data			

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

Campus Funding Summary

199 PIC 11 - Instructional Services					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	13	Software	6397	\$10,350.00
4	1	5	Study Trip (transportation)	6494	\$1,000.00
4	1	5	Study Trip (admissions)	6412	\$130.00
5	1	11	Instructional Supplies/Materials	6399	\$1,595.00
5	1	11	Instructional Operating Maintenance	6269	\$2,000.00
5	1	12	Miscellaneous Operating Expenses	6499	\$800.00
5	1	12	Misc. Operating Expenses (Dues)	6495	\$45.00
5	1	13	Employee Travel (Conf., Workshops, Webinars and Registration Fees for PD (Teachers)	6411	\$1,000.00
5	1	13	Substitute (11: Teachers and other professionals)	6112	\$2,500.00
5	1	14	Employee Travel (Conf., Workshops)	6411	\$1,000.00
Sub-Total					\$20,420.00
Budgeted Fund Source Amount					\$20,420.00
+/- Difference					\$0
199 PIC 23 - Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	7	Instructional Supplies	6399	\$650.00
Sub-Total					\$650.00
Budgeted Fund Source Amount					\$650.00
+/- Difference					\$0

199 PIC 25 - ESL/Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	3	Bil/ESL Instructional Materials	6399	\$3,000.00
5	1	11	Instructional Supplies/Materials for ESL/Bilingual	6399	\$3,640.00
Sub-Total					\$6,640.00
Budgeted Fund Source Amount					\$6,640.00
+/- Difference					\$0
199 PIC 30 - At Risk School Wide SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	Supplies and Materials for Writing Camp	6399	\$250.00
1	4	1	Science Materials	6399	\$1,000.00
1	4	2	Science Reading Materials	6329	\$1,000.00
4	1	1	Other Reading Materials for At Risk Students	6329	\$2,000.00
5	1	11	Instructional Supplies/Materials for At Risk	6399	\$5,130.00
Sub-Total					\$9,380.00
Budgeted Fund Source Amount					\$9,380.00
+/- Difference					\$0
199 PIC 99 - Undistributed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	10	Misc. Overtime	6121	\$150.00
2	1	10	Security Overtime	6121	\$200.00
2	1	10	Security and Monitoring Supplies	6399	\$1,000.00
4	1	6	Overtime	6121	\$500.00
5	1	4	Technology (Hardware)	6398	\$1,500.00
5	1	5	Guidance and Counseling Supplies	6399	\$500.00
5	1	10	Other Reading Materials (educational resources and media)	6329	\$6,000.00
5	1	10	Library Supplies	6399	\$300.00

199 PIC 99 - Undistributed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	10	Misc. Operating Expenses	6499	\$200.00
5	1	11	General Supplies (Administration)	6399	\$200.00
5	1	13	Substitutes (13:Curriculum and Personnel Development)	6112	\$2,000.00
5	1	14	Other Reading Materials (PD Reading Materials	6329	\$1,000.00
5	1	14	Admin. Employee Travel (Conf., Registrations)	6411	\$1,300.00
5	1	22	Clinic Supplies and Materials	6399	\$750.00
Sub-Total					\$15,600.00
Budgeted Fund Source Amount					\$15,600.00
+/- Difference					\$0
211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Subs for professional development	6112	\$6,000.00
2	1	1	Other reading materials (teachers)	6329	\$1,307.00
2	1	13	Leader In Me Instructional Materials	6329	\$3,500.00
3	1	2	Software	6397	\$7,000.00
4	1	1	Other Reading Materials	6329	\$1,500.00
4	1	5	Study Trips (transportation)	6494	\$4,000.00
4	1	5	Study Trip (fees)	6412	\$4,000.00
4	1	6	Supply materials for library night and parent mtgs.	61.6399	\$560.00
4	1	6	Parent Activities (Misc. Expenses)	61.6499	\$1,000.00
4	1	6	Author Presentations for Library Nights	61.6299	\$1,000.00
4	1	7	Tutorials	6116	\$15,500.00
5	1	10	MCL	6119	\$167,393.00
5	1	13	Registration fees for PD (teachers)	6299	\$1,000.00
5	1	13	Registrations for Region 4 (teachers)	6239	\$1,000.00

211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	13	Registration fees for PD (Administration)	6299	\$1,000.00
Sub-Total					\$215,760.00
Budgeted Fund Source Amount					\$215,760.00
+/- Difference					\$0
Grand Total					\$268,450.00