

White Settlement Independent School District

West Early Learners Academy

2024-2025 Campus Improvement Plan





Board Approval Date: September 23, 2024
Public Presentation Date: September 12, 2024

Mission Statement

Fostering a culture of excellence and empowering Brewer Bears to be innovators and leaders of tomorrow by providing premier education

Vision

Developing a passion to learn...discovering purpose for tomorrow

Core Beliefs

- All students are our top priority.
- Every student has value and purpose.
- Our students deserve a passionate teacher in every classroom every day.
- A safe, secure and enriched environment enhances learning.
- Learning is a shared responsibility that requires active involvement by students, staff, families and the community.
- Continuous professional growth is essential for student success.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

West Early Learners Academy serves approximately 740 students who reside in White Settlement, Texas. Currently, about 40 students who qualify participate in Early Childhood Special Education programs, about 250 students who qualify participate in a full-day Pre-Kindergarten program, and about 450 are enrolled in Kindergarten.

The demographic make-up of West Early Learners Academy is 48% Hispanic, 30% White, 13% African American, 6% Two or More Races, 1% Asian. Approximately 11% of our students are being served by Special Education programs. Approximately 9% of students are Emergent Bilinguals and receive content-based support. Our Economically Disadvantaged population is approximately 67%.

Demographics Strengths

West Early Learners Academy is a growing campus that continues to become more diverse. We work with all families to celebrate our diversity and to increase family involvement both academically and socially.

Problem Statements Identifying Demographics Needs

Problem Statement 1: A growing number of our students are economically disadvantaged and have increasing needs in the areas of academics, social and emotional skills, and behavior management.

Root Cause: Community growth and mobility are affecting the percentage of economically disadvantaged.

Student Achievement

Student Achievement Summary

West Early Learners Academy uses a variety of instruments to gauge student achievement including the Diagnostic Reading Assessment (DRA), assessments from the Children's Learning Institute including the Kindergarten Entry Assessment and the PreKindergarten Progress Monitoring assessment, standards based report card checklists.

Since this is the first year serving all PreKindergarten and Kindergarten students in White Settlement ISD, the following DRA districtwide data from 2023-2024 has been collected to serve as a baseline.

	At or Above Grade Level	Barely On Grade Level	Below Grade Level	Significantly Below Grade Level
Beginning of Year (23-24)	58.26%	41.74%	-	-
Middle of Year (23-24)	43.4%	26.1%	21.41%	9.09%
End of Year (23-24)	44.41%	27.49%	12.08%	16.01%

Student Achievement Strengths

The number of kindergarten students reading on grade level at the end of the year was 71.9%, an increase from 69.5% at the middle of the year.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Roughly 30% of students are leaving kindergarten not reading on at or above grade level expectations.

Root Cause: A growing number of students lack phonological awareness skills and the ability to apply phonetic skills learned in order to read on grade level.

District Culture and Climate

District Culture and Climate Summary

West Early Learners Academy staff are committed to and passionate about early childhood education and White Settlement ISD. Bringing this passion and commitment to our campus from around the district has created a motivated staff passionate about their work. The leadership team believes culture and climate begin with staff and must extend to our students, families, and community.

District Culture and Climate Strengths

Weekly faculty meetings and PLCs allow for collaboration and communication amongst staff. Staff recognition occurs often through weekly thank you notes from peers presented at faculty meetings, monthly teacher and support staff of the month, and monthly morale/gratitude carts to treat staff. Student recognition for behavior and academics are in place through PBIS punches and the weekly Trolley cart, tickets to slide, the 100 club, and students of the month.

Problem Statements Identifying District Culture and Climate Needs

Problem Statement 1: We are working to increase collaboration amongst teams in order to make progress towards campus goals, both academic and social emotional.

Root Cause: Bringing teachers together from across the district brings unique challenges and requires additional time and structures to build team capacity.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Teachers at West Early Learners Academy are highly qualified. Our first and second year teachers participate in the district mentor program as well as the Developing Distinguished Educators cohort. All teachers are encouraged to participate in professional development provided by WSISD as well as provided by outside entities. This year, we plan to take teams to the PLC at Work Institute, the Jandrucko Early Learners Academy professional learning tours, and workshops through ESC 11.

Staff Quality, Recruitment, and Retention Strengths

We had little turnover with the districtwide grade realignment leading to the creation of the West Early Learners Academy. The majority of our new staff are because of added sections with growing enrollment. The focus on early childhood has allowed us to recruit passionate teachers with relevant experience. Our teachers are highly supported through the district mentor program, professional development opportunities, and multiple layers of staff recognition and appreciation.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: We continue to hire high quality candidates for open positions that are being added because of growing enrollment.

Root Cause: Open positions during the year are difficult to fill due to lack of qualified, effective candidates.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

West Early Learners Academy uses the WSISD curriculum that is aligned with the state standards--Kindergarten TEKS and PreK Guidelines. Teachers use Heggerty, STEM Scopes, Literacy Footprints, and HMH as resources to bring the learning targets set forth in the curriculum to life. Pods of teachers plan together weekly to ensure best instructional practices and aligned resources are being used in instruction at all tiers. Standards based grading is used in both grade levels to gauge student progress towards our identified essential standards. DRA and CLI are used to monitor progress in specific areas of reading and math.

Curriculum, Instruction, and Assessment Strengths

Aligned curriculum and highly effect instructional practices (Thinking Maps, Fundamental Five, high level questioning, teaching and learning cycle) are in place. Teachers collaborate to create and utilize data from common formative assessments to ensure all students are learning at high levels. Structures for intervention and extension are supported through the master schedule.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: We continue to refine practices to ensure students are leaving kindergarten reading on grade level and equipped with the skills needed to continue to grow as readers.

Root Cause: A growing number of students lack phonological awareness skills and the ability to apply phonetic skills learned in order to read on grade level.

Family and Community Engagement

Family and Community Engagement Summary

West Early Learners Academy believes parent and family engagement is crucial in providing a successful experience for our young students. We will host several events throughout the year to encourage parents to be involved, help them learn ways to help their child at home, and to engage in fun activities as a family. These events include Meet the Teacher, Ribbon Cutting and Building Tours, Grandparents Night, West Fest, Polar Express Literacy Night, Glow Math Night, and Open House.

Family and Community Engagement Strengths

Our parents are eager to support our school and to get involved! Upon sending an interest survey, we have dozens of parents looking for ways to volunteer and get involved. We have had a good turnout at our events thus far--Meet the Teacher and Ribbon Cutting--so we are hopeful for continued engagement at future events.

Problem Statements Identifying Family and Community Engagement Needs

Problem Statement 1: We are rebuilding our PTO by recruiting a new group of leadership to include parents from both grade levels.

Root Cause: Our students are new to our campus, thus we are getting to know families and garnering support from interested parents to build our PTO.

District Organization

District Organization Summary

As a new campus, we are continuously evaluating and making adjustments to schedules, systems, and overall organization. We believe there needs to be clarity in expectations and processes. In order for all staff to work towards their maximum potential, these processes must be in place.

District Organization Strengths

The master schedule is designed to maximize instructional time as well as personnel to ensure all students are learning at high levels. Weekly PLC meetings as well as lesson planning are built into the schedule. Support for teachers and students during Guided Reading instruction as well as time for intervention at tiers 2 and 3 are built into every kindergarten schedule. Inclusion support is provided at both grade levels. Behavior support is also provided for both grade levels.

Problem Statements Identifying District Organization Needs

Problem Statement 1: We are working to maximize the use of all personnel as well as all resources to ensure all students are learning at high levels.

Root Cause: As a new campus, we continue to find needed tweaks in schedules, processes, and personnel.

Technology

Technology Summary

West Early Learners Academy believes in using technology to enhance instructional experiences for students. We focus on providing students with needed technology skills while not taking away from the "book in hand" experiences needed in early childhood as well.

Technology Strengths

Each classroom is equipped with a SMART board. All kindergarten classrooms are equipped with iPad carts so that students are one to one with those devices. All PreK classrooms have a small group set of iPads to be used during centers or with the teacher in small group instruction. Our campus Instructional Technology Specialist works with teachers during PLC and planning to implement Digital Citizenship curriculum as well as provide instructional ideas and supports for ways to use technology to enhance instruction and learning experiences. She also collaborates with our librarian to provide innovative media lessons involving coding and other technology skills.

Problem Statements Identifying Technology Needs

Problem Statement 1: We strive to find ways to bring innovative technology use into our classrooms to help our students see how it can enhance their learning while balancing appropriate screen time.

Root Cause: Our students have spent extensive time with technology in their hands since an early age, but do not know how to use it to enhance their learning.

Demographics

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Demographics Strengths

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Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): A growing number of our students are economically disadvantaged and have increasing needs in the areas of academics, social and emotional skills, and behavior management.

Root Cause: Community growth and mobility are affecting the percentage of economically disadvantaged.

Student Learning

Student Learning Summary

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Student Learning Strengths

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Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Roughly 30% of students are leaving kindergarten not reading on at or above grade level expectations.

Root Cause: A growing number of students lack phonological awareness skills and the ability to apply phonetic skills learned in order to read on grade level.

School Processes & Programs

School Processes & Programs Summary

WSISD provides many opportunities for professional development of staff. On-campus instructional coaches, collaboration through PLCs, and other professional development opportunities allow us to develop all teachers. West Early Learners Academy teachers are Highly Qualified. Our team members vary in age and years of experience, so we have diversity in the areas of knowledge and technique.

West ELA is using the district created curriculum that is aligned with the state mandated TEKS. Teachers collaborate and use a variety of instructional materials and strategies. Pod PLC's are in place to collaborate, review, and evaluate student progress and data results. This directly drives our instruction in the classroom.

West ELA has created an instructional schedule that allows for better utilization of personnel. Each grade level has dedicated Special Education teachers as well as teaching assistants that are dedicated to help meet students' needs.

School Processes & Programs Strengths

Professional Development and Staff Excellence

- Teacher/Employee of the Month Program to recognize Staff excellence
- Administration sends out weekly email to staff with updates and communication.
- Staff meets weekly for faculty meetings focusing on professional development, staff recognition, and culture building activities.
- Teachers meet once weekly during conference for grade level PLCs.
- District Instructional Walks are scheduled to monitor classroom instruction and provide feedback

Communication with Families

- Teachers communicate daily with parents via take-home folders/behavior calendars as well as School Status.
- Campus sends out weekly family newsletter.

School Wide System for Student Recognition

- Teachers recognize students who demonstrate the BEARS traits from the school wide matrix by rewarding them with "punches" on their PBIS cards
- Students earn "Tickets to Slide" by having good behavior during the week.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): We continue to work to improve Tier 1 instruction for students through timely, high quality, relevant professional development as well as

coaching and feedback through TTESS, instructional walks, and peer modeling.

Root Cause: Teachers are coming from different campuses and experiences, so we are working on collaboration and alignment across our pods, grade levels, and campus.

Perceptions

Perceptions Summary

Teachers work collaboratively in Professional Learning Communities to identify best practices, determine interventions to address the needs of all students, and to support one another. Our administration is working to be more visible, efficient, and always communicate effectively with all stakeholders.

We believe it takes teachers, students, staff, parents, and the community to help our students be successful now and in the future. We are committed to working together with each of those groups to meet the needs of all involved. Strong communication is needed in order to foster this relationship.

It is the goal of West ELA to build a strong academic and SEL foundation for all students so they can transition successfully to the next level.

Perceptions Strengths

As a new campus we are working to build a partnership with our parents, staff and community members. We plan to hold several after school events to host our parents as well as many opportunities for community involvement throughout the year. We will share communication and student success through weekly campus newsletters and our social media outlets. Teachers communicate using School Status to increase two-way communication with families. Students also receive a daily take home folder with communication. West ELA will host parent workshops that will assist parents in helping their students succeed academically.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): We are working to increase communication between families and the school along with between families and individual teachers using a variety of methods.

Root Cause: Various communication preferences from families bring challenges to provide timely, clear, and concise communication from both the school and the teachers.

Priority Problem Statements

Problem Statement 1: We continue to work to improve Tier 1 instruction for students through timely, high quality, relevant professional development as well as coaching and feedback through TTESS, instructional walks, and peer modeling.

Root Cause 1: Teachers are coming from different campuses and experiences, so we are working on collaboration and alignment across our pods, grade levels, and campus.

Problem Statement 1 Areas: School Processes & Programs

Problem Statement 2: Roughly 30% of students are leaving kindergarten not reading on at or above grade level expectations.

Root Cause 2: A growing number of students lack phonological awareness skills and the ability to apply phonetic skills learned in order to read on grade level.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: A growing number of our students are economically disadvantaged and have increasing needs in the areas of academics, social and emotional skills, and behavior management.

Root Cause 3: Community growth and mobility are affecting the percentage of economically disadvantaged.

Problem Statement 3 Areas: Demographics

Problem Statement 4: We are working to increase communication between families and the school along with between families and individual teachers using a variety of methods.

Root Cause 4: Various communication preferences from families bring challenges to provide timely, clear, and concise communication from both the school and the teachers.

Problem Statement 4 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data

Student Data: Assessments

- 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
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data

Parent/Community Data

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

Support Systems and Other Data

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




Goals




Goal 1: Maximize student achievement through high standards across all disciplines, which incorporate critical thinking, creativity, collaboration, high quality instructional strategies and innovative teaching.





Performance Objective 1: 100% of students will show growth on the district diagnostic assessments in both math and reading.

High Priority

Evaluation Data Sources: State and district screeners

Strategy 1 Details	Reviews			
<p>Strategy 1: All students will receive Tier 1 instruction that includes best practices and district initiatives.</p> <p>Strategy's Expected Result/Impact: Growth on all state and district screeners.</p> <p>Staff Responsible for Monitoring: Campus Administration Teachers</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Oct	Dec	Feb	Apr
				

Strategy 2 Details	Reviews			
<p>Strategy 2: All students will receive a balanced literacy program including phonics and guided reading.</p> <p>Strategy's Expected Result/Impact: Growth on all state and district screeners.</p> <p>Staff Responsible for Monitoring: Campus Administration Teachers</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Learning A-Z: RAZ Kids and Reading A-Z - Title I Funds - \$3,034.71</p>	Formative			Summative
	Oct	Dec	Feb	Apr
				

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 1 Problem Statements:








Student Learning
<p>Problem Statement 1: Roughly 30% of students are leaving kindergarten not reading on at or above grade level expectations. Root Cause: A growing number of students lack phonological awareness skills and the ability to apply phonetic skills learned in order to read on grade level.</p>
School Processes & Programs
<p>Problem Statement 1: We continue to work to improve Tier 1 instruction for students through timely, high quality, relevant professional development as well as coaching and feedback through TTESS, instructional walks, and peer modeling. Root Cause: Teachers are coming from different campuses and experiences, so we are working on collaboration and alignment across our pods, grade levels, and campus.</p>

Goal 1: Maximize student achievement through high standards across all disciplines, which incorporate critical thinking, creativity, collaboration, high quality instructional strategies and innovative teaching.

Performance Objective 2: 100% of Tier 1 instructional strategies will directly align to identified district best practices and board outcome goals.

High Priority

Evaluation Data Sources: State and district screeners

Strategy 1 Details	Reviews			
<p>Strategy 1: Campus administrators will ensure Tier 1 instructional strategies are aligned with district best practices by providing professional development and monitoring through instructional walks.</p> <p>Strategy's Expected Result/Impact: Increased student learning as seen on state and district screeners.</p> <p>Staff Responsible for Monitoring: Campus Administration Teachers</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Oct	Dec	Feb	Apr
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 2 Problem Statements:







School Processes & Programs
<p>Problem Statement 1: We continue to work to improve Tier 1 instruction for students through timely, high quality, relevant professional development as well as coaching and feedback through TTESS, instructional walks, and peer modeling. Root Cause: Teachers are coming from different campuses and experiences, so we are working on collaboration and alignment across our pods, grade levels, and campus.</p>








Goal 2: Cultivate a safe, nurturing and collaborative environment that promotes active involvement by parents, students, staff and community members.

Performance Objective 1: West ELA staff will strive to foster a safe, nurturing and collaborative environment 100% of the time.

High Priority

Evaluation Data Sources: Parent & Staff Surveys

Strategy 1 Details	Reviews			
<p>Strategy 1: Consistently implement PBIS systems focusing on behavior expectations in common areas such as hallways, cafeteria, restrooms, etc.</p> <p>Strategy's Expected Result/Impact: Improved behavior in all common areas.</p> <p>Staff Responsible for Monitoring: Campus Administration Teachers</p> <p>Title I: 2.5</p> <p>Problem Statements: Demographics 1</p>	Formative			Summative
	Oct	Dec	Feb	Apr
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Plan monthly safety drills for students and staff to practice emergency procedures. Use Centegix Technology to account for all staff and students.</p> <p>Strategy's Expected Result/Impact: Fidelity of student and staff awareness and responsibilities during emergencies.</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>Problem Statements: Demographics 1</p>	Formative			Summative
	Oct	Dec	Feb	Apr
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Create multiple opportunities throughout the year for family/community involvement through programs, curriculum night, and math/reading nights.</p> <p>Strategy's Expected Result/Impact: Increased community & parent involvement. Positive parent surveys</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>Title I: 4.1, 4.2</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Oct	Dec	Feb	Apr
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:








Demographics
<p>Problem Statement 1: A growing number of our students are economically disadvantaged and have increasing needs in the areas of academics, social and emotional skills, and behavior management. Root Cause: Community growth and mobility are affecting the percentage of economically disadvantaged.</p>
Perceptions
<p>Problem Statement 1: We are working to increase communication between families and the school along with between families and individual teachers using a variety of methods. Root Cause: Various communication preferences from families bring challenges to provide timely, clear, and concise communication from both the school and the teachers.</p>

Goal 3: Sustain an effective and efficient organization by utilizing a flexible, responsive and consistent process for financial and operational management.

Performance Objective 1: Continue and enhance campus processes and procedures to increase and sustain student attendance. Our campus goal will be to maintain an ADA of 96%.

High Priority

Evaluation Data Sources: Student attendance

Strategy 1 Details	Reviews			
<p>Strategy 1: Monthly attendance incentives as well as parent communication through Skylert and social media on the importance of attendance.</p> <p>Strategy's Expected Result/Impact: Attendance average of 96%</p> <p>Staff Responsible for Monitoring: Campus Administration Teachers</p> <p>Title I: 4.1, 4.2</p> <p>Problem Statements: Demographics 1 - Perceptions 1</p>	Formative			Summative
	Oct	Dec	Feb	Apr
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				








Performance Objective 1 Problem Statements:

Demographics
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Perceptions
<p>Problem Statement 1: We are working to increase communication between families and the school along with between families and individual teachers using a variety of methods. Root Cause: Various communication preferences from families bring challenges to provide timely, clear, and concise communication from both the school and the teachers.</p>

Goal 3: Sustain an effective and efficient organization by utilizing a flexible, responsive and consistent process for financial and operational management.

Performance Objective 2: 100% of operational management and organizational needs identified in the Campus Needs Assessment will be addressed during the 2024-2025 school year.

Evaluation Data Sources: Staff surveys & student achievement

Strategy 1 Details	Reviews			
<p>Strategy 1: Continuous evaluation of staff assignments and schedules will determine the most effective use for each person to meet student needs.</p> <p>Strategy's Expected Result/Impact: Increased Student Achievement</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Oct	Dec	Feb	Apr
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				







Performance Objective 2 Problem Statements:

School Processes & Programs
<p>Problem Statement 1: We continue to work to improve Tier 1 instruction for students through timely, high quality, relevant professional development as well as coaching and feedback through TTESS, instructional walks, and peer modeling. Root Cause: Teachers are coming from different campuses and experiences, so we are working on collaboration and alignment across our pods, grade levels, and campus.</p>

Goal 4: Design professional learning opportunities that lead to effective teaching practices, instructional leadership, and improved student results.

Performance Objective 1: 100% of staff development will be linked to West ELA's campus plan, campus needs assessment and district goals.

Evaluation Data Sources: T-TESS, Walkthroughs, Student data/progress

Strategy 1 Details	Reviews			
<p>Strategy 1: Establish Professional Learning communities to enhance the development of staff on instructional strategies relating to student data/progress.</p> <p>Strategy's Expected Result/Impact: Tier 1 instruction includes best practices and district initiatives. Students will show progress on screeners and formative and summative data.</p> <p>Staff Responsible for Monitoring: Campus Administrators Instructional Coach Teachers</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>Problem Statements: School Processes & Programs 1</p> <p>Funding Sources: PLC at Work Conference for 9 staff members - Title I Funds - \$6,921</p>	Formative			Summative
	Oct	Dec	Feb	Apr
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Use classroom observations & campus instructional walk-throughs to monitor implementation of district and campus initiatives and student learning. Utilize qualified teachers and Instructional Coach to lead professional to address areas of need.</p> <p>Strategy's Expected Result/Impact: Tier 1 instruction includes best practices and district initiatives. Students will show progress on screeners and formative and summative data.</p> <p>Staff Responsible for Monitoring: Campus Administrators Instructional Coach Teachers</p> <p>Title I: 2.4 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 1</p>	Formative			Summative
	Oct	Dec	Feb	Apr
				



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: Roughly 30% of students are leaving kindergarten not reading on at or above grade level expectations. **Root Cause:** A growing number of students lack phonological awareness skills and the ability to apply phonetic skills learned in order to read on grade level.

School Processes & Programs








Problem Statement 1: We continue to work to improve Tier 1 instruction for students through timely, high quality, relevant professional development as well as coaching and feedback through TTESS, instructional walks, and peer modeling. **Root Cause:** Teachers are coming from different campuses and experiences, so we are working on collaboration and alignment across our pods, grade levels, and campus.

Goal 5: Recruit, develop, and retain qualified, certified and effective personnel.

Performance Objective 1: 100% of West ELA teachers are highly qualified and ESL certified.

High Priority

Evaluation Data Sources: Teacher Certifications

Strategy 1 Details	Reviews			
<p>Strategy 1: Utilize the Hiring system to identify qualified applicants. Strategy's Expected Result/Impact: 100% of West ELA teachers are highly qualified and ESL certified. Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Oct	Dec	Feb	Apr
				
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 1 Problem Statements:

School Processes & Programs
<p>Problem Statement 1: We continue to work to improve Tier 1 instruction for students through timely, high quality, relevant professional development as well as coaching and feedback through TTESS, instructional walks, and peer modeling. Root Cause: Teachers are coming from different campuses and experiences, so we are working on collaboration and alignment across our pods, grade levels, and campus.</p>

State Compensatory

Budget for West Early Learners Academy

Total SCE Funds: \$534,460.00

Total FTEs Funded by SCE: 9.27

Brief Description of SCE Services and/or Programs

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Personnel for West Early Learners Academy

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Adrienne Gribble	Teacher	0.5
Anastasia Valles	Teaching Assistant	0.5
Ashley Conine	Assistant Principal	0.7
Chelsea LaPlante	Principal	0.7
Cynthia Orta	Teacher	0.44
Elizabeth Campos	Teaching Assistant	1
Erica Lane	Teaching Assistant	1
Evelyn Johnston	Teaching Assistant	0.5
Jocelyn Gonzalez	Teacher	0.5
John Hebert	Assistant Principal	0.7
Julia Flores	Teacher	0.44
Minerva Garcia	Teacher	0.35
Noemi Long	Teacher	0.44
Shelley Hellstern	Teaching Assistant	1
Stephanie Boggs	Teacher	0.5

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Kendra Benedict	Prekindergarten Teacher	Title I	1
Melissa Estes	Prekindergarten Teacher	Title I	1

Campus Funding Summary

Title I Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Learning A-Z: RAZ Kids and Reading A-Z		\$3,034.71
4	1	1	PLC at Work Conference for 9 staff members		\$6,921.00
Sub-Total					\$9,955.71