



**2016 - 2017
Campus Improvement Plan
Eanes Independent School District
Valley View Elementary**



Eanes Independent School District

Campus Improvement Plan 2016 - 2017

Valley View Elementary Campus Leadership Team:

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Mission Statement: The Eanes community is vitally committed to educational excellence that prepares and inspires all students for life-long success by engaging each student in rigorous academic experiences and enriching opportunities.

Objectives

- ◆ Each student will be prepared for advanced learning opportunities and careers by completing a personally challenging academic program.
 - ◆ Each student will engage in integrative thinking and creative, collaborative problem solving.
 - ◆ Each student will process and evaluate information, and communicate effectively.
 - ◆ Each student will be an involved contributing member of the school and global community, while respecting others and self.
 - ◆ Each student will be prepared to accomplish goals, adapt to change and be resilient to challenges.
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District Long-Range Strategies

Strategy I: We will ensure effective, engaging, and enriching instruction and experiences for each student in a safe, supportive environment.

Strategy II: We will encourage students to explore, identify and develop their strengths and passions.

Strategy III: We will prepare students for responsible citizenship in a global society.

Strategy IV: We will promote and support a robust digital-age learning environment to inspire student learning and creativity.

Strategy V: We will provide time and support for relevant and innovative professional learning to ensure ongoing improvements in teaching and student learning.

Strategy VI: We will actively engage the Eanes community to strengthen partnerships that support the evolving needs of students and the district.

Strategy VII: We will prioritize our needs to accomplish the district's mission using resources effectively and efficiently.



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Alignment Sheet

EISD District Goals – Approved by Board of Trustees

Eanes ISD will have:

- I. All students achieving higher levels of performance in a safe, supportive and technologically-rich environment through a consistent and well-rounded curriculum, differentiated instruction, and strategic assessment.**
 - A. Improve achievement for each student in all curriculum areas through the Professional Learning Communities process with collaboration across the disciplines.
 - B. Enrich depth of student understanding through writing across the curriculum as a thinking and learning tool.
 - C. Use the graduate profile as a framework for designing engaging academic experiences and enriching opportunities to develop Well-rounded persons, Healthy individuals, Effective communicators, Engaged citizens, and Life-long learners. (W.H.E.E.L.)
 - D. Connect student-centered instruction across the disciplines through communication, collaboration, and creative and critical thinking skills to ensure student engagement and deeper learning.
 - E. Purposefully select and implement supports, structures and practices to better meet the academic needs of all students.
 - F. Purposefully select and implement supports, structures, and practices to better meet the social/emotional needs of all students.

II. Effective processes and systems that support the District's mission through innovative and efficient use of resources and assets and the development of exemplary employees.

- A. Build human resources capacity and diversity to promote continued improvement of employee effectiveness.
- B. Implement expanded processes to identify exemplary candidates for employment in all district positions.
- C. Use the Eanes ISD Educator Profile as a framework for promoting characteristics of educators who **W**elcome Collaboration, **H**onor Students, **E**xemplify Expertise, **E**mbrace Learning, and **L**ead to Inspire.
- D. Implement an effective and efficient allocation of financial resources and district assets to meet the district's prioritized needs.
- E. Implement the first year of the spring 2015 bond by utilizing the Bond Oversight Committee in an advisory capacity, and plan for subsequent years.
- F. Develop and implement a multi-year budget plan.

III. Active engagement of the entire community through increased, personalized, and targeted communication strategies that inform and involve stakeholders.

- A. Improve processes to increase awareness and engagement in District issues and support of District goals.
- B. Inform the community about progress related to bond projects and the multi-year budget plan.
- C. Utilize community and staff input from surveys, forums, and evaluations to make informed decisions.



Eanes Independent School District

Valley View Elementary School Campus Improvement Plan 2016 – 2017

Narrative Sheet

- I. Valley View Elementary will decrease the number of K-5 students receiving Tier II intervention from 20% at the beginning of the year to a maximum of 15% by the end of the 2016-17 school year.
 - a. Rationale:

By limiting the amount of pull-out services and keeping students in the classroom we believe we will increase the instructional capacity of teachers, increase learning outcomes for students and isolate the usage of Tier II services for more intensive interventions and only after Tier I interventions have shown limited to no progress.
 - b. This goal aligns with District Goals: I.A.3-4, I.E.1.a, d, I.E.2.a-c, 2.A.1,3

- II. Valley View Elementary will increase the number of student receiving small group instruction in Tier I in reading from 30% to at least 90% by the end of the 2016-17 year.
 - a. Rationale:

Valley View staff identified a core belief that all students should engage in authentic and rich reading experiences. Guided reading is “research-based, professionally energized, highly targeted, scaffolded reading instruction that propels students toward more confident, independent reading of high-quality grade level books across a diverse array of literature and informational genres. Reading well means reading with deep, high-quality comprehension and gaining maximum insight or knowledge from each source.” (Fountas & Pinnell).
 - b. This goal aligns with District Goals: I.E.1.A,E, I.E.2.A-C

- III. Valley View Elementary will enhance the work for our Professional Learning Community and teams will move from collegial to highly collaborative, with a focus on student outcomes and adult learning.
 - a. Rationale:

Research has proven that when schools engage in the work of Professional Learning Communities they increase learning outcomes for students (McLaughlin & Talbert, XXXX, DuFour, DuFour, & Eaker, XXXX). We believe focusing on results in a culture of collaboration with learning as our fundamental purpose will:

 - i. Build instructional capacity of teachers across subjects
 - ii. Contribute to greater learning outcomes for all students
 - iii. Build trusting relationship with and amongst staff
 - b. This goal aligns with District Goals: I.A.2-4, I.E.1.A-E, I.E.2, A-C, I.F.1-3, II.A.2
- IV. Valley View Elementary will increase in the number for positive relationships/interactions we have with individuals who value our school and community inside and outside the school building
 - a. Rationale:

Trusting relationship between members of communities, within and beyond the school house, allows for a partnership approach with multiple investments in schools.
 - b. The goals aligns with District Goals: District Strategy #6



Eanes Independent School District

Valley View Elementary Campus Improvement Plan 2016 – 2017

Summary Sheet

Campus Mission: The Mission of Valley View Elementary is to develop successful learners and responsible citizens through a team effort between the school, the parents, and the community, in a positive learning environment.

Goal 1: Decrease the number of K-5 students receiving Tier II intervention from 20% at the beginning of the year to a maximum of 15% by the end of the 2016-17 school year.

Objective 1: Identify students' needs for additional Tier I support using a campus based criteria

Objective 2: Identify students' needs for Tier II support using the campus based criteria

Goal 2: Implement small group reading instruction for all K-5 students will increase from 30% to at least 90% by the end of the 2016-17 year.

Objective 1: Develop and Implement a Valley View Reading Project during the first 8 weeks of school, for all professional staff to establish beliefs, norms and practices in small group reading instruction.

Objective 2: All 3rd-5th reading teachers will be trained and will administer the Fountas & Pinnell Benchmark Assessment System by mid-October so that small group instruction will be data informed and instruction can begin on student's instructional level.

Objective 3: On-going job embedded professional development will be identified as a campus and provided to all instructors of reading on a monthly basis, and in one-on-one coaching sessions.

Goal 3: Teams will move from collegial to highly collaborative, with a focus on student outcomes and adult learning.

Objective 1: The master schedule, district Early Release days and campus expectations will support time for team collaboration on a weekly basis.

Objective 2: Teams will be supported in developing collaborative groups using the Adaptive School Model (Garmston & Wellman, 2009).

Goal 4: Valley View will expand the number of positive relationships/interactions we have with individuals who value our school and community inside and outside the school building.

Objective 1: Use social media and electronic communication to increase, enhance and expand relationships with users who access these technologies.

Objective 2: All staff will purposefully build relationships with students and families through specific events, weekly communication and class activities.

Objective 3: Map and connect with our community based assets to foster strong relationships within and outside the school building.

Goal Statement 1:

The number of K-5 students receiving Tier II intervention will decrease from 20% at the beginning of the year to a maximum of 15% by the end of the 2016-17 school year.

Objective 1: Identify students' needs for additional Tier I support using a campus based criteria (short term interventions)

Action Steps	Evaluation
Teams will continually monitor student progress using assessments "for" and "of" learning	Data-based dialogue, based on assessment data Evidence of common formative assessments
Teams will collaborate weekly to identify individuals and/or groups to be served during FIT, as well as identify strategies and resource/materials	Meeting agenda Principal dialogue with teachers and students Observation of students during FIT time
Teams will work collaboratively to identify students by name and need in need of additional learning time	Data wall Kid Talks

Objective 2: Identify students' needs for Tier II support using the campus based criteria (more intensive interventions)

Action Steps	Evaluation
Teams, in conjunction with Campus Support Specialists will continually monitor student progress using data walls	Master calendar schedule of meeting for the year Master data base naming students and need & current services
Campus Support Specialists will meet weekly with designated teams to analyze, review and dialogue about student progress	Master calendar schedule of meeting for the year Master data base naming students and need and current services
Teams will work collaboratively to identify students by name and need	Kid Talks Agendas with focus/time to collaborate Data present and accurate

Goal Statement 2:

Implementation of small group reading instruction for all K-5 students will increase from 30% to at least 90% by the end of the 2016-17 year.

Objective 1: Develop and Implement a Valley View Reading Project during the first 8 weeks of school, for all professional staff to establish beliefs, norms and practices in small group reading instruction.

Action Steps	Evaluation
4 Whole Group/All Staff Professional Learning Meetings	Attendance and active participation Creation of the power point/outline for each meeting
3 Team Based/Differentiated Reading Focused Professional Learning Meetings	Attendance and active participation Self-Assessment Holistic Team Scores on areas of strength/growth in balanced literacy
Establish consensus on campus beliefs around reading	Evidence of change over time, congruent with the agreed upon beliefs
Reflection after each professional learning opportunity	Evidence of change over time, congruent with the learning that occurred
Implementation in every classroom	Observation of all teachers and students engaging in small group reading instruction daily
Seek and secure funding for resources (books) based on staff input	Creation of professional learning lounge and leveled literacy library

Objective 2: All 3rd-5th reading teachers will be trained and will administer the Fountas & Pinnell Benchmark Assessment System by mid-October so that small group instruction will be data informed.

Action Steps	Evaluation
Teachers trained on how to administer the assessment	Training completed using side-by-side coaching to insure depth of understanding and campus inter-rater reliability
Teachers trained on how to use the assessment data	Teachers analyze student data and identify individual students' strengths and student needs All students are assessed
Teachers use data to reflect and improve teaching practices in reading	Data dialogues Student groupings Daily instruction Student progress in identified areas of instruction based

	on data (within, about or beyond the text)
Based on the data, teachers will begin to meet in small groups daily	Observation

Objective 3: On-going job embedded professional development will be identified as a campus and provided to all instructors of reading on a monthly basis.

Action Steps	Evaluation
Time giving during Team Based/Differentiated Reading Focused Professional Learning Meetings to identify future adult learning needs	Evidence of time allotted on agendas Observations Participation
One-on-one coaching to support implementation and teacher growth	Calendar – scheduled time/meetings Modifications, adjustments, and personal reflection of instructional practices
Small group and large group training will occur as identified through needs assessments, structured team meetings, CLT meetings, team leader meetings, weekly collaborative meetings	Agendas Self-assessments Implementation of balanced literacy practices Improvement in balanced literacy practices (DRA, Fountas & Pinnell BAS, running records, anecdotal notes, etc...)

Goal Statement 3:

Teams will move from collegial to highly collaborative, with a focus on student outcomes and adult learning.

Objective 1: The master schedule, district Early Release days and campus expectations will support time for team collaboration on a weekly basis.

Action Steps	Evaluation
25 Staff members participate in PLC at Work in San Antonio	Attendance Reflection Practice
Master Schedule developed with entire campus input	Master Schedule
Early Release days used specifically for campus based professional learning or collaborative based small group meetings	Agendas
Master schedule designed with collaboration/time in mind	Master Schedule Teams meeting during the structured times provided
Team Leader Training for how to facilitate meaningful collaboration	Evidence of progress, as collected on agendas Feedback/self evaluation and reflection by team leaders Feedback from teams

Objective 2: Teams will be supported in developing collaborative groups using training based on Adaptive Schools (Garmston, Wellman).

Action Steps	Evaluation
On- going Team Leader Training and support to facilitate meaningful collaboration	Agenda and notes Team leader active participation Calendar dates Resources used Artifacts collected
Purposes of Meetings	Outcomes based agendas with meeting notes
Identify Meeting Structures	Observe decision making processes and effectiveness of team structure
How Groups Work (Seven Norms of Collaboration)	Observation Self and team evaluation (where are we right now?)
How Groups and Leaders Talk	Observation Reflection

Goal Statement 4:

Valley View will expand in the number of positive relationships/interactions we have with individuals who value our school and community inside and outside the school building.

Objective 1: Use social media and electronic communication to increase, enhance and expand relationships with users who access these technologies.

Action Steps	Evaluation
Establish and post on Facebook page	Evidence of Facebook page Number of posts Number of comments Number of followers
Establish and post on Instagram	Evidence of Instagram account Number of posts Number of comments Number of followers
Use Skyward Message Center for information specific to student groups (by grade level or group)	Artifacts kept of all email messages
Facebook & Instagram posts will show and tell our stories	Feedback from followers

Objective 2: All staff will purposefully build relationships with students and families through specific events, weekly communication and class activities.

Action Steps	Evaluation
All school based events will have staff presence	Number of staff present
Staff will be supportive of booster club initiatives	Evidence of communication advertising/supporting events/initiatives Evidence of staff partnering with booster club to support campus initiatives through CLT and booster club meetings
Staff will communicate with families weekly	Weekly email correspondence by grade level Weekly updates from office
Family and Community members will be invited to school and class activities	Participates rates at events
Staff will learn as many students as possible name	Observable

Staff will attend community events	Observable Number of staff present
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Objective 3: Map and connect with our community based assets to foster strong relationships within and outside the school building.

Action Steps	Evaluation
Use My Maps in Google to map community based assets	Creation of community based asset map
Attend community events outside of the school to build relationships	Meeting Notes
Invite community members to partner with school on identified campus based initiatives and needs	Record of outreach (emails, phone logs, conversations)
Learn about community assets not already utilized	Research findings