



NORTHSIDE
SCHOOL



INDEPENDENT
DISTRICT



SCHOOL IMPROVEMENT PLAN

WESTWOOD TERRACE ELEMENTARY SCHOOL

2017-2018

OUR MISSION

At Westwood Terrace Elementary our mission is to empower all students to achieve an engaging, inspiring, compassionate, and challenging learning environment, we will create a culture of literacy and life-long learning that encourages our students to become confident, self-sufficient, and respectful citizens.

WESTWOOD TERRACE ES

Needs Assessment 2017-2018

Process

In the textbox below document the process you followed when completing the needs assessment.

February 27- We established context in a faculty meeting. In this meeting - we established a timeline for the campus plan development.

April 10th (Faculty Meeting) - We completed the Strengths / Weaknesses / Opportunities / Threats (SWOT) Analysis. Our findings were similar to previous years findings. Morale, culture and teacher commitment remain a strength. Parent Involvement and Mobility remain weaknesses.

April 24th (Faculty Meeting) - We worked on our Data Analysis. We specifically looked at reading levels and the percentage of students moving from one grade level to the next with an on level reading level. It's about 50%. We examined attendance data, automaticity data, STAAR and CDB scores and intervention data. One thing that became apparent is that we have a need for more vertical planning.

May 15th - (Faculty Meeting) - We met in a faculty meeting to examine trends taken from the SWOT and Data Analysis. Trends were identified and expounded upon. We completed the consensus builder activity to identify some agreed upon areas of need.

May 5th - (Early Release) - We meet with our TLs in an all day meeting. We use a significant portion of this meeting to convert priority needs into SMART Goals.

Data and Campus Practices Review

Every organization has factors that are critical to its success. These critical success factors (CSFs) help the organization thrive by helping stakeholders focus on the organization’s priorities. They are research-based and are key elements for implementing improvement efforts.

Select all data and campus practices reviewed in the needs assessment (Title I Schoolwide Component 1). Multiple selections are allowed. Then document your findings in the textbox provided. Findings should include statements of fact about the data or the practice.

CSF 1: Academic Performance	
Academic Performance is the foundational CSF. Campuses can increase performance for all students by focusing on teacher quality, effective leadership, data driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate. Curricular alignment, both horizontally and vertically, is also an essential component of this CSF.	
<input checked="" type="checkbox"/> STAAR/EOC/TAKS	
<input checked="" type="checkbox"/> Regression graphs	
<input type="checkbox"/> Student demographics	
<input checked="" type="checkbox"/> Special populations enrollment, performance, and LRE	
<input checked="" type="checkbox"/> TELPAS	
<input type="checkbox"/> Promotion/retention (Elementary)	
<input type="checkbox"/> Failure rates (Secondary)	
<input type="checkbox"/> Completion and graduation rates (High School)	
<input type="checkbox"/> SAT/ACT (High School)	
<input type="checkbox"/> AP (High School)	
<input type="checkbox"/> Other	
Findings	Our student population is primarily Hispanic and economically disadvantaged. When examining STAAR regression graphs it is evident that we have made progress when compared to similar schools in NISD when examining 5th grade math (met mastery and progress). Reading performance continues to be challenging. The performance of our special education population is still improving. School culture and PLC collaborative focus continue to be a strength.

CSF 2: Use of Quality Data to Drive Instruction	
Use of Quality Data to Drive Instruction emphasizes effective uses of multiple sources of disaggregated data. However, it is not necessarily the amount of data utilized, but rather how the information is used. It is not only the use of data to drive instructional decision making that is significant, but also the ongoing communication of data with others that provides the greatest opportunity for data to have a positive impact on student learning outcomes.	
<input checked="" type="checkbox"/> Student attendance	
<input type="checkbox"/> Discipline	

<input checked="" type="checkbox"/> Grades	
<input checked="" type="checkbox"/> CDBs	
<input type="checkbox"/> Common Assessments	
<input type="checkbox"/> Other	
Findings	Student attendance is about the same. We are still towards the bottom of the district with 95% but we aren't last as in previous years. We disseminated near 100% of allowable attendance warning notices (highest in district) and we were consistent with our campus attendance incentives. We participated in the Jay Cluster attendance pilot. CDB data and common assessment data continues to drive planning.

CSF 3: Leadership Effectiveness	
Leadership Effectiveness targets the need for leadership on the campus to exhibit characteristics and skills known to promote and implement positive educational change. Of the elements proven to have the greatest degree of impact on student achievement, school leadership is second only to classroom instruction. Providing job-embedded professional development to build capacity of campus leaders is a vital part of this CSF.	
<input checked="" type="checkbox"/> Distribution of leadership and responsibilities	
<input checked="" type="checkbox"/> Decision making structures on the campus	
<input checked="" type="checkbox"/> Teacher input	
<input checked="" type="checkbox"/> Campus goals	
<input checked="" type="checkbox"/> Monitoring of teacher performance; feedback to staff	
<input checked="" type="checkbox"/> Communication	
<input checked="" type="checkbox"/> Master schedule	
<input checked="" type="checkbox"/> Teacher and parent surveys	
<input type="checkbox"/> Other	
Findings	Formal OHI efforts were discontinued due to the fact that our OHI performance was consistently at the top. The major strength of WWT elementary is our culture and morale. The master schedule continues to be the structural skeleton to everything we do. It allows all schedules to coincide appropriately. Admin communication continues to take the form of FYIs, Weekly Agendas, Admin Schedules and yearly / monthly calendars. Campus goals were established early and referred to consistently. Leadership responsibilities on campus are distributed with marginal success - the same folks volunteer for leadership activities. We will change /our /approach next year. We are embracing the PLC effort wholeheartedly once again for the 17/18 school year.

CSF 4: Increased Learning Time	
Increased Learning Time necessitates flexible scheduling that allows time for additional instructional minutes, enrichment activities and staff collaborative planning time. Increased Learning Time necessitates strategies that maximize the number of sustained, engaging instructional minutes that must be applied strategically. Effective strategies include providing a rigorous, well-rounded education that prepares students for college, improving teacher training, improving and aligning the curriculum, reducing distractions, using time for teachers to thoroughly analyze and respond to data, and setting aside time to coach and develop teachers that continuously strengthen instructional practices. This CSF confirms, as a requisite, an instructionally focused calendar.	

<input checked="" type="checkbox"/> Response to Intervention	
<input type="checkbox"/> Interventions implementation and effectiveness	
<input checked="" type="checkbox"/> Student identification for increased learning time	
<input type="checkbox"/> Tutorials	
<input type="checkbox"/> Other	
Findings	Students qualifying as Tier 2 or above qualify for time with an academic specialist. This provides rhyme and reason to who is seen when. Most Tier 3 meetings end with the establishment of a follow up Tier 3 date to evaluate intervention effectiveness. RTI process is clean and accountability is reiterated. We made the move to 4 day a week specialist tutoring programs this year. 4 days seemed a bit much - we will move to T, W, Thurs tutoring next year. One change that will pay dividends is the fact that All teacher tiered meetings will be observed by the individual teacher's evaluator.

CSF 5: Family/Community Engagement	
Family and Community Engagement calls for increased opportunities for input from parents and the community, as well as the necessity for effective communication and access to community services.	
<input checked="" type="checkbox"/> Communication	
<input checked="" type="checkbox"/> Family and community activities	
<input checked="" type="checkbox"/> Family and community input	
<input checked="" type="checkbox"/> Family and community services	
<input type="checkbox"/> Second language communication	
<input type="checkbox"/> Other	
Findings	We had Literacy Night and a STEM Night rather than the customary single Academic Night. Counselors offered monthly parent coffees. Admin offered quarterly parent coffees at 8 am and 5:30 pm. Childcare was provided and sessions were offered in Spanish as well as English. The only issue with this format is that the same 15 parents show up each time.

CSF 6: School Climate	
School Climate recognizes increased attendance and reduced discipline referrals as indicators of a positive and welcoming environment. Increased attendance in extracurricular activities is another sign that students feel supported by an affirming school climate.	
<input checked="" type="checkbox"/> Teacher surveys	
<input checked="" type="checkbox"/> Parent surveys	
<input checked="" type="checkbox"/> Student surveys or panels	
<input type="checkbox"/> Discipline	
<input type="checkbox"/> Student attendance	

<input type="checkbox"/> Extra-curricular activities and clubs	
<input type="checkbox"/> Other	
Findings	Attendance percentages improved across the board. Discipline referrals decreased as well. Several afternoon clubs were offered as extra curricular activities.

CSF 7: Teacher Quality	
Teacher Quality focuses on the need to recruit and retain effective teachers while also supporting current staff with job-embedded professional development. Evidence shows that low income students are more likely to benefit from instruction by a highly effective teacher than are their more advantaged peers.	
<input checked="" type="checkbox"/> Teacher attendance	
<input checked="" type="checkbox"/> Teacher experience and years on campus	
<input checked="" type="checkbox"/> Class size	
<input checked="" type="checkbox"/> Staff retention rates	
<input checked="" type="checkbox"/> Alignment of curriculum, instruction, assessment	
<input checked="" type="checkbox"/> Alignment of CDB scores and STAAR results	
<input checked="" type="checkbox"/> Effectiveness of planning and collaboration	
<input checked="" type="checkbox"/> Professional development experiences and requests	
<input type="checkbox"/> Other	
Findings	We utilized gallup teacher applicant ratings and panel interviews. We hired four teachers who should be excellent.

Priority Needs

Based on the needs assessment, the following are campus priority needs:

Priority Need 1

Approximately 60% of Westwood students move on to the next grade level with an on-level reading level. Increasing the number / percentage of students moving on with an on-level reading level is a primary need at Westwood Terrace.

CSF 2 Use of Quality Data to Drive Instruction
 CSF 4 Increased Learning Time
 CSF 5 Family and Community Engagement

Priority Need 2

WWT has inconsistent writing performance for the last several years when examining STAAR results. It's necessary to have identified writing blocks in each grade level in order to make sure students have enough experience writing when entering the intermediate grade levels.

CSF 1 Academic Performance
 CSF 2 Use of Quality Data to Drive Instruction
 CSF 7 Teacher Quality

Priority Need 3

WWT has a history of inconsistent science performance. We have had scores of 47 in 15/16 to 70 in 16/17. It's necessary to have an identified science block in every grade level with a procedural focus towards STAAR formatted questions in fifth for science.

CSF 1 Academic Performance
CSF 2 Use of Quality Data to Drive Instruction
CSF 3 Leadership Effectiveness
CSF 4 Increased Learning Time

Priority Need 4

A collaborative approach to education enables groups to become teams thereby accomplishing more. Westwood Terrace will embrace the PLC model in order to emphasize a focus on results, collaboration and student learning.

CSF 2 Use of Quality Data to Drive Instruction
CSF 3 Leadership Effectiveness
CSF 6 School Climate
CSF 7 Teacher Quality

Priority Need 5

Approximately 45% of Westwood students move on to the next grade level with an below level math level. Increasing the number / percentage of students moving on with an on level math level is a need at Westwood Terrace.

CSF 1 Academic Performance
CSF 4 Increased Learning Time

CAMPUS: WESTWOOD TERRACE ES

CAMPUS STAFF DEVELOPMENT PLAN 2017-2018

FOR CERTIFICATION PURPOSES: Campuses are required to keep records of staff development offered during contract days including date, description, number of CPE hours and attendance.

INSTRUCTIONS: In the space below, list staff development required to assure successful implementation of the School Improvement Plan. If you have traded staff development days with teachers workdays, please list the actual date(s) of your staff development activities. If your campus has exchanged Teacher Choice days for alternate campus-wide staff development, fill in the actual date your campus-wide activity occurred (example: campus-side retreat).

Staff Development to be Offered

Date	Alternate Date(s)	Title and Description or Teacher Choice	Staff Development Area	Audience	Targeted Student Group	Funding Source / Costs	# of CPE Hours
08/21/2017	08/07/2017	Eric Treadwell (Solution Tree) Special Education Presentation	Curriculum	All Staff	Special Education		6
08/22/2017	08/21/2017	Westwood Terrace Academy (Discipline, Math and Rdg)	Curriculum	All Staff	All Students		
08/23/2017	08/23/2017	Westwood Terrace Academy (Spreadsheets / PLC / New Gradebook)	Curriculum	All Staff	All students		
10/09/2017	10/09/2017	District Writing Training / Campus PLC ATM Meetings	Curriculum	All Staff	All Students		
11/20/2017	08/14/2017	Teacher Choice (Campus Retreat)	Curriculum	All Staff	All Students		
11/21/2017	08/15/2017	Teacher Choice (Grade Level Retreat)	Curriculum	All Staff	All Students		
02/19/2018	02/19/2018	PLC Planning Grade Level	Curriculum	All professional staff	All Students		

ACADEMIC INDICATORS - CAMPUS PERFORMANCE OBJECTIVES

READING (Grades 3-5)

Student Group	Campus % 2015-2016		Campus CPO 2016-2017	State % 2016-2017	District % 2016-2017	Campus % 2016-2017			Campus CPO 2017-2018
	Standard	Final Rec				Approaches Standard	Meets Standard	Masters Standard	
All Students	61%	24%	85%	74%	76%	60%	34%	16%	85%
African-American	38%	13%	85%	62%	72%	75%	63%	38%	85%
Hispanic	62%	24%	85%	70%	74%	59%	32%	15%	85%
White	58%	33%	85%	84%	86%	70%	50%	10%	85%
Economically Disadvantaged	60%	22%	85%	66%	68%	58%	32%	15%	85%
Special Education	30%	20%	85%	44%	48%	37%	23%	2%	85%
At-Risk	48%	17%	85%	58%	58%	49%	24%	9%	85%
Limited English Proficient	60%	19%	85%	62%	63%	62%	30%	10%	85%
Asian	100%	0%	N/A	89%	78%	N/A	N/A	N/A	N/A
American Indian	N/A	N/A	N/A	73%	58%	N/A	N/A	N/A	N/A
Hawaiian Pacific Islander	N/A	N/A	N/A	75%	71%	N/A	N/A	N/A	N/A
Two or More	N/A	N/A	85%	80%	87%	N/A	N/A	N/A	85%

WRITING (4)

Student Group	Campus % 2015-2016		Campus CPO 2016-2017	State % 2016-2017	District % 2016-2017	Campus % 2016-2017			Campus CPO 2017-2018
	Standard	Final Rec				Approaches Standard	Meets Standard	Masters Standard	
All Students	43%	18%	70%	64%	62%	47%	21%	4%	70%
African-American	25%	25%	70%	53%	56%	50%	50%	25%	70%
Hispanic	44%	18%	70%	60%	59%	47%	19%	3%	70%
White	50%	25%	80%	72%	73%	50%	33%	0%	80%
Economically Disadvantaged	42%	16%	70%	56%	52%	45%	19%	2%	70%

Special Education	23%	15%	70%	33%	32%	26%	21%	11%	70%
At-Risk	38%	13%	70%	44%	37%	36%	10%	1%	70%
Limited English Proficient	64%	23%	70%	54%	49%	35%	6%	0%	70%
Asian	N/A	N/A	N/A	85%	72%	N/A	N/A	N/A	N/A
American Indian	N/A	N/A	N/A	61%	71%	N/A	N/A	N/A	N/A
Hawaiian Pacific Islander	N/A	N/A	N/A	67%	50%	N/A	N/A	N/A	N/A
Two or More	N/A	N/A	80%	70%	76%	N/A	N/A	N/A	80%

MATHEMATICS (Grades 3-5)

Student Group	Campus % 2015-2016		Campus CPO 2016-2017	State % 2016-2017	District % 2016-2017	Campus % 2016-2017			Campus CPO 2017-2018
	Standard	Final Rec				Approaches Standard	Meets Standard	Masters Standard	
All Students	72%	32%	85%	79%	80%	81%	47%	17%	85%
African-American	50%	38%	85%	66%	72%	88%	63%	13%	85%
Hispanic	74%	32%	85%	77%	78%	80%	46%	17%	85%
White	58%	33%	90%	87%	88%	90%	70%	20%	85%
Economically Disadvantaged	71%	31%	85%	73%	73%	81%	46%	15%	85%
Special Education	52%	23%	85%	53%	56%	67%	35%	9%	85%
At-Risk	64%	24%	85%	67%	65%	75%	40%	10%	85%
Limited English Proficient	69%	35%	85%	73%	72%	78%	55%	17%	85%
Asian	0%	0%	N/A	94%	86%	N/A	N/A	N/A	N/A
American Indian	N/A	N/A	N/A	78%	77%	N/A	N/A	N/A	N/A
Hawaiian Pacific Islander	N/A	N/A	N/A	80%	78%	N/A	N/A	N/A	N/A
Two or More	N/A	N/A	85%	82%	89%	N/A	N/A	N/A	85%

SCIENCE (Grade 5)

Student Group	Campus % 2015-2016		Campus CPO 2016-2017	State % 2016-2017	District % 2016-2017	Campus % 2016-2017			Campus CPO 2017-2018
	Standard	Final Rec				Approaches Standard	Meets Standard	Masters Standard	

All Students	69%	24%	80%	73%	76%	71%	29%	8%	85%
African-American	0%	0%	80%	59%	68%	100%	75%	25%	85%
Hispanic	70%	23%	80%	68%	73%	69%	24%	7%	85%
White	100%	67%	80%	84%	87%	100%	100%	0%	85%
Economically Disadvantaged	68%	21%	80%	65%	67%	73%	30%	8%	85%
Special Education	31%	31%	80%	44%	46%	45%	45%	9%	85%
At-Risk	61%	15%	80%	56%	59%	68%	25%	6%	85%
Limited English Proficient	55%	10%	80%	57%	58%	71%	29%	10%	85%
Asian	N/A	N/A	N/A	89%	75%	N/A	N/A	N/A	N/A
American Indian	N/A	N/A	N/A	73%	60%	N/A	N/A	N/A	N/A
Hawaiian Pacific Islander	N/A	N/A	N/A	75%	93%	N/A	N/A	N/A	N/A
Two or More	N/A	N/A	N/A	81%	86%	N/A	N/A	N/A	85%

ATTENDANCE

	State % 2016-2017	District % 2016-2017	Campus % 2016-2017	Campus CPO 2017-2018
All Students	95.8%	95.3%	94.9%	96%
African-American	95.4%	95.8%	93.8%	96%
Hispanic	95.6%	95%	94.9%	96%
White	96%	95.8%	95%	96%
Economically Disadvantaged	95.4%	94.4%	94.8%	96%
Special Education	94.5%	93.9%	93.4%	96%
Limited English Proficient	96.4%	95.8%	96.5%	96%
Asian	97.8%	96.8%	93.2%	96%
American Indian	95.3%	95.2%	N/A	N/A
Hawaiian Pacific Islander	95.5%	96.1%	N/A	N/A
Two or More	95.9%	96%	89.4%	96%

RETENTION

	District % 2016-2017	Campus % 2016-2017	Campus CPO 2017-2018
--	-------------------------	-----------------------	-------------------------

% of Students Retained	0.98%		0.95%
------------------------	-------	--	-------

17-18 School Improvement Plan - Objectives and Activities

Goal 1

Need : Approximately 60% of Westwood students move on to the next grade level with an on-level reading level. Increasing the number / percentage of students moving on with an on-level reading level is a primary need at Westwood Terrace.

Goal : 75% of Westwood students will move on from the 17/18 to 18/19 school year with an on level reading level. 45% of SE students will be reading on level in grades 3 - 5.

Goal Details

Student Groups Impacted	All Students, African American, Special Education, At Risk, Eco-Dis, White, ELL, Migrant, Hispanic, 2 or More, Homeless
Funding Needed	Local
Timeline for Implementation	6/6 /2018
November Progress Check	1st (Guerra - 47%, Kelley - 30%, Salinas - 25%, Wogstad 41%) on level reading 2nd (Belalcazar - 50%, Cosme - 45%, Ferguson - 55%, Walji - 48%) on level reading 3rd (Baza - 54%, Cavazos - 63%, Shanley - 54%, Tovar - 50%) on level reading 4th (Aldana - 55%, Guzman - 55%, Peterson - 58%, Santos - 35%) on level reading 5th (Boston - 65%, Gaffney - 62%, Paez - 31%, Phillips - 57%) on level reading
March Progress Check	
June Progress Check	

Activity 1

Activity	Westwood Terrace will convene reading and writing Assessment and Tracking meetings (ATM) before selected units and after selected CDBs to plan for and assess instruction for all subgroups but with a particular focus on ELL and SE students.
----------	---

Person Responsible	Admin, Rdg Spec, Math Spec, AST, Classroom teachers
Monitoring Measures	CDBs, STAAR Scores, Tracking sheets
Title 1 Fund	Yes
Title 1 Campuses	SWC 2, SWC 3, SWC 4
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 2

Activity	Westwood Terrace teachers will plan for 90 minutes after school every Monday with the assistance
Person Responsible	Classroom teachers, academic specialists, admin
Monitoring Measures	STAAR scores, CDB scores, tracking sheets
Title 1 Fund	Yes
Title 1 Campuses	SWC 2, SWC 3, SWC 4
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 3

Activity	Westwood Terrace will utilize online Accelerated Reader as a reading incentive in K-5.
Person Responsible	admin
Monitoring Measures	sign in sheets, test usage
Title 1 Fund	Yes
Title 1 Campuses	SWC 1, SWC 4
Promote Community Involvement	Objective 2. Provide opportunities to foster positive relationships between parents, community, and schools.
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 4

Activity	Westwood will provide reading specialist small group pullout for grades 1 - 5.
Person Responsible	Literacy Specialists, admin, classroom teachers
Monitoring Measures	attendance rosters
Title 1 Fund	Yes
Title 1 Campuses	SWC 1, SWC 2
Promote Community Involvement	
Educate Diverse Learners	Objective 2. Expand and communicate opportunities for enrichment and intervention for all students.
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 5

Activity	Westwood will hold a STEM Reading night in which students and community will engage in 7 Lit related activities (make and take format) on March 23, 2017. Each activity will be led by a vertical team of teachers.
Person Responsible	Reading Specialists, Admin, Grade Level teachers
Monitoring Measures	surveys, attendance roster
Title 1 Fund	Yes
Title 1 Campuses	SWC 2, SWC 3, SWC 6
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Goal 2

Need : WWT has inconsistent writing performance for the last several years when examining STAAR results. It's necessary to have identified writing blocks in each grade level in order to make sure students have enough experience writing when entering the intermediate grade levels.

Goal : WWT will increasing met mastery on the 2017/2018 writing STAAR by 20% points - 67%

Goal Details

Student Groups Impacted	All Students, African American, Special Education, At Risk, Eco-Dis, White, ELL, Migrant, Hispanic
Funding Needed	
Timeline for Implementation	6/6 /18

November Progress Check	Each class has been assigned a specialist who pulls out a revise and edit recursive review group 4xs a week for 30 minutes. This coincides with a 30 minute revise and edit recursive review session being conducted in the class 4x a week for 30 mins. This has been on going for 8 weeks.
March Progress Check	
June Progress Check	

Activity 1

Activity	All grade levels will have and utilize an identified writing time delineated in the master schedule.
Person Responsible	admin and grade levels (K-5)
Monitoring Measures	Master Schedule
Title 1 Fund	No
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 2

Activity	Literacy Specialists will provide during the day (pull out / push in) recursive review for 30 minutes five days a week to reinforce Revise and Edit lessons previously taught in the classroom.
Person Responsible	Admin, Literacy Specialists, 4th grade team
Monitoring Measures	Walk through data / Master Schedule
Title 1 Fund	Yes
Title 1 Campuses	SWC 1, SWC 2

Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 3

Activity	
Person Responsible	
Monitoring Measures	
Title 1 Fund	
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 4

Activity	
Person Responsible	
Monitoring Measures	
Title 1 Fund	

Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 5

Activity	
Person Responsible	
Monitoring Measures	
Title 1 Fund	
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Goal 3

Need : WWT has a history of inconsistent science performance. We have had scores of 47 in 15/16 to 70 in 16/17. It's necessary to have an identified science block in every grade level with a procedural focus towards STAAR formatted questions in fifth for science.

Goal : 75% of Westwood Terrace 5th grade students will score at the approaches level on the 17/18 STAAR Science Test.

Goal Details

Student Groups Impacted	All Students, African American, Special Education, At Risk, Eco-Dis, White, ELL, Migrant, Hispanic, Homeless
Funding Needed	
Timeline for Implementation	6/6/18
November Progress Check	
March Progress Check	
June Progress Check	

Activity 1

Activity	Fifth grade students will participate in two cycles (4 weeks each) of Science Tutoring.
Person Responsible	Admin, grade level teachers, AST for science
Monitoring Measures	Yearly calendar and attendance sheets
Title 1 Fund	Yes
Title 1 Campuses	SWC 1, SWC 2
Promote Community Involvement	
Educate Diverse Learners	Objective 2. Expand and communicate opportunities for enrichment and intervention for all students.
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 2

Activity	Teachers will utilize, implement and demonstrate RIP instructional strategies when modeling how to approach a STAAR formatted Science question.
Person Responsible	Classroom teachers, admin, AST
Monitoring Measures	Walkthroughs
Title 1 Fund	Yes
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	Objective 2. Expand and communicate opportunities for enrichment and intervention for all students.
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 3

Activity	Westwood will provide an community oriented Science and STEM night on October 17.
Person Responsible	Kim Tamez, Admin and grade level teachers
Monitoring Measures	Yearly Calendar, surveys
Title 1 Fund	Yes
Title 1 Campuses	SWC 6
Promote Community Involvement	Objective 3. Establish and expand initiatives that promote effective community relations and meaningful two-way communication with all stakeholders.
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 4

Activity	
Person Responsible	
Monitoring Measures	
Title 1 Fund	
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 5

Activity	
Person Responsible	
Monitoring Measures	
Title 1 Fund	
Title 1 Campuses	
Promote Community Involvement	Objective 2. Provide opportunities to foster positive relationships between parents, community, and schools.
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Goal 4

Need : A collaborative approach to education enables groups to become teams thereby accomplishing more. Westwood Terrace will embrace the PLC model in order to emphasize a focus on results, collaboration and student learning.

Goal : Westwood Terrace will (establish / update) and utilize PLC group norms, mission statement and vision statement.

Goal Details

Student Groups Impacted	All Students, African American, Special Education, At Risk, Eco-Dis, White, ELL, Hispanic
Funding Needed	Local
Timeline for Implementation	by 6//6/18
November Progress Check	Team have met consistently in 90 minute Monday PLC meetings. The four guiding PLC questions govern conversations in these meetings. We meet monthly in Specialist and TL PLC meetings. All CFA data is reported and reviewed.
March Progress Check	
June Progress Check	

Activity 1

Activity	WWT staff will be further trained / updated in grade level bands on PLC processes using Learning By Doing during the staff development week.
Person Responsible	admin
Monitoring Measures	sign in sheets
Title 1 Fund	No
Title 1 Campuses	
Promote Community Involvement	

Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 2

Activity	Westwood Terrace will continue the book study using Learning by Doing.
Person Responsible	admin
Monitoring Measures	sign in sheets
Title 1 Fund	No
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 3

Activity	Westwood Terrace will establish / update Mission / Vision / Norm statements during the 17/18 school year.
Person Responsible	admin
Monitoring Measures	sign in sheets
Title 1 Fund	No
Title 1 Campuses	

Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 4

Activity	To address Focus School area deficiencies - Westwood Terrace teachers will participate in PLC meetings with a focus on Special Education Reading and English Language Learners.
Person Responsible	admin, staff
Monitoring Measures	meeting sign in sheets
Title 1 Fund	Yes
Title 1 Campuses	SWC 1, SWC 2, SWC 3
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 5

Activity	Westwood Terrace admin and team leaders will attend the PLC symposium in San Antonio in the summer of the 2017/2018 school year.
Person Responsible	Admin
Monitoring Measures	attendance and implementation
Title 1 Fund	Yes

Title 1 Campuses	SWC 2
Promote Community Involvement	
Educate Diverse Learners	Objective 2. Expand and communicate opportunities for enrichment and intervention for all students.
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Goal 5

Need : Approximately 45% of Westwood students move on to the next grade level with an below level math level. Increasing the number / percentage of students moving on with an on level math level is a need at Westwood Terrace.

Goal : 65% of Westwood Terrace students will enter the next grade level with an on level math level as measured by automaticity expectations.

Goal Details

Student Groups Impacted	All Students, African American, Special Education, Eco-Dis, White, ELL, Hispanic
Funding Needed	Other
Timeline for Implementation	August 2017 - June 2018
November Progress Check	Automaticity Timeline developed by Math specialists
March Progress Check	
June Progress Check	

Activity 1

Activity	Math specialists will develop an automaticity timeline to be used with each grade level.
----------	--

Person Responsible	Math specialists
Monitoring Measures	submissions per grade level
Title 1 Fund	Yes
Title 1 Campuses	SWC 1, SWC 2
Promote Community Involvement	
Educate Diverse Learners	Objective 1. Provide research-based curriculum that is focused on state standards and identify and provide effective instructional practices in all NISD classrooms.
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 2

Activity	Grade level teachers will keep an up-to-date system for tracking math fact acquisition per student.
Person Responsible	grade level teachers
Monitoring Measures	admin walk throughs
Title 1 Fund	Yes
Title 1 Campuses	SWC 1, SWC 2, SWC 8, SWC 9
Promote Community Involvement	
Educate Diverse Learners	Objective 1. Provide research-based curriculum that is focused on state standards and identify and provide effective instructional practices in all NISD classrooms.
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 3

Activity	Westwood Terrace will have four math fact competitions within each grade level to be completed at the during last week of each 9 weeks.
Person Responsible	admin, classroom teachers
Monitoring Measures	admin participation
Title 1 Fund	Yes
Title 1 Campuses	SWC 1, SWC 2, SWC 9
Promote Community Involvement	
Educate Diverse Learners	Objective 1. Provide research-based curriculum that is focused on state standards and identify and provide effective instructional practices in all NISD classrooms.
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 4

Activity	WWT teachers will meet in math (and reading) focused PLC meetings every Monday after school for 90 minutes.
Person Responsible	rdg specialists, admin, classroom teachers
Monitoring Measures	sign in sheets
Title 1 Fund	Yes
Title 1 Campuses	SWC 1, SWC 2, SWC 3
Promote Community Involvement	
Educate Diverse Learners	Objective 2. Expand and communicate opportunities for enrichment and intervention for all students.
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 5

Activity	3-5 grade levels will engage in two six week rounds of tutoring for math.
Person Responsible	admin, classroom teachers, math and science specialists
Monitoring Measures	attendance sheets
Title 1 Fund	Yes
Title 1 Campuses	SWC 1, SWC 2, SWC 3
Promote Community Involvement	
Educate Diverse Learners	Objective 2. Expand and communicate opportunities for enrichment and intervention for all students.
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Goal : Westwood Terrace will conduct an annual Health Fair in conjunction with PTA / CIS and Learning Tree.

Goal Details

Student Groups Impacted	All Students
Funding Needed	Local
Timeline for Implementation	6/6/18
November Progress Check	Planning meetings are scheduled to begin as per the monthly CIS / Admin meetings.
March Progress Check	
June Progress Check	

Activity 1

Activity	On April 18th, Westwood CIS, Learning Tree and PTA will conduct a community health fair.
Person Responsible	CIS / Admin / PTA Exec Board / Learning Tree Coordinator
Monitoring Measures	participant surveys
Title 1 Fund	No
Title 1 Campuses	
Promote Community Involvement	Objective 1. Recruit and retain active and supportive businesses and educational institutions to build mutually beneficial relationships that promote mentoring, internship opportunities, and financial support.
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 2

Activity	
Person Responsible	
Monitoring Measures	
Title 1 Fund	
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 3

Activity	
Person Responsible	
Monitoring Measures	
Title 1 Fund	
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 4

Activity	
Person Responsible	
Monitoring Measures	
Title 1 Fund	
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	

Promote a Safe Environment for Students and Staff	
---	--

Activity 5

Activity	
Person Responsible	
Monitoring Measures	
Title 1 Fund	
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	