DeSoto Independent School District

Woodridge Elementary School

2018-2019 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:
Academic Achievement in English Language Arts/Reading
Top 25 Percent: Comparative Academic Growth

Vision

Vision

In partnership with our staff, families, and community, students will:

- Become innovators and problem solvers.
- Communicate and collaborate with their peers through projects and performances.
- Shine academically, socially, and creatively.

Motto

"Where growth, learning, and creativity happen every day."

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Comprehensive Needs Assessment

Revised/Approved: August 27, 2018

Needs Assessment Overview

1. Decrease office referrals and classroom incidents. Based on the 2015-16 school year, discipline referrals doubled in comparison to the 2014-15 school year.
2. Increase student achievement. Based on STAAR data, math, writing, and reading scores by campus are low for students and across subgroups.
3. Increase Teacher Quality and Effectiveness. Based on overall campus TTESS and student assessment data for the 15-16 school year, there were no teachers at the developing level, however student achievement overall was low across subject areas and subgroups.
4. Increase technology access for teacher and students. Based on campus technology inventory and lesson plans for 2015-16 school year, there was limited student or staff use of technology improve or enhance instruction.

Demographics

Demographics Summary

Woodridge is an elementary campus serving grades Kindergarten through 5th grade. The enrollment for 17-18 school year was 696 students with 72.8% Economically Disadvantaged, 6.2% English Language Learners. Ethnic distribution is 81.2% African American, 14.5% Hispanic, 1.3% White, .4% American Indian, 0.3% Asian, .2% Pacific Islander 0%, and 2.3% reporting two or more races. Our attendance rate for the 17-18 school year was 97%. Woodridge is a Title I School wide Program campus and receives State Compensatory Education (SCE) funds.

Demographics Strengths

Student ethnicity breakdown has remained consistent over the last 3 years, and our campus has maintained attendance over 97% the last 4 years. Additionally, 100% of the Woodridge staff is highly qualified.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Based on enrollment for the 2018-19 school year, enrollment has indicated an increased amount of ELL students. **Root Cause**: Rezoning of elementary schools.

Student Achievement

Student Achievement Summary

Rating Scaled Score Overall Met Standard 81

Student Achievement Met Standard 67

School Progress Met Standard 83

Closing the Gaps Met Standard 75

These scores resulted in Woodridge Elementary receiving a 2017 Texas Accountability Met Standard rating in all 4 indexes. The campus earned two distinctions.

3rd-5th Grades STAAR Passing Rates by Content:

Reading - 74%

Math - 72%

Writing - 50%

Science - 63%

3rd-6th Grades STAAR Passing Rates by Larger Sub-populations:

African Americans - 68%

Hispanic - 73%

Two or More Races- 77%

Economically Disadvantaged - 67%

Student Achievement Strengths

Woodridge has met standard five years in a row, as well as earning Distinctions from the State of Texas for the past two years. For the past two years, the campus master schedule has built in intervention and enrichment time to close academic gaps students have as well as provide enrichment for those students who have mastered grade level skills. This campus wide system along with a highly qualified instructional coordinator and interventionist work withour students at the tier 2 and tier 3 to grow students academically and close learning gaps. Campus i-Team also meets weekly to monitor the progress of all students. Additionally, students earn incentives based on their levels of achievement Renassiance Reading and Math as well as district summative assessments. Because of this work and a increase focus on coaching, as a campus we have continued to make growth and progress and local and state assessments.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: 46% (or less) of students in grade 4 met standard in writing over the last three years. **Root Cause**: 4th grade writing instruction and resources are not fully aligned to deeply master the TEKS.

Problem Statement 2: 46% (or less) of students in grade 4 met standard in writing over the last three years. **Root Cause**: Writing not being consistently taught across grade levels and contents.

Problem Statement 3: 55% of staff report the intervention block is useful, but would like more tools and training to implementing tier 2 interventions and enrichment.

School Culture and Climate

School Culture and Climate Summary

As a campus, we are dedicated to building a community which empowers each individual to realize his or her full social and academic potential. We believe that the key to achieving our mission is through the dedication of our teachers and their commitment to supporting all learners. This commitment has resulted in teachers acquiring further support and training to meet the challenges that some of our students are coming to school with. Our campus has worked hard to establish a culture that believes that brightening our minds truly helps us build our future.

School Culture and Climate Strengths

Woodridge Elementary embraces a culture in which personal and academic achievement is fostered for all students. We are proud of our diversity and celebrate the various social and cultural differences that make our campus unique. By building strong relationships with our students and parents, we are seeing; reduction in office referrals, fewer verbal confrontation between peers, fewer aggresive behaviors, and a stronger community of learners developing.

Strengths include:

- Students and staff work and collaborate together using the Ron Clark Houses Systems
- House and growth mindset lesson are implemented in classes at least once a week.
- Diversity and acceptance of others Cultural awareness is built into our parent involvement and fine art programs
- Celebrations of students and staff every nine weeks and VIP celebrations after every district assessment for growth.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Based on staff survey, 68% of staff felt more activities that center around team building and teacher climate are needed. **Root Cause**: Campus does more activities that involve teams of teachers, but does not help build teams and relationships across grade levels and teams.

Problem Statement 2: Based on student focus group data and staff survey, The Houses System could be more effective to increase student behaviors if students were tracked and recognized individually. **Root Cause**: Campus points and rewards are by houses, but there is no system in place for individual recognition. The campus uses a free program to track points.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

All Woodridge teachers and instructional paraprofessionals are highly qualified. Some teachers, hold additional certifications in ESL and GT, but not enough to thoroughly support our growing ELL population. The campus administrators, instructional coordinator . and team leads interview highly qualified candidates to determine if the staff member is the best fit to meet the needs of our students. Teacher turn-over is higher than average for the 17-18 school year, but student deficits reflect the need for change in staff. Woodridge has a strong mentor/mentee program in place to support new teachers. The administrators, instructional coordinator, and campus teacher leaders provide planning and mentoring support for all teachers to ensure their success and support their growth.

Staff Quality, Recruitment, and Retention Strengths

Strengths include:

- Staff is provided professional learning opportunities and support to meet the academic needs of our students
- Staff is collaborative and functions a strong Professional Learning Community (PLC)
- Mentor/mentee program
- Administrator and instructional coordinator support teacher growth
- Grading period staff awards
- Monthly staff culture/team building activities
- Local, state, and national PD opportunities
- iPad for all teaching staff

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Staff reviews student assessments in order to provide targeted instruction for improvement. Professional Learning Communities (PLCs) meet weekly to discuss student and teacher needs to promote achievement. During PLCs, instructional activities are aligned with student learning needs and expected outcomes for achievement. Assessments are developed with the purpose of measuring the impact of curriculum and instruction on student learning. Data from assessments and progress monitoring tools are also used to form small group instruction and intervention groups that focus on meeting the specific needs of our students. Data is used to inform curriculum, instruction, and assessments decisions.

Curriculum, Instruction, and Assessment Strengths

Strengths include:

- Weekly PLCs to review instruction and data led by instructional leadership team or campus teacher leaders
- All Woddridge teachers follow the district curriculum within all content areas
- Instructional and administrators monitor lesson plans and teaching within the classroom
- Boyd teachers are members of cadres which write the curriculum at the district level and acquire professional development.
- Walkthroughs reflect high level of teaching by following district curriculum and implementing best instructional practices
- Small group instruction formed based on student needs
- Assessments are used effectively to determine student needs and adjust instruction
- Daily structured intervention time for all students utilizing qualified staff to provide instruction

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Based on lesson feedback and classroom walkthroughs, forty percent of teachers are at below the proficient level in the area of differentiation. **Root Cause**: Teachers need continuous support with alignment during lesson cycle that maximizes instructional time.

Problem Statement 2: Based on teacher surveys, 70% percent of teaching staff want more teacher lead PLC's. **Root Cause**: In the past, campus focus was on growing teacher pedagogical capacity.

Parent and Community Engagement

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: According to parent sign-in sheets, parent involvement was high at fine arts events, but low at instructional family nights. **Root Cause**: Parent Involvement and campus communication to parents low and inconsistent

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- 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
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- 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, progress, and participation data,
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.

Student Data: Behavior and Other Indicators

- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Goal 1: District Strategic Goal: Increase student achievement of all students, and increase passing rates at the meet and masters level.

Performance Objective 1: By May of 2019, at least 30% of students will show growth from BOY to EOY, and teachers will utilize data analysis to target and implement a plan for student growth.

    Evaluation Data Source(s) 1: STAR Ren reports, intervention data reports by interventionists, student goal setting charts, STAAR results, and teacher data.

    Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
Comprehensive Support Strategy **Critical Success Factors** CSF 1 CSF 2 CSF 4 1) Currently, students in grades K-5 receive daily interventions/enrichment during the school day that target reading and math. In order to maximize student learning outcomes during intervention, teachers will increase the targeted lessons for tier 2 instruction.	2.4, 2.5, 2.6	Administrators Counselor Teachers Instructional Coordinator Interventionists					
	Funding Sources: 211 - Title I - 16430.00						
Comprehensive Support Strategy 2) K-5 teachers will guide all students in academic goal setting and tracking using student goal setting folders and classroom data tracking based on individual levels of performance on STAR Reading, STAR Math, and district assessments.		Administrators Teachers Instructional Coordinator Interventionists					
	Funding Sources: 199 - State Comp Ed - 598.00						
3) In order to increase the effectiveness of intervention, a pull-out teacher will be brought in to work with students in grades 3-5 in reading that are performing below grade level.		Administrators Teachers Instructional Coordinator Interventionists					

100% = Accomplished   → = Continue/Modify   0% = No Progress   ✗ = Discontinue

Goal 1: District Strategic Goal: Increase student achievement of all students, and increase passing rates at the meet and masters level.

Performance Objective 2: By June 2019, students will show at least a 20% gain in writing on all district and state assessments as compared to the previous year.

Evaluation Data Source(s) 2: Lesson plans, student work samples, district and state data, writing portfolios, campus wide writing plan, teacher surveys, CWT feedback, progress monitoring charts

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) By November 2018, the campus will create and implement a campus wide writing plan for grade levels 3-5.		Administrators Teachers Instructional Coordinator Interventionists					
Funding Sources: 211 - Title I - 12000.00							
2) All fourth grade students will participant in fourth grade writing camp twice a year.							
Targeted Support Strategy 3) By December 2018, all students in grades 3-5 will use Quill and Edmentum weekly for ELAR.		Administrators Teachers Instructional Coordinator Interventionists					
4) All ELAR and instructional support teachers will receive training on writing using the Gretchen Bernabei writing method, as well as receive ancillary support and training through the writing Academy.							
5) By end of October 2018 WFAMA will establish writing committee for grades 3-4, that will grade writing samples, spotlight student published work, finalize campus writing plan process, conduct calibration walks, and professional development.							

100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue

Goal 1: District Strategic Goal: Increase student achievement of all students, and increase passing rates at the meet and masters level.

Performance Objective 3: Increase overall achievement rate of Index One to 70% or above,

    Evaluation Data Source(s) 3:

    Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
PBMAS **Critical Success Factors** CSF 1 CSF 7 1) By January 2019, all 3-5 ELAR and Math classrooms will you use the All in Learning platform to track daily and weekly mastery of student learning by the TEKS standard.		Administrators Teachers Instructional Coach Interventionists CITS					
Critical Success Factors CSF 1 CSF 4 2) All students will utilize student ipads and chrome books to complete individualized teacher assigned online instructional assignments with at least on hour of usage per week.		Administrators Teachers Instructional Coordinator Interventionists					
Targeted Support Strategy **Critical Success Factors** CSF 1 CSF 2 CSF 7 3) Beginning December 2018, all teachers will set academic goals based on approaches, meets, and masters, and chart academic goals based on district assessment data, campus- created Friday assessments, and daily exit tickets.							
Critical Success Factors CSF 1 CSF 6 4) In order to maximize student learning outcomes, all teachers will utilize aligned instructional best practices centered on Kagan , Lead4ward, and other TEKS aligned student instructional resources.		Administrators Teachers Instructional Coordinator Interventionists					

PBMAS **Critical Success Factors** CSF 1 CSF 4 5) Beginning January 2019, all struggling students in grades 2-5 will receive tutoring in the areas of reading, math, writing (4th grade), and science (5th grade), and academic enrichment clubs will be utilized to deepen learning for students in tier I.		Administrators Teachers Instructional Coordinator Interventionists					

100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue

Goal 2: District Goal: 1.2 Increase pathways to fully engage all stakeholders
Increase opportunities, relationships, and communication between students, staff, and parents to enhance student experiences and campus culture and climate.

Performance Objective 1: To provide various outlets that communicate effectively with parents and community stakeholders.

Evaluation Data Source(s) 1: Surveys, Monthly Calendars, Twitter posts, engagement events, Parent Unit calendars

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
Comprehensive Support Strategy **Critical Success Factors** CSF 5 CSF 6 1) By June 2019, all parents and community stakeholders will have the opportunity to participate in at least eight parent engagement activities.	3.1, 3.2	Counselor Administrators Team Leaders Teachers Parent Engagement Committee	Increase parent to school connection and build positive relationships with parents.				
Funding Sources: 211 - Title I - 2000.00							
Critical Success Factors CSF 5 2) By June 2018, all parents will receive campus weekly and monthly forms communication that outlines current events, skills being taught by month, celebrations, and key dates.	3.1	Counselor Administrators Team Leaders Teachers Parent Engagement Committee	Increase parent to school connection and build positive relationships with parents.				
3) By June 2019, 100% of volunteers will be linked electronically in the VOLY system using an ipad/laptop. Students will receive house points parent volunteering and parent newsletter shout-out.		Counselor Assistant Principal Clerical Staff	Increase parent to school connection and build positive relationships with parents.				
Critical Success Factors CSF 5 4) By May 2018, WFAMA will host two Parent Power Hour sessions for parent and community stakeholders on math, reading, writing, and science.	3.1, 3.2	Counselor Assistant Principal Clerical Staff Interventionists Team Leaders	Increase parent to school connection and build positive relationships with parents.				

100% = Accomplished → = Continue/Modify 0% = No Progress ✕ = Discontinue

Goal 2: District Goal: 1.2 Increase pathways to fully engage all stakeholders
Increase opportunities, relationships, and communication between students, staff, and parents to enhance student experiences and campus culture and climate.

Performance Objective 2: By May of 2019, all staff and students will have multiple opportunities to engage in team and culture building activities that will enhance campus environment and learning experiences.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
Critical Success Factors CSF 6 1) By October 2018, all students and staff will collaborate and engage in weekly and monthly culture building activities and incentives utilizing the Ron Clark Houses System.		All staff that attended Ron Clark Academy	Increased culture and climate amongst students and staff. Deter student misbehavior and promote positivity throughout the entire campus. This should also increase instructional time in classrooms.				
	Funding Sources: 211 - Title I - 1000.00						
Critical Success Factors CSF 1 CSF 6 2) All students will opportunities to participate in grading period award programs, VIP data growth and achievement celebrations for assessments, and attendance/character parties.	2.4, 2.5	All staff					
Critical Success Factors CSF 3 CSF 6 CSF 7 3) By June 2019, all staff will have monthly team and relationship building opportunities that led to growing teaching collaboration and culture.		All staff					
Critical Success Factors CSF 5 CSF 6 4) WFAMA will have career day for students grades 4th-5th to introduce the different occupations in our community and surrounding areas, including jobs that require specific skills fine arts skills.							

Critical Success Factors CSF 4 CSF 5 CSF 6 5) All students will have at least two opportunities to participate in rich fine arts experiences through master classes, field trips, guest artist, and campus-wide productions.							
Critical Success Factors CSF 6 CSF 7 6) By February 2019, all teachers and staff will receive training on implementing restorative and soci-emotional practices for dealing w/ student behaviors.		Campus Administrators, teachers, counselors, ISS aide	To decrease office referrals, and decrease the amount of student outbursts and episodes and the K-2 classroom.				

100% = Accomplished   → = Continue/Modify   0% = No Progress   ✕ = Discontinue

Goal 3: District Goal: Teacher Quality
Enhance teacher quality through collaboration, quality professional development, learning communities, and instructional coaching.

Performance Objective 1: Provide teachers and staff with quality resources, professional development, and collaboration tools to successfully build upon practices that increases student achievement, creativity with the arts, and positive character.

Evaluation Data Source(s) 1: Agenda, sign in sheets, staff PD surveys

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
Critical Success Factors CSF 1 CSF 2 CSF 7 1) WFAMA will have vertical planning for teachers to share their expertise in the areas of reading math, science, and writing. Make and take sessions during on campus staff development days/ collaborative planning.		Administrators Teachers Staff					
Critical Success Factors CSF 1 CSF 2 2) Teachers, administrators, and instructional staff will participate in a systematic planning process, data driven PLC's, and professional development focused on improving academic and social achievement of all students, and enhancing teacher instructional methods.		All campus administrators All instructional staff					
		Funding Sources: 211 - Title I - 6363.55					
Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7 3) Beginning January 2019, all teachers will participate in campus coaching process through the Sibme platform. All teachers will also have the opportunity for classroom video self reflection using teacher iPad, and receive a recording of TTESS evaluation with collaborative evidenced-based rubric scoring.		Administrators Teachers	Increase teacher effectiveness, which will in turn lead to an increase in student achievement.				

Critical Success Factors CSF 1 CSF 2 4) All teachers and administrators will participate in monthly learning walks and have opportunities to observe classroom instruction from another colleague.		Administrators Teachers	Increase teacher effectiveness and staff culture, which will in turn lead to an increase in student achievement.				
Critical Success Factors CSF 1 CSF 4 CSF 7 5) WFAMA teachers and instructional support staff will be provided with technology support and training from campus & district trainers on district instructional technology programs including: STAR Renaissance, STEMscopes, Schoology, Learning.com, online textbooks, Quill, Flocabulary, Apple, and other instructional online technology resources.		Administrators Teachers CITS Instructional Aides Interventionists	Increase teacher knowledge of program and how to utilize it to enhance instruction. With gained knowledge, students will increase usage of programs and monitor and track their own growth.				
	100% = Accomplished		= Continue/Modify	0% = No Progress		✕ = Discontinue	

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Currently, students in grades K-5 receive daily interventions/enrichment during the school day that target reading and math. In order to maximize student learning outcomes during intervention, teachers will increase the targeted lessons for tier 2 instruction.
1	1	2	K-5 teachers will guide all students in academic goal setting and tracking using student goal setting folders and classroom data tracking based on individual levels of performance on STAR Reading, STAR Math, and district assessments.
2	1	1	By June 2019, all parents and community stakeholders will have the opportunity to participate in at least eight parent engagement activities.

State Compensatory

Budget for Woodridge Elementary School:

Account Code	Account Title	Budget
6300 Supplies and Services		
199-11-6399-81-109-24-0-19	6399 General Supplies	$9,281.00
	6300 Subtotal:	**$9,281.00**

Site-Based Decision Making Committee

Committee Role	Name	Position
Non-classroom Professional	Brittany Torres	Counselor
Administrator	Deidre Hannible	Principal
Administrator	Monique Howard	AP
Classroom Teacher	Jana Martin	Math teacher
District-level Professional	Darrell Baty	District Supervisor
Community Representative	Patricia Coleman	VIP
Parent	Eboney Drain	Parent
Business Representative	Steven McGee	Business Chick-Fila
Classroom Teacher	Latoya Williams	GT/ESL
Non-classroom Professional	Delayna Williams	Master Teacher- Fine Arts

Campus Funding Summary

211 - Title I

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Pull out teacher to help with 3-5 reading intervention and math		$14,000.00
1	1	1	Student Incentives		$2,430.00
1	2	1	Writing PD, TEKS aligned writing resources, subs for PD	PD/ Instructional Resources	$12,000.00
2	1	1	Materials & Supplies for Parent Events		$2,000.00
2	2	1	Supplies and Materials for Student and Staff climate incentives		$1,000.00
3	1	2	TEPSA		$1,423.55
3	1	2	Creative Mathematics		$940.00
3	1	2	Trail of Breadcrumbs Writing		$4,000.00
				Sub-Total	$37,793.55
				Budgeted Fund Source Amount	$80,355.98
				+/- Difference	$42,562.43
				Grand Total	$37,793.55