

Schertz-Cibolo Universal City Independent School District

O.G Wiederstein Elementary

Campus Improvement Plan

2020-2021



Mission Statement

Wiederstein Elementary, in partnership with parents and the community, provides a kids-first environment that empowers students to reach their maximum potential academically and socially.

Vision

Inspire - Innovate - EXCEL!

Core Beliefs

Leadership, Character, Commitment, Service, Learning

1. We believe all students have the capacity to learn and excel.
2. We believe a safe, secure and supportive environment is paramount to learning.
3. We believe in living our core values of leadership, character, commitment, service and learning.
4. We believe engaging, interactive and authentic teaching creates empowered, inspired learners prepared for our changing world.
5. We believe technology is a relevant tool that enhances learning in and beyond the classroom.
6. We believe in a Professional Learning Community (PLC) that fosters collaboration for continuous improvement.
7. We believe transparent, clear and timely communication among all is critical to success.
8. We believe measures of success go beyond standardized testing.
9. We believe public education is defined by the local community, with limited state involvement.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Wiederstein Elementary school is a PreKindergarten through 4th grade campus and is located at 171 W. Borgfeld Road in Cibolo, Texas. Wiederstein Elementary currently has 630 enrolled students. We are the home of the Wolverines! Our school colors are Blue and Gold.

Below is the student demographic breakdown for our campus according to the Texas Academic Performance Report (TAPR):

Ethnic Distribution Percentage

- American Indian 0.6%
- Asian 2.1%
- Pacific Islander 0.5%
- African American 9.9%
- Hispanic 37.5%
- White 51.6%
- Two or More Races 7.6%

19.1% of the campus' students are economically disadvantaged.

1.8% are English language learners.

23.8% are at risk students.

7.7% are Special Education.

10.3% are Mobility Students

4.0% are Gifted and Talented students

Attendance rate for 2016-2017 was 96.2%.

Staff Information

Professional Staff	46
Educational Aides	11

4.5 of our staff have 1-5 Years Experience

12 of our staff have 6-10 Years Experience

24 of our staff have 11-20 Years Experience

7 of our staff have over 20 years Experience

Demographics Strengths

Wiederstein Elementary is an established PreK- 4th grade campus. We have very dedicated teachers and staff. Staff Survey Info:

Our parents and community are involved and supportive of our efforts to help make our students Future Ready! Top 5 items from Parent Survey 2019 listed below:

- The school is clean and well maintained.
- My family is treated with respect at this school.
- My child's learning is a high priority at this school.
- My child has the necessary classroom supplies and equipment for effective learning.
- I would recommend this school to other parents.

Our Student Survey Data 2019 top 3 items listed below:

- My principal is a good leader.

- My learning is important at my school.
- Special area classes such as art, music, and P.E. add to my school experience.

Our PTC (Parent Teacher Club) is very supportive and makes grants available to our teachers to be used in the classrooms with our students.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Wiederstein Elementary has not met the attendance goal of 97%. Our percentages were 96.2% in the last 2 years. **Root Cause:** Wiederstein Elementary has not fully implemented a comprehensive attendance incentive program.

Student Learning

Student Learning Summary

The data for the 2018-2019 STAAR scores reveals Wiederstein Elementary "Met Standard" with an Overall Rating of a C with a score of 73. For Student Achievement we have a C or 77 out of 100. For School Progress we have a D or 60 out of 100. Closing the Gaps we have a D or 65 out of 100.

2019 STAAR Results

3rd grade Math 2019

- District - 79% Approaches/ 46% Meets/ 23% Masters
- Wiederstein - 85% Approaches/ 57% Meets/ 34% Masters

4th grade Math 2019

- District - 75% Approaches/ 49% Meets/ 29% Masters
- Wiederstein- 67% Approaches/ 49% Meets/ 33% Masters

3rd grade Reading 2019

- District - 78% Approaches/ 46% Meets/ 30% Masters
- Wiederstein- 79% Approaches/ 53% Meets/ 34% Masters

4th grade Reading 2019

- District - 77% Approaches/ 46% Meets/ 21% Masters
- Wiederstein- 75% Approaches/ 43% Meets/ 20% Masters

4th grade Writing 2019

- District - 67% Approaches/ 33% Meets/ 7% Masters
- Wiederstein- 61% Approaches/ 28% Meets/ 7% Masters

Due to school closure in Spring of 2020, STAAR data is not available.

Student Learning Strengths

Our students have been relatively successful on State Standardized tests and other District Assessments. Our parents are involved in their children's education, and contribute to our students' success.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Our 4th grade writing scores decreased from the previous year. **Root Cause:** There is a need for an increase in vertical alignment writing instruction Pre-K through 4th grade.

Problem Statement 2: The academic needs of our students are becoming increasingly diverse. **Root Cause:** Teachers are continuing to learn how to target students individual needs, especially for those students who are performing below grade level.

School Processes & Programs

School Processes & Programs Summary

Each grade level team meets weekly as a Professional Learning Committee weekly during planning time. When they meet the focus on the following:

The three big ideas of a PLC are to 1) focus on learning, 2) build a collaborative culture, and 3) focus on results. Additionally, PLCs answer the following critical questions in their collaborative commitment to ensuring high levels of learning for all students:

- 1) What do we want students to learn? What should each student know and be able to do as a result of each unit, grade level, and/or course?
- 2) How will we know if they have learned? Are we monitoring each student's learning on a timely basis?
- 3) What will we do if they don't learn? What systematic process is in place to provide additional time and support for students who are experiencing difficulty?
- 4) What will we do if they already know it?

Ultimately, answering these questions consistently during the collaborative planning process leads to a greater depth of understanding for teachers, and more importantly, students. Ensuring that the Instructional Core (i.e. how teachers and students interacting with the required content) is strong leads to higher levels of learning for all.

Each of these teams will work in collaboration to drive the strategic actions outlined in our campus improvement plan.

The Campus Leadership Team & Campus Student Success Team - Meets Twice a Month

Admin/Counseling & Frontline (Registrar, Receptionist, Secretary, Nurse) - Meet Weekly

School Processes & Programs Strengths

Each team is working toward common commitments to achieve the campus goals.

Each grade level team meets weekly as a Professional Learning Committee weekly during planning time. When they meet the focus on the following:

The three big ideas of a PLC are to:

- 1) focus on learning
- 2) build a collaborative culture, and
- 3) focus on results.

A cycle of refinement is key to evaluate what is taught, what is learned, and what is assessed.

Through various teams and committees, we share the responsibility to help address the needs of our campus. We have a Leadership Team that sets the tone and communicates campus needs through monthly meetings. Our PBIS Team is helping our campus with campus wide expectations and the social emotional learning.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Our year's worth of academic growth for all our students percentage indicates this is an area of focus. **Root Cause:** We need to become more familiar and comfortable with our Focused Planning Guides and resources.

Perceptions

Perceptions Summary

Overall strengths from the 2018 Parent Survey Data:

- 178 parents responded to the survey. Overall satisfaction with the school was at 4.39 out of a 5.00.

4th Grade Student Survey 2018 Results:

- 4.05 which is a slight decrease compared to previous school year.
- Learning is important at my school. They enjoy PE class. When I have a problem, I know how to get help. My principal is a good leader,

Staff Survey Results:

The campus has several new staff members in teacher and paraprofessional positions. Teachers need continued opportunities to work collaboratively for a healthy and productive campus climate. Staff need additional opportunities to suggest and implement ideas for improved campus culture and climate. Campus administrators need to continue to find ways to keep staff excited and motivated.

Perceptions Strengths

The campus has increased opportunities for collaboration, input, and training. Campus administration continues to seek and implement programs and ideas with evidence of proven success. Survey results of parents, students, and staff indicate high levels of satisfaction. Teachers at Wiederstein have the flexibility to be creative, the grade level teams collaborate well together The staff social committee plans activities often to treat teachers.

- Parents feel they are treated with respect and would recommend our school to other parents. Parents also stated that they feel the campus is clean.
- Students feel their learning is fun and important. They enjoy being at school and know who to go to when they have a problem.
- Parents feel that our campus provides a safe learning environment.
- Overall staff feel like they are part of something meaningful and dedicated to our school and students.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Parents would like to regularly receive more positive emails, notes, and phone calls about their child. **Root Cause:** There is an inconsistency among teachers regarding means to communicate positively with parents.

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
- Quantifiable goals for student performance in reading and math PreK-3(HB 3)
- Campus goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps
- Effective Schools Framework data
- Targeted support Identification data
- 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
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Prekindergarten Self-Assessment Tool

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
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data

- Special education/non-special education population including discipline, progress and participation data
- Special education population, including performance, discipline, attendance, and mobility
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- At-Risk population, including performance, discipline, attendance, and mobility
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RTI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

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

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

Goals





Goal 1: Priority 1: All students will be college, career, and /or military ready.

Performance Objective 1: 100% of students will meet their projected growth in one year.

Evaluation Data Sources: District Common Assessments
 NWEA MAP Growth (Universal Screener)
 STAAR Results

Summative Evaluation: None

<p>Strategy 1: Implement Vertical PLC discussions and planning</p> <p>Strategy's Expected Result/Impact: Increase vertical discussions to provide consistency in instruction especially as it relates to content, vocabulary and problem solving practices.</p> <p>Staff Responsible for Monitoring: Classroom Teachers Leadership Team Administration</p> <p>ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: Refine Professional Learning Communities practices.</p> <p>Strategy's Expected Result/Impact: Focused collaborative planning on the 4 questions will most impact student achievement. All teams will utilize PLC agendas to maintain focus.</p> <p>Staff Responsible for Monitoring: All Teachers Leadership Team Administration</p> <p>ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 3: Additional professional development in the area of Early Literacy Instruction and Intervention will be a focus.</p> <p>Strategy's Expected Result/Impact: All staff will participate in Professional Development opportunities, and then implement new practices to increase student achievement.</p> <p>Staff Responsible for Monitoring: All staff Administration</p> <p>ESF Levers: Lever 2: Effective, Well-Supported Teachers</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June





<p>Strategy 4: Administrators will conduct the T-TESS process including goal setting, pre and post conferences, walk throughs and observations in classrooms to improve student achievement.</p> <p>Strategy's Expected Result/Impact: T-TESS Data in Eduphoria</p> <p>Staff Responsible for Monitoring: Administration</p> <p>ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 5: Utilize Universal Screener Data, MAPS/ DIBELS, to make ongoing decisions for students not meeting grade level expectations.</p> <p>Strategy's Expected Result/Impact: Data determines what a student needs not one individual.</p> <p>Staff Responsible for Monitoring: CSST Team Teachers</p> <p>ESF Levers: Lever 5: Effective Instruction</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 6: Utilize the Effective School Framework to analyze school systems and establish a clear vision for student learning.</p> <p>Strategy's Expected Result/Impact: The Effective School Framework will help guide our work focusing on the key levers to improve instruction.</p> <p>Staff Responsible for Monitoring: Administration Campus Leadership Team</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 7: Students' Social and Emotional needs will be supported/met by our School Counselor and/or CIS Site Coordinator.</p> <p>Strategy's Expected Result/Impact: Student's Panorama survey data for grades 3-4 will maintain or increase.</p> <p>Staff Responsible for Monitoring: Administration Counselor CIS Site Coordinator</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Priority 2: High Performing and Engaged Workforce

Performance Objective 1: 70% of participants will respond as engaged or enthusiastically engaged for overall employee engagement on SCUC annual survey.

Evaluation Data Sources: Energage Survey

Summative Evaluation: None

Strategy 1: Continue Staff Appreciation Strategy's Expected Result/Impact: Staff will feel appreciated. Staff Responsible for Monitoring: Administration and Campus Leadership Team ESF Levers: Lever 2: Effective, Well-Supported Teachers	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Paraprofessionals will meet with administration monthly. Strategy's Expected Result/Impact: Paraprofessionals will feel included in the decision making process throughout the campus. Staff Responsible for Monitoring: Administration and paraprofessionals ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Professional Development will have focus that supports campus current needs. Strategy's Expected Result/Impact: A better trained and/or prepared staff will be better able to meet the needs of students. Staff Responsible for Monitoring: Administration and all staff. ESF Levers: Lever 2: Effective, Well-Supported Teachers	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Continue to promote and engage in a Culturally Diversity professional development. Strategy's Expected Result/Impact: All staff will feel connected and belong within our campus culture. Staff Responsible for Monitoring: Administration All Staff ESF Levers: Lever 3: Positive School Culture	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				


Goal 3: Priority 3: Highly Satisfied Students, Parent and Community


Performance Objective 1: Overall mean satisfaction on the parent survey will increase by 5%.


Evaluation Data Sources: Parent Survey data


Summative Evaluation: None

<p>Strategy 1: Increase the positive communication that goes home for students as this was an opportunity in our Parent Survey. Strategy's Expected Result/Impact: Parents will receive an increase in feedback on how well my child is learning. Staff Responsible for Monitoring: Administration All Staff ESF Levers: Lever 3: Positive School Culture</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June


No Progress


Accomplished


Continue/Modify


Discontinue


Goal 3: Priority 3: Highly Satisfied Students, Parent and Community


Performance Objective 2: Conduct student survey earlier and increase satisfaction by 5%.


Evaluation Data Sources: Student Survey Data for SY20-21


Summative Evaluation: None

<p>Strategy 1: Students will learn and implement the Emotional Zones of Regulation to help monitor their own behaviors which shows respect to other students.</p> <p>Strategy's Expected Result/Impact: Aligned support for Social and Emotional Learning.</p> <p>Staff Responsible for Monitoring: Counselor Teachers and Staff</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June


No Progress


Accomplished


Continue/Modify


Discontinue

Addendums