Spring Branch Independent School District

Westwood Elementary School

2021-2022 Campus Improvement Plan

Mission Statement

WWE is committed to the personal growth of our learning community. We are dedicated to nurturing resiliency in individuals which will lead them on a successful path of learning. We will foster meaningful relationships with our students and parents and promote a strong work ethic which will follow them to and through their educational experiences.

Vision

We will be a community of empowered learners in an atmosphere of mutual respect and trust,

which will optimize student's limitless learning potential.

Core Values

Every Child: We put students at the heart of everything we do.

Collective Greatness: We, as a community, leverage our individual strengths to reach challenging goals.

Collaborative Spirit: We believe in each other and find joy in our work.

Limitless Curiosity: We never stop learning and growing.

Moral Compass: We are guided by strong character, ethics and integrity.

Core Characteristics of a T-2-4 Ready Graduate

Academically Prepared: Every Child finds joy in learning, has a learner's mindset and is motivated and equipped with the knowledge, skills and competencies to succeed in life.

Ethical & Service-Minded: Every Child acts with integrity, is personally responsible for their actions and is a civically-engaged community member.

Empathetic & Self-Aware: Every Child appreciates differences, forms secure relationships and cares for their own and others' emotional, mental and physical health.

Persistent & Adaptable: Every Child is fueled by their own passions, interests and goals and perseveres with confidence and courage.

Resourceful Problem-Solver: Every Child thinks critically and creatively and applies knowledge to find and solve problems.

Communicator & Collaborator: Every Child skillfully conveys thoughts, ideas, knowledge and information and is a receptive and responsive listener.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Westwood Elementary had 555 students reported on PEIMS this year. We are a K-5th grade one way dual language and Leader In Me Elementary School.

Demographics are as follows:

Subgroups	# out of 549	%
AA	31	4.9
Hispanic	469	79.3
White	34	5.5
Asian	3	.4
Multi Race	10	1.7
Econ. Dis.	366	66.2
ELL	391	70.4
At Risk	521	95.
Mobility		
Bil/ESL Program	346	62.8
GT	19	3.4
Special Ed.	72	12.4

Grade Level/Program	# Classroom Teachers
Kinder MS	2
Kinder Bil	2
1st MS	2
1st BIL	2
2nd MS	1
2nd BIL	2
3rd MS	2
3rd BIL	3
4th MS	2
4th BIL	2
5th MS	2

Grade Level/Program	# Classroom Teachers
5th BIL	2

We have the following teachers/staff working with students:

Instructional Support

Support	Grade Levels/Programs
Bil MCL Specialist	K-1
MCL Specialist	2-3
MCL Specialist	4th
Bil MCL Specialist	5th
Associate Teacher	K-4 At Risk Students
4 Teachers and 1 Asst.	Special Ed.
LEP Asst.	ESL Students

SEL/Parent Support

2 CIS	Monthly Parent Meetings and Laisons from school to community. Provides mentors for students. Also provides 40 student case load to support students with the most needs
Counselor	Works with students by class and small/individual groups as needed. She is also our Leader in Me Coordinators
BGC Program	Provides afterschool programing, community support and parent meetings
PTA	Active PTA that provides events to support our community

Demographics Strengths

Westwood learning community is committed to working together to support each other. Parents, community businesses and staff provide resources and are actively involved in their childs education. We have a diverse representation on our campus that is supportive of each other. We have high expecatons for our learning community. We have parents that volunteer to support our teachers by helping with projects and supporting teachers. They are active participants in our Campus Improvement Team and our PTA.

Our campus is a Leader In Me campus which allows all our teachers to take leadership roles and have voice in developing leadership, positive culture and strengthening our academics. It also allows our students to take ownership of the learning and build strong character skills.

Student Learning

Student Learning Summary

Formative Data: Our Formative Data indicates that our students made improvement each benchmark.

 Summative: Our students end of year progress on STAAR, TELPAS, MAP and Running Records. Our STAAR data did indicate that that are students data decreased overall in math and reading. Our Running records indicated an increase in our students overall reading levels.

Westwood's utilized our PLCs to create formative assessments throughout the year. We documented and analyzed data on at least a three week period. We utilized a 48 hour turn around to support collaborative deep dive analysis with teachers to support instructional needs both whole group and individually to support her students needs. All data was accumulated during each assessment on our Google drive and broken down by our demographics to support continual progress. We utilized the same timeline and process for running records to support our students reading in K-5th as they did not create assessments in reading only math.

As this was not a year that we would be rated. Our campus will continue to be projected at our 2019 status which was   a "D" rating:

Domain 1: Student Achievement at all 3 levels: 62%

Domain 2A: Student Progress: 57%

Domain 2B: Relative Performance ED Comparison to Domain 1: 69%

Domain 3: ESSA Domain (System Safe Guards): 61 %

Based on Preliminary data our STAAR indicates we made progress in all Domains.

Longitudinal Data:

	Target Score	2015-16	2016-2017
Index 1: Student Achievement	60	57	56
Index 2: Progress	32	35	29
Index 3: Closing Performance Gap	28	31	31
Index 4: Post-Secondary Readiness	12	20	20

	2017-18	2018-2019	
Index 1 Student Performance	70	62	-8

Index 2 Academic Growth	60	57	-3
Index 2B Relative Performance	71	69	-2
Index 3 Closing the Gap	N/A	61	See Below for Info.

Our overall STAAR scores in 2020 - 21

Subject	Approaches	Meets	Masters
Reading	48	19	5
Math	44	18	6
Writing	42	14	2
Science	34	7	0

WWE aggregate MAP data:

- Percent of students with a CGI of zero or higher in math – **58**%
- Percent of students with a CGI of zero or higher in reading – **40**%

TELPAS Data: Met composite score 42 (only needed 36) Area to continue to develop is listening and speaking.

Student Learning Strengths

Formative Data: Overall our running record data indicated growth in all grade levels. This also included transition from Spanish to English in 2nd and 3rd grade althrough they were not on grade level they were only one level below.

Our benchmark data showed improvement in our meets and masters throughout the year in both reading and math.

Summative Data:

In relation to STAAR our two areas that showed either growth or stayed consistent were in the following:
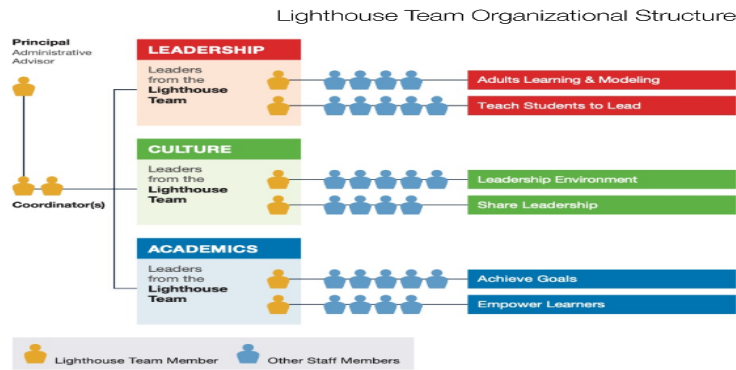
- 5th grade reading (+3) and math (+4)
- 4th grade writing

School Processes & Programs

School Processes & Programs Summary

Westwood's **Organizational Structure** supports a focus on leadership, culture (SEL) and academics. Staff take leadership roles in one of the following:

Curricular focus supports literacy, numeracy and eliminating the academic gap for our ELs to allow them to be successful. This year we will work with our LIM representative and seek additional training to support our students academic growth. Our campus utilizes PLC protocols to support best practices and individualizing instruction for our students.

Our **support structures** consist of a campus assessment and instruction lead that supports with our RTI work. We have 4 MCLs that support K-1, 2-3, 4th and 5th grades in planning and instruction. We also have a lead mentor that supports our grade level mentors that support new teachers to our campus.

Programs on our campus consist of adaptive software to integrate with instruction, TC that supports literacy development and flex grouping that supports both math and literacy development. We have 2 Vanguards that support and provide trainings related to integrating technology and how to utilize our Its Learning platform.

Administration provides leadership collaboration with our leads of our lighthouse on a regular basis and attend all planning sessions to ensure alignment. Walkthroughs are conducted to provide feedback to teachers to support professional growth and alignment to essential standards. New teachers meet with the principal on a weekly basis in the fall to ensure the needs and understanding of campus expectations. Administration also attends recruiting with MCLs at least twice a year.

WWE Processes

Instructional Processes	Organizational Processes	Administrative Processes	CIP Processes	Programs
Curriculum	Data Teams	Scheduling	Data Analysis	ESL/BIL
Instruction	Leadership	Discipline	Mission	Sped
Assessment	RTI	Data Collection	Vision	Intervention
	Coaching		Professional Development	

School Processes & Programs Strengths

The following are our strengths related to school processes and programs:

- Our Instructional framework that focuses on a PLC approach.
- Master schedule that supports LIM instruction, flex grouping in both reading and writing
- LIM organizational structure
- Roles and responsibilities are clearly communicated
- RTI approach
- TCRWP work and planning
- Fidelity to Dual Language Program
- Protocols to support collaboration during planning and data reflection

Perceptions

Perceptions Summary

This year, Covid effected our Attendance rate significantly. This past year, many of our parents struggled financially. Our number of families living together has increased significantly. Our CIS worked with parents to support their needs.

We had a group of staff members participate and implement strategies outline in the book study Conscious Discipline. This summer we have a committee reviewing our discipline plan and making adjustments. They will be providing a training for our staff.   We dedicated half of our faculty meetings to devote to our LIM committee work to support the implementation of LIM.

Our Panorama data indicated that although our Teacher-Student relationships are our highest score (**82%**) we have been working on how students interact with each other (respect towards each other **56%**). We have continued to study how to support our students soft skills to allow them to understand their "why" they need to take more ownership of their learning which should impact how they work together. We will be continuing to work with teachers on how to utilize the play list and create trainings to support them in helping our students in this area. This year there is a new function that will allow us to develop groups to support students based on Panorama data. We will utilize this data so that our counselor and teachers can work together to support our students needs. This year we will continue to work with our teachers to incorporate Leader in Me with fidelity.

Safety has continued to be an issue on our campus due to issues happening in our community. We continue to have 4 students that were in crisis from last year and had 2 more students came to our school that had disciplinary issues. We recieved our district's System of Care support, our counselor and CIS worked together with administration to support our students who were in crisis. Our special ed. team created a crisis plan as 2 of the students were students recieving services. All 6 students were getting support and have been provided the accommodations and programming they need for this year to support them. 2 of them did make alot of progress that made improvements in their behavior and academics. We will continue to work with them this year.

This year we continued to implement Leader in Me initiative to support our students leadership, SEL and academic development. We are working with a LIM representative that is aligning our mission statement with how we organize and work with each other. We have already seen to impact and look forward to continued development in helping us upport our students leadership skills through Coveys 7 Habits. We will be participating in trainings this year related to The Leader in Me and begin our second year as a LIM campus.

In relation to retentions we did not have any retentions due to COVID-19. We will be providing formative data at the beginning of the year to develop our flex grouping and additional instructional needs for our students. Students reading below reading level and who struggled during our virtual instruction attended a virtual summer school and also attended a literacy program.

Perceptions Strengths

Our strength is our staff's ability to embrace the needs of our students and work collaboratively to support them through lessons, community circles and in town hall meetings by grade level. Students and Families trust our teachers and show it through their perceptions on our Panorama data. Our culture this past year was on developing a learning environment that supports students having voice and taking leadership in their learning.

Our areas of focus is developing a PLC approach that focuses on meeting the needs of our students and utilizing RTI to support just in time instruction/intervention. We have restructured our organizational structure to support our focus. Our teachers are attending trainings to understand the process and put it into practice. Our instructional support staff focuses on building our PLC approach with the understanding of how to support through our core values:

Every Child   Collective Greatness   Collaborative Spirit   Limitless Curiosity   Moral Compass

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
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements
- Covid-19 Factors and/or waivers

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Federal Report Card Data
- Community Based Accountability System (CBAS)

Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- STAAR released test questions
- STAAR EL progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, 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

- 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
- 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
- Evaluation(s) of professional development implementation and impact
- TTESS 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
- Action research results

Goals

Goal 1: STUDENT ACHIEVEMENT. Every Westwood Elementary School student will master rigorous academic standards to ensure college and career readiness.

Performance Objective 1: ACHIEVEMENT: By June 2022, Westwood Elementary School will increase student performance on STAAR Grades 3-5 exams in reading and math by at least 20 points at each performance level (approaches, meets, masters).

2020-21: Reading: 48% (approaches), 19% (meets), 5% (masters); Math: 44% (approaches), 18% (meets), 6% (masters)
2019-20: Not Rated due to COVID
2018-19: Reading: 67% (approaches), 27% (meets), 24% (masters); Math: 72% (approaches), 31% (meets), 15% (masters)
2017-18: Reading: 66% (approaches), 29% (meets), 10% (masters); Math: 71% (approaches), 32% (meets), 10% (masters)

Targeted or ESF High Priority

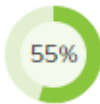**Evaluation Data Sources:** STAAR 3-8 Reports

Strategy 1 Details	Formative Reviews		
Strategy 1: To support the continual work on Rigor and Relevance our staff will be engaged in trainings to support Project Based Instruction, critical thinking and students academic needs into their instruction to support students learning of concepts and skills. To continue to provide training and materials for our Primary Action Based Lab for student to utilize movement by engaging different parts of the brain to support their development. Continue to develop lessons that incorporates critical thinking and real world experiences such as, but not exclusive to: Hands on Real World Project Based Community Service Projects Scenario Based Instruction.	**Formative**		
	Oct	**Jan**	**Apr**
	20%		
Strategy's Expected Result/Impact: PD Attendance Rosters Lesson Plans Report Cards Walkthroughs STAAR/TELPAS **Staff Responsible for Monitoring:** Administration MCLs Leadership Team **Title I Schoolwide Elements:** 2.4, 2.5 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** Substitutes - 211 - Title I, Part A - 6112 - $9,000, Webinars (Teachers and Admin) - 211 - Title I, Part A - 13.6499 and 23.6499 - $1,000, Employee Travel - 211 - Title I, Part A - 6411 - $1,000, Region 4 - 211 - Title I, Part A - 6239 - $1,000			

Strategy 2 Details	**Formative Reviews**		
Strategy 2: Technology: Continue to provide software and online programs that supports the integration of technology into instruction to support students utilization within their learning/products/presentation.	**Formative**		
	Oct	**Jan**	**Apr**
Strategy's Expected Result/Impact: Teacher Technology Implementation Survey Lesson Plans Student Products **Staff Responsible for Monitoring:** Principal AP MCLs Librarian Technology Committee **Title I Schoolwide Elements:** 2.4 - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers **Funding Sources:** Software - 211 - Title I, Part A - 6397 - $7,000	50%		

Strategy 3 Details	**Formative Reviews**		
Strategy 3: Provide training for teachers on how to integrate technology TEKs to support integration into core academic areas. Provide on going training for staff on how to utilize technology to support collaborating globally to reinforce integrating skyping, blogging and other forms of media during classroom instruction.	**Formative**		
	Oct	**Jan**	**Apr**
Strategy's Expected Result/Impact: PD Attendance roster Walkthrough Observations Lesson Plans Teacher Blogs and other Media sites **Staff Responsible for Monitoring:** Administration Technology Rep. Technology Committee **Title I Schoolwide Elements:** 2.4 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers	30%		

Strategy 4 Details	Formative Reviews		
Strategy 4: Monitoring Students Progress: Meet as teams to desegregate both Common and District Assessment data and identify strengths, gaps and needs of our students. Teams will develop grade level goals throughout the year to support overall academic growth and reflect and adjust instruction to support each subgroup as needed. Grade level teams meet at least once a week to discuss and develop instructional plans and reflect on how assessing students understanding of skills/concepts taught utilizing WWE Instructional Framework. Provide assessment resources to support teachers alignment between intended and taught curriculum. Continue posting up data for WIGs in student portfolios and Scoreboards bulletin board.	Formative		
	Oct	Jan	Apr
Strategy's Expected Result/Impact: Walkthrough Observations Lesson Plans Report Cards STAAR/TELPAS Meeting Agendas and Minutes Instructional Plans **Staff Responsible for Monitoring:** Administration Leadership Team MCLs Grade Level Teams **Title I Schoolwide Elements:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction	60%		

Strategy 5 Details	Formative Reviews		
Strategy 5: Provide after school programs that demonstrates college readiness through the completion of rigorous programs such as, but not limited to: Readers Theater, STEM Class, Legos and Robotics, Coding, Leader in Me Student Led Programs.	Formative		
	Oct	Jan	Apr
Strategy's Expected Result/Impact: After-school program roster Report cards STAAR/TELPAS Data Attendance **Staff Responsible for Monitoring:** Administration Leadership Team **Title I Schoolwide Elements:** 2.4, 2.5 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	40%		

Strategy 6 Details	Formative Reviews		
Strategy 6: Provide computers/technology to support students to work on online applications and Project Based activities that support differentiated instruction and the utilizing our MLS Platform.	Formative		
	Oct	Jan	Apr
Strategy's Expected Result/Impact: After-school Program Rosters District/Common Assessments Report Cards STAAR/TELPAS Data Attendance **Staff Responsible for Monitoring:** Administration Leadership Team **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	70%		

Strategy 7 Details	Formative Reviews		
Strategy 7: Provide supplemental At-Risk services/support in the content areas: Language Arts, Math, Science and Social Studies. We will continue to monitor and evaluate our programs by continually collaborating and working through our leadership team, team leaders and grade level meetings on an ongoing basis to provide the support that is needed systemically to in individual teachers. They will provide this support through: * Provide MCLs to work with teachers to support instructional needs. * Our MCLs and TC instructional Specialist will work with teachers on instructional needs and model lessons as needed. * We will provide an Associate Teacher to work with students to support instructional needs. * Our librarian will continue to provide educational resources and media	Formative		
	Oct	Jan	Apr
Strategy's Expected Result/Impact: STAAR/TELPAS District Assessments Report Cards ILT Minutes Walkthroughs observations Attendance Rosters for PD **Staff Responsible for Monitoring:** Principal AP Librarian MCLs **Title I Schoolwide Elements:** 2.4, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Funding Sources:** Support Personnel (Associate Teacher) - 211 - Title I, Part A - 6129 - $40,786, Professional Salary (MCLs) - 211 - Title I, Part A - 6119 - $110,431	50%		

Strategy 8 Details	Formative Reviews		
Strategy 8: Special Ed. - Monitor LRE ratio. Develop campus capacity to support inclusive programming for students with disabilities.	**Formative**		
Evaluate campus LRE ratio. We will continue to develop and implement levels of support plan and monitor its effectiveness on a bimonthly basis. Special Ed. Staff will attend district level trainings on differentiation and modifications to meet students IEPs. We will provide additional time to inclusion teachers and special ed. staff to discuss student needs and provide opportunities for effective co-teaching. Provide portfolios with IEP's for every staff member who has a special ed. student. Provide additional support for students needing accommodations during STAAR testing. **Strategy's Expected Result/Impact:** LRE Campus ration annual report STAAR/TELPAS District Assessments **Staff Responsible for Monitoring:** Principal AP Special Ed. Staff Diagnostician Inclusion Teachers **Title I Schoolwide Elements:** 2.4 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** Instructional Supplies - 199 PIC 23 - Special Education - 6399 - $1,410	**Oct**	**Jan**	**Apr**
	50%		

Strategy 9 Details	Formative Reviews		
Strategy 9: Provide math training for our teachers that supports Math Workshop utilizing a Math Block Time Frame and supports our	**Formative**		
students application of grade level TEKs. **Strategy's Expected Result/Impact:** Attendance Report Card Grades STAAR/TELPAS District Assessments **Staff Responsible for Monitoring:** MCLs Administration Campus MIS **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Targeted Support Strategy**	**Oct**	**Jan**	**Apr**
	55%		

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

Goal 1: STUDENT ACHIEVEMENT. Every Westwood Elementary School student will master rigorous academic standards to ensure college and career readiness.

Performance Objective 2: EARLY LITERACY: By June 2022, Westwood Elementary School will increase the combined % of students reading On Grade Level or Above Grade Level on the End-of-Year Running Records assessment in each primary grade, K, 1, and 2, by 25 percentage points or ≥ to 85%.

2020-21: Kindergarten 67% On Grade Level or Above Grade Level; 1st Grade: 56% On Grade Level or Above Grade Level; 2nd Grade: 38% On Grade Level or Above Grade Level

HB3 Goal

Evaluation Data Sources: Running Records End-of-Year Report

Strategy 1 Details	Formative Reviews		
Strategy 1: Purchase and Provide Supplemental materials to support students maintenance of core area TEKS.	**Formative**		
Strategy's Expected Result/Impact: District Assessments PD Attendance reports Campus walkthrough forms Lesson Plans Report Card Grades STAAR/District/ Common Assessments **Staff Responsible for Monitoring:** MCLs Administration Core Curriculum Leadership Team **Title I Schoolwide Elements:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** Instructional Supplies/Materials - 199 PIC 30 - At Risk School Wide SCE - 6399 - $5,560, Instructional Materials - 211 - Title I, Part A - 6399 - $15,813, Misc. Operating Expenses - 199 PIC 11 - Instructional Services - 6499 - $1,045, Misc. Copier Maintenance - 199 PIC 11 - Instructional Services - 6269 - $2,000, Reading Materials including periodicals - 199 PIC 11 - Instructional Services - 6325 - $1,000, Reading Materials for At Risk Students - 199 PIC 30 - At Risk School Wide SCE - 6329 - $3,000, Reading Materials including periodicals - 211 - Title I, Part A - 6329 - $6,000	**Oct**	**Jan**	**Apr**
	60%		

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

Goal 1: STUDENT ACHIEVEMENT. Every Westwood Elementary School student will master rigorous academic standards to ensure college and career readiness.

Performance Objective 3: GAP-CLOSING: By June 2022, Westwood Elementary School will increase overall performance on STAAR Grades 3-5 exams to narrow the gap or improve performance above the target by at least 15 percentage points for English Learners.

2020-21: English Learners 22%; non-English Learners 28%
2019-20: Not Rated due to COVID

Targeted or ESF High Priority

Evaluation Data Sources: State Accountability Report Domain 1

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide Training for teachers on how to accommodate and meet individual education plans to support students academic needs.	**Formative**		
Strategy's Expected Result/Impact: Sign in Sheet Agenda Walkthrough Observations Report Cards STAAR/TELPAS EOY Reading Levels **Staff Responsible for Monitoring:** Spec. Ed. Team Dyslexia Specialist Administration **Title I Schoolwide Elements:** 2.4 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction	**Oct**	**Jan**	**Apr**
	75%		

Strategy 2 Details	Formative Reviews		
Strategy 2: ELL Development: Continue to develop our Dual Language program into our K - 5th grade bilingual classrooms to support students conceptual understanding of concepts and skills in their 2nd language. Continue to provide training for staff to support the implementation of the English Proficiency Standards (ELPS) for L2 students. Provide our bilingual/ESL students who show a need of English development tutorial/intervention support.	Formative		
	Oct	Jan	Apr
Strategy's Expected Result/Impact: PD Attendance Rosters Walkthrough Observations Lesson Plans Report Cards STAAR/TELPAS EOY Reading Levels **Staff Responsible for Monitoring:** Administration Bilingual Committee Campus Bilingual Rep. **Title I Schoolwide Elements:** 2.4, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Funding Sources:** Bil/ESL Other reading materials - 199 PIC 25 - ESL/Bilingual - 6329 - $3,185, Bil/ESL Instructional Materials - 199 PIC 25 - ESL/Bilingual - 6399 - $3,900			

Strategy 3 Details	Formative Reviews		
Strategy 3: Provide professional development to Teachers, Administrators and CIT that increases knowledge and skills related to:	**Formative**		
Support our staffs instructional skills for improving teaching and learning (CIT members will be invited to attend these trainings):	**Oct**	**Jan**	**Apr**
*Vertical alignment meetings between grade levels. *Integration of technology into curricula and instruction for improving teaching, learning and technology *State Curriculum standards (TEKS) in the content areas of English/Language Arts, Social Studies, and/or Science, and/ or math. *Continue discussions on the implementation of One-Way Dual Language to ensure fidelity to the program *This includes oppotunities for teachers to be coached, attend sustained training/DSDD/Workshop and/or conferences together with structured follow-up on small group instruction.			
Strategy's Expected Result/Impact: Implementation Survey Teacher Appraisals Panorama Survey Reading Levels Report Cards STAAR/TELPAS Common/District Assessments			
Staff Responsible for Monitoring: Administration MCLs Team Leaders Instructional Leadership Team			
Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction			
Funding Sources: Other reading materials (PD Book Studies) - 199 PIC 99 - Undistributed - 6329 - $1,000, Substitutes (Teachers and other Professionals) - 199 PIC 11 - Instructional Services - 6112 - $3,000, Admin. Employee Travel (Conf., Registration) - 199 PIC 99 - Undistributed - 6411 - $1,000, Employee Travel (Conf., Workshops and Registration Fees for PD (Teachers) - 199 PIC 11 - Instructional Services - 6411 - $1,000			

Strategy 4 Details	Formative Reviews		
Strategy 4: Study Trips and Campus Presentations to provide experiences for students to support classroom curriculum and instruction in at	**Formative**		
least one content area. K-5th grade level selected study trips Program specific study trips College Awareness/ Focus of Study Trips Grade level Presentations	**Oct**	**Jan**	**Apr**
Strategy's Expected Result/Impact: STAAR/TELPAS Report Cards Lesson Plans			
Staff Responsible for Monitoring: Administration Team Leaders			
Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Connect high school to career and college - **ESF Levers:** Lever 5: Effective Instruction			
Funding Sources: Admissions - 211 - Title I, Part A - 6412 - $3,000, Student Travel - 199 PIC 11 - Instructional Services - 6412 - $150, Transportation - 199 PIC 11 - Instructional Services - 6494 - $500, Transportation - 211 - Title I, Part A - 6494 - $3,000			

Strategy 5 Details	Formative Reviews

Strategy 5: Academic Events continue to differentiate parental involvement activities on our campus to meet specific student and parent needs:	**Formative**		
Incorporate Curriculum Night as part of our Open House Activities STAAR Information Meeting Interdisciplinary (Science/Math/ Technology) Night 2nd - 5th Grade Testing Info. Nights	**Oct**	**Jan**	**Apr**
Strategy's Expected Result/Impact: Number of parents attending (Sign in sheet) Panorama Survey			
Staff Responsible for Monitoring: Administration Family Library Night Coordinator Librarian MCLs Core Curriculum Cadre Chairs			
Title I Schoolwide Elements: 3.2 - **ESF Levers:** Lever 1: Strong School Leadership and Planning			
Funding Sources: Overtime (Paras) - 199 PIC 99 - Undistributed - 6121, Supplies and Materials - 211 - Title I, Part A - 6399 - $1,000			

Strategy 6 Details	Formative Reviews

Strategy 6: Continue our after school tutorial programs and extended learning through summer programming that support Language Arts and Math of at risk students.	**Formative**		
	Oct	**Jan**	**Apr**
Strategy's Expected Result/Impact: After-school Program rosters District/Common Assessments Report Cards STAAR/TELPAS Data			
Staff Responsible for Monitoring: Administration Leadership Teams Grade Level Team Leaders			
Title I Schoolwide Elements: 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction			
Funding Sources: Tutorials Paras - 211 - Title I, Part A - 6121 - $3,500, Tutorials - 211 - Title I, Part A - 6116 - $18,000			

Strategy 7 Details	Formative Reviews

Strategy 7 Details			
Strategy 7: Provide Take Home Reading Books for K-3rd grade to bridge student learning from classroom to home to support home/school connection that develops students reading skills. Provide at least 2 parent trainings on how to utilize take home reading books at home to support students literacy development.	**Formative**		
	Oct	**Jan**	**Apr**
Strategy's Expected Result/Impact: Sign in sheet for parent meetings EOY reading assessment Student Progress on Report Card **Staff Responsible for Monitoring:** Classroom Teachers MCLs Principal AP **Title I Schoolwide Elements:** 2.6, 3.1 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction			

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

Goal 1: STUDENT ACHIEVEMENT. Every Westwood Elementary School student will master rigorous academic standards to ensure college and career readiness.

Performance Objective 4: STUDENT GROWTH: By June 2022, Westwood Elementary School will increase the % of students who meet or exceed conditional growth index (CGI) targets on Measures of Academic Progress: Reading (K-5) increase by 15 points, Math (K-5) increase by 15 points.

2020-21: Reading - 37% met CGI; Math - 48 % met CGI
2019-20: Not Rated due to COVID
2018-19: Reading - 42% met CGI; Math - 51% met CGI
2017-18: Reading - 40% met CGI; Math - 58% met CGI

Evaluation Data Sources: Measures of Academic Progress (MAP) Reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide trainings and planning time on utilizing MAP data as well as on going formative data to support effective instructional strategies (small group, workshops, flex groups, Do Nows, etc..).	**Formative**		
	Oct	**Jan**	**Apr**
Strategy's Expected Result/Impact: District Assessments PD Attendance Reports Campus Walkthrough forms Lesson Plans Report Card Grades Common Assessments STAAR/District Assessment Data MAP Assessments **Staff Responsible for Monitoring:** MCLs Principal/AP **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction			

Strategy 2 Details	Formative Reviews		
Strategy 2: Continue to provide opportunities for teachers to attend trainings to support Blended learning and developing lessons with effective teaching points to support students needs. Trainings will focus in the following areas: Project Based Learning It's Learning Platform implementation TCRWP Incorporating Rubric **Strategy's Expected Result/Impact:** District Assessments PD Attendance Reports Campus Walkthrough forms Lesson Plans Report Card Grades Common Assessments STAAR/District Assessment Data MAP Assessments **Staff Responsible for Monitoring:** MCLs LA Cadre **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	**Formative**		
	Oct	**Jan**	**Apr**

Strategy 3 Details	Formative Reviews		
Strategy 3: K-5 will implement teachers college Reading Projects Units of study. Teachers will be provided training on how to utilize literacy materials from TCRWP (reading kits, mentor text and their classroom libraries). **Strategy's Expected Result/Impact:** PD Attendance Report Campus Walkthroughs MAP Assessments STAAR Running Records Common Assessments **Staff Responsible for Monitoring:** WWE Teachers MCLs ILT Principal AP **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	**Formative**		
	Oct	**Jan**	**Apr**

Strategy 4 Details	Formative Reviews

Strategy 4: Continue to provide training on small group/differentiated instruction to support implementation in classrooms through: Reading Workshop Approach that supports Balanced Literacy Vocabulary Development	**Formative**		
	Oct	**Jan**	**Apr**
Strategy's Expected Result/Impact: PD Attendance Roster Walkthrough Observations Lesson Plans Report Cards STAAR/TELPAS MAP Assessments **Staff Responsible for Monitoring:** Principal AP MCLs TC Instructional Specialist **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction			

Strategy 5 Details	Formative Reviews

Strategy 5: Continue to provide ongoing training on the utilization of our WWE instructional framework to support a data driven culture that allows teachers to inform their daily instruction through informative assessments such as, but not limited to: Running Records miscues, common assessments, anecdotal records, etc.... in order to create individualized plans for at risk students that need support.	**Formative**		
	Oct	**Jan**	**Apr**
Strategy's Expected Result/Impact: PD Attendance Roster Walkthrough Observations Lesson plans Report Cards STAAR/TELPAS MAP Assessments **Staff Responsible for Monitoring:** Principal AP MCLs Classroom Teachers **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction			

Strategy 6 Details	Formative Reviews		
Strategy 6: Provide training and resources to support differentiated/flex/small group instruction in difficult math concepts through:	**Formative**		
Problem Solving Guided Math utilization of Adaptive Software Academic Station that support At risk to GT Level	**Oct**	**Jan**	**Apr**

Strategy's Expected Result/Impact: District Assessments
PD attendance reports
Campus walthrough forms
Lesson Plans
Report Card Grades
STAAR/District Assessment Data
MAP Assessment
 	
    Staff Responsible for Monitoring: Principal
Asst. Principal
MCL's
 	
    Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4:
High-Quality Curriculum, Lever 5: Effective Instruction			

Strategy 7 Details	Formative Reviews		
Strategy 7: Continue to provide training on Sheltered instruction to support development in algebraic reasoning/problem solving. Teachers	**Formative**		
will create anchor problem solving samples by grade level to support alignment to TEKS/multiple measures. All teachers will attend on going training on PVR and language objectives to support Sheltered instruction.	**Oct**	**Jan**	**Apr**

Strategy's Expected Result/Impact: District Assessments
PD attendance reports
Campus walkthrough forms
Lesson Plans
Report Card Grades
STAAR/District Assessment Data
MAP Assessment
    Staff Responsible for Monitoring: Principal
Asst. Principal
MCLs
    Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5:
Effective Instruction			

Strategy 8 Details	Formative Reviews		
Strategy 8: Provide ongoing training on the utilization of data to support a data driven culture that allows teachers to inform their daily instruction through informative assessments and and teaching points.	**Formative**		
	Oct	**Jan**	**Apr**
Strategy's Expected Result/Impact: District & Common Assessments PD Attendance Roster Campus Walkthrough forms Lesson Plans Report Card Grades STAAR Math MAP Assessment **Staff Responsible for Monitoring:** Principal AP ILT Math Teachers **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **ESF Levers:** Lever 1: Strong School Leadership and Planning			

Strategy 9 Details	Formative Reviews		
Strategy 9: Provide adaptive software to be able to check students understanding, mastery and additional needs in specific math skills.	**Formative**		
	Oct	**Jan**	**Apr**
Strategy's Expected Result/Impact: District & Common Assessments Campus Walkthrough forms Lesson Plans Report Card Grades STAAR Math MAP Assessment **Staff Responsible for Monitoring:** Principal AP MCLs Math Teachers **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math			

Strategy 10 Details	Formative Reviews		
Strategy 10: Continue to utilize our primary math action lab to integrate math skills through hands on kinesthetic learning to support students memory retention of: Numeracy Math Facts	**Formative**		
	Oct	Jan	Apr

Strategy's Expected Result/Impact: District & Common Assessments
    Campus Walkthrough forms
    Lesson Plans
    Report Card Grades
    STAAR
    Math MAP Assessment
    Staff Responsible for Monitoring: MCLs
    Math Teachers
    Principal
    AP
    Title I Schoolwide Elements: 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction			

Strategy 11 Details	Formative Reviews		
Strategy 11: Continue to implement Project Based Units that integrate math TEKs to support students application of difficult math concepts by utilizing, but not limited to: STEM Scopes BIE Gold Standard Lessons Khan Academy	**Formative**		
	Oct	Jan	Apr

Strategy's Expected Result/Impact: District & Common Assessments
    Campus Walkthrough forms
    Lesson Plans
    Report Card Grades
    STAAR
    Math MAP Assessment
    Staff Responsible for Monitoring: MCL
    Math Teacher
    Principal
    AP
    Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **ESF Levers:** Lever 5: Effective Instruction			

Strategy 12 Details	Formative Reviews		
Strategy 12: Continue to provide training on how to effectively integrate reading and writing across the curriculum and how to assess students progress. Training will focus on the following areas: How to incorporate Grammar Systemically Creating and utilizing rubrics for instruction Developing effective writing products in a variety of content areas	**Formative**		
	Oct	**Jan**	**Apr**

Strategy's Expected Result/Impact: District Assessments
PD Attendance reports
Campus walkthrough forms
Lesson Plans
Report Card Grades
STAAR/District Assessment Data
MAP Assessments
    Staff Responsible for Monitoring: Campus Abydos
Trainer
LA Cadre
Principal
AP
    Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **ESF Levers:** Lever 5: Effective Instruction			

Strategy 13 Details	Formative Reviews		
Strategy 13: Teachers will analyze students writing as a team by utilizing our writing continuum and rubric to develop effective writing instruction and teaching points to support students needs.	**Formative**		
	Oct	**Jan**	**Apr**

Strategy's Expected Result/Impact: Walkthrough forms
Lesson Plans
Report Card Grades
STAAR/District Assessment Data
    Staff Responsible for Monitoring: Instructional
Specialist
Principal
AP
Language Arts
Teachers
    Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **ESF Levers:** Lever 5: Effective Instruction			

Strategy 14 Details	Formative Reviews		
Strategy 14: Purchase supplemental materials and additional resources to supplemental science instruction to support students instructional understanding of difficult concepts in science.	Formative		
	Oct	Jan	Apr
Strategy's Expected Result/Impact: District Assessment and CA's Report Cards STAAR Data MAP data Lesson Plans **Staff Responsible for Monitoring:** MCLs K-5 Science Teachers Leadership Team **Title I Schoolwide Elements:** 2.4, 2.6 - **ESF Levers:** Lever 5: Effective Instruction			

Strategy 15 Details	Formative Reviews		
Strategy 15: Purchase supplemental materials to support students maintenance and understanding of core area TEKS.	Formative		
	Oct	Jan	Apr
Strategy's Expected Result/Impact: District Assessments Report Cards Campus Walkthroughs Lesson Plans STAAR MAP Data **Staff Responsible for Monitoring:** MCLs Science Committee Principal AP Leadership Team **Title I Schoolwide Elements:** 2.4, 2.6 - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction **Funding Sources:** Instructional Supplies/Materials - 199 PIC 11 - Instructional Services - 6399 - $7,055			

Strategy 16 Details	Formative Reviews		
Strategy 16: 5th Grade will have additional focused science labs on a weekly basis that supports areas of need based on their data. Provide hands on resources and experiences during their science lab to reinforce concepts/skills that are abstract/difficult to understand.	Formative		
	Oct	Jan	Apr
Strategy's Expected Result/Impact: Walkthrough forms Lesson Plans Report Card Grades STAAR/District Assessment Data MAP Data **Staff Responsible for Monitoring:** Principal AP Science Teachers MCLs **Title I Schoolwide Elements:** 2.4, 2.6 - **ESF Levers:** Lever 5: Effective Instruction			

Strategy 17 Details	Formative Reviews		
Strategy 17: Continue to utilize our Science lab to use tools and experiment with different techniques for collecting data. They will be using models and implementing the scientific process to support scientific literacy that incorporates the 4 C's (Collaboration, communication, critical thinking and creativity).	**Formative**		
	Oct	**Jan**	**Apr**
Strategy's Expected Result/Impact: Wakthrough forms Lesson Plans Report Card Grades STAAR/District Assessment Data MAP Data **Staff Responsible for Monitoring:** Principal AP Science Lab MCLs **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **ESF Levers:** Lever 5: Effective Instruction			
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue			

Goal 1: STUDENT ACHIEVEMENT. Every Westwood Elementary School student will master rigorous academic standards to ensure college and career readiness.

Performance Objective 5: ENGLISH LANGUAGE ACQUISITION PROGRESS: By June 2022, the rate of English Learners increasing at least one Composite Score level will increase by 10 percentage points or ≥ 80%.

2020-21: TELPAS Progress Rate 66%
2019-20: Not Rated due to COVID

    Evaluation Data Sources: State Accountability Report Domain 3

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide an after school tutorial program that promotes language transfer based on students L2 academic needs.	**Formative**		
Strategy's Expected Result/Impact: Increase the number of students taking the state assessments in English by at least 10%.	**Oct**	**Jan**	**Apr**
Staff Responsible for Monitoring: Administration CAIS Bilingual Teachers 3-5 MCLs 3-5 **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction			
Strategy 2 Details	**Formative Reviews**		
Strategy 2: Provide additional academic support during the school day to support L2 transfer throughout the year. Monitor progress on a monthly basis to support instructional adjustments as needed.	**Formative**		
Strategy's Expected Result/Impact: Increase English Proficiency for our Newcomers and year 1 -4 to support students linguistic and academic acquisition.	**Oct**	**Jan**	**Apr**
Staff Responsible for Monitoring: Administration CAIS MCLs LEP Assistant Bilingual Teachers **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction			

Strategy 3 Details	Formative Reviews		
Strategy 3: Provide additional training for teachers on High Yield second language acquisition strategies such as but not limited to CLC and CLIFF to support students transition to L2.	**Formative**		
Strategy's Expected Result/Impact: TELPAS Composite Rating	**Oct**	**Jan**	**Apr**
Staff Responsible for Monitoring: Administration			
CAIS			
MCLs			
Bilingual Teachers			
Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction			

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

Goal 2: STUDENT SUPPORT. Every Westwood Elementary School student will benefit from an aligned system that supports his/her academic and social-emotional needs.

Performance Objective 1: SCHOOL CONNECTEDNESS: By June 2022, the % of Westwood Elementary School students who feel connected as both individuals and learners will increase by at least 12 points.

2020-21: 68% School Belonging
2019-20: Not Rated due to COVID
2018-19: 72% School Belonging
2017-18: 69% School Belonging

Evaluation Data Sources: Panorama Student Survey

Strategy 1 Details	Formative Reviews		
Strategy 1: Expand our training and implementation that we are doing on integrating skills to support implementation of essential skills to support a learning environment that focuses on student being self directed. Track progress every 9 weeks through our culture committee.	**Formative**		
	Oct	**Jan**	**Apr**
Strategy's Expected Result/Impact: District & Common Assessments Campus Walkthrough forms Lesson Plans Report Card Grades STAAR Math MAP Assessment Panorama Survey MRA Survey **Staff Responsible for Monitoring:** MCL Teacher Principal AP Counselor CIS Facilitator CSHAC/SEL Rep. **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers **Funding Sources:** Other reading materials (Teachers) - 211 - Title I, Part A - 6329 - $2,000	50%		

Strategy 2 Details	Formative Reviews		
Strategy 2: Character Development: Continue to provide training and support Leader in Me curriculum and social-emotional learning (character education is social emotional learning); incorporate Character Strong lessons. Support teachers to integrate into: their instructional lessons to support a positive learner centered culture. Our Counselor will be providing classroom lessons on character development. She will provide reinforcement activities after lessons to reinforce understanding of concepts. Teachers will recommend students to receive recognition through our "Shout outs" Announcement that are given during Monday morning assemblies. Westwood will identify one student at the campus and district level who demonstrates strong ethical behavior all year.	**Formative**		
	Oct	**Jan**	**Apr**
Strategy's Expected Result/Impact: PD Attendance Roster Lesson Plans Discipline Records Panorama Survey Data MRA Survey Data **Staff Responsible for Monitoring:** Counselor Principal AP CSHAC/SEL Representatives Teachers **Title I Schoolwide Elements:** 2.4 - **ESF Levers:** Lever 3: Positive School Culture	50%		

Strategy 3 Details	Formative Reviews		
Strategy 3: Provide training on mentoring and deepen our understanding of how to utilize goal setting to support working with students. Students will work with their mentor/teacher to develop goals that will monitor and reflect on throughout the year to support their progress in meeting end of year expectations.	**Formative**		
	Oct	**Jan**	**Apr**
Strategy's Expected Result/Impact: PD Attendance Roster Lesson Plans Discipline Records Panorama Survey Data **Staff Responsible for Monitoring:** Administration Classroom Teachers Counselor **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **ESF Levers:** Lever 1: Strong School Leadership and Planning	45%		

Strategy 4 Details	Formative Reviews		
Strategy 4: Mentoring: Continue seeking mentors for our students who are identified as under performing or at risk of failing. Mentors are defined as: -Adult Volunteers -Selected 4th grade level students to support selected primary students -Selected Middle/HS/College students Mentors will meet regularly with their mentee to build a positive relationship by engaging in ongoing activities through the school year.	Formative		
	Oct	Jan	Apr
Strategy's Expected Result/Impact: List of students identified by teachers Mentor Log Discipline Records Report Cards STAAR/TELPAS Panorama Survey **Staff Responsible for Monitoring:** Administration CIS Facilitator Counselor **Title I Schoolwide Elements:** 2.6 - **ESF Levers:** Lever 3: Positive School Culture	45%		

Strategy 5 Details	Formative Reviews		
Strategy 5: T-2-4 Focused: Westwood will continue to incorporate a college and career week for all our students. Provide college information in our parent center to support their awareness of grants and funds available for their children. Provide a parent information session to assist with middle school course selection and how it effects graduation requirements. Provide T-2-4 focused presentations at least 4 times a year during Monday morning assemblies.	Formative		
	Oct	Jan	Apr
Strategy's Expected Result/Impact: Sign in sheets Agendas Panorama Survey **Staff Responsible for Monitoring:** Counselor CIS Worker Principal AP **Title I Schoolwide Elements:** 3.2 - **TEA Priorities:** Connect high school to career and college	30%		

Strategy 6 Details	Formative Reviews		
Strategy 6: Provide a climate that encourages the importance of higher education and learning by displaying posters and bulletin boards. Incorporate college T-shirts on Fridays to increase students awareness of the variety of colleges available to them.	**Formative**		
	Oct	**Jan**	**Apr**
Strategy's Expected Result/Impact: End of year student surveys Student Goal Sheets in 5th grade **Staff Responsible for Monitoring:** Counselor Classroom Teachers Administration CIS Worker **Title I Schoolwide Elements:** 2.5 - **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 3: Positive School Culture	20%		

Strategy 7 Details	Formative Reviews		
Strategy 7: Parent Education Activities: Continue to provide a CIS Staff member who will conduct training's on such topics as: Eduphoria/Skyward Info. Health and Wellness Cyberbullying Homework support PBL Leader in me Community Resources	**Formative**		
	Oct	**Jan**	**Apr**
Strategy's Expected Result/Impact: CIS Parent Evaluation Parent Training Attendance Roster Panorama Survey Results **Staff Responsible for Monitoring:** CIS Worker Principal AP Counselor **Title I Schoolwide Elements:** 3.1, 3.2 - **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** Misc. Operating Expenses - 211 - Title I, Part A - 61.6499 - $700, Misc. Contracted Services - 211 - Title I, Part A - 61.6299, Reading Materials - 211 - Title I, Part A - 61.6329 - $1,400, Supplies and Materials - 211 - Title I, Part A - 61.6399 - $1,000	60%		

Strategy 8 Details	Formative Reviews		
Strategy 8: We will continue to provide at least three parenting workshops for our Westwood parents to support their children throughout their education.	**Formative**		
	Oct	**Jan**	**Apr**
Strategy's Expected Result/Impact: CIS Parent Evaluations Campus Parent Survey Parent Training Attendance roster Panorama Survey Results **Staff Responsible for Monitoring:** CIS Facilitator Principal **Title I Schoolwide Elements:** 3.2	65%		

Strategy 9 Details	Formative Reviews		
Strategy 9: Outreach Activity: Work with liaisons in each of our neighborhoods to support activities on and off campus as needed. Liaisons will meet at least two times a year to discuss community and educational needs.	**Formative**		
	Oct	**Jan**	**Apr**
Strategy's Expected Result/Impact: Attendance Roster for meetings Minutes from meeting Panorama Survey **Staff Responsible for Monitoring:** CIS Worker Counselor Principal AP **Title I Schoolwide Elements:** 3.2 - **ESF Levers:** Lever 3: Positive School Culture	10%		

Strategy 10 Details	Formative Reviews

Strategy 10: Our parents and staff will continue to work together to provide the following activities which nurture a positive learning community such as: Meet the Teacher Annual Family Event Primary Storybook Parade Musical programs Classroom Celebrations 5th Grade Moving on Ceremony	Formative		
	Oct	Jan	Apr
Strategy's Expected Result/Impact: Attendance roster for meetings PTA Minutes from meetings related to activities noted. Increase in number of parents/students participating. **Staff Responsible for Monitoring:** Principal AP PTA CIS Facilitator Librarian **Title I Schoolwide Elements:** 3.2 - **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** Security Overtime - 199 PIC 99 - Undistributed - 6121, Security and Monitoring Supplies - 199 PIC 99 - Undistributed - 6399, General Supplies (Administration) - 199 PIC 99 - Undistributed - 6399, Misc. Overtime - 199 PIC 99 - Undistributed - 6121, Misc. Overtime (Custodians) - 199 PIC 99 - Undistributed - 6121	45%		

Strategy 11 Details	Formative Reviews

Strategy 11: Provide at least two grade level information meetings to support parents understanding of grade level TEKs and home school connection. Provide a parent training on how to utilize the literacy materials in our Parent Center to use at home to support students instructional needs.	Formative		
	Oct	Jan	Apr
Strategy's Expected Result/Impact: Sign in Sheet for parent meeting End of year assessment for kinder Students progress on report cards Improvement in attendance Panorama Survey **Staff Responsible for Monitoring:** Kinder Teachers Principal AP MCLs CIS Worker **Title I Schoolwide Elements:** 3.2 - **ESF Levers:** Lever 3: Positive School Culture	35%		

Strategy 12 Details	Formative Reviews		
Strategy 12: Provide after school programs that support our students social emotional development and connection to their learning community such as, but not limited to: Kinder program and Character Building	Formative		
	Oct	Jan	Apr
Strategy's Expected Result/Impact: After-school Program roster District Assessment Report Cards STAAR/TELPAS Data Attendance Panorama Survey **Staff Responsible for Monitoring:** Administration Leadership Team **Title I Schoolwide Elements:** 2.6 - **ESF Levers:** Lever 3: Positive School Culture			

Strategy 13 Details	Formative Reviews		
Strategy 13: Provide Leader in Me training and materials (such as online program) to engage student learning and positively support the development of student social and emotional leadership skills for grades K-5th Grade.	Formative		
	Oct	Jan	Apr
Strategy's Expected Result/Impact: Discipline Data PLC Agendas/Minutes ILT Meeting Agendas/Minutes Lesson Plans **Staff Responsible for Monitoring:** Administration ILT Members Counselor **Title I Schoolwide Elements:** 2.5, 2.6 - **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** Leader in Me Contracted Services - 211 - Title I, Part A - 6299 - $5,500, Leader in Me instructional materials (students) - 211 - Title I, Part A - 6329 - $5,000, Leader in Me Annual Online Membership - 199 PIC 99 - Undistributed - 6397 - $7,000			

Strategy 14 Details	Formative Reviews		
Strategy 14: Provide programs that support our students social emotional development and connection to their learning community such as, but not limited to: Character Building Student/Parent Implementing Healthy Habits through activities based on communication, voice and confidence building.	Formative		
	Oct	Jan	Apr
Strategy's Expected Result/Impact: Discipline Data Agendas/Minutes Panorama Survey **Staff Responsible for Monitoring:** Administration CIS **Title I Schoolwide Elements:** 2.5, 2.6 - **ESF Levers:** Lever 3: Positive School Culture			

Strategy 15 Details	Formative Reviews		
Strategy 15: Every classroom will participate in a school wide Pride Time utilizing Leader in Me resources on developing students 7 Habits to support them taking ownership of their learning and character building.	Formative		
	Oct	Jan	Apr
Strategy's Expected Result/Impact: Discipline Data Panorama and MRA Survey Lesson Plans PLC Minutes/Agendas **Staff Responsible for Monitoring:** Administration ILT Classroom Teachers **Title I Schoolwide Elements:** 2.5 - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture			

Strategy 16 Details	Formative Reviews		
Strategy 16: Our Media Specialist (librarian) will continue to provide literacy programs with incentives. She will also continue to provide trainings that support the integration of technology in classrooms.	Formative		
	Oct	Jan	Apr
Strategy's Expected Result/Impact: District Reading Assessments STAAR Reading Attendance for PDs **Staff Responsible for Monitoring:** Librarian Administration Classroom Teachers MCLs **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 **Funding Sources:** Misc. Operating Expenses - 199 PIC 99 - Undistributed - 6499 - $100, Library Supplies - 199 PIC 99 - Undistributed - 6399 - $120, OtherReading Materials (Educational resources and media) - 199 PIC 99 - Undistributed - 6329 - $8,000			

Strategy 17 Details	Formative Reviews		
Strategy 17: Implement Coordinated School Health Committee to ensure that students partipate in the school's required physical activites as well as provide addmitional wellness opportunities for our families. Activites include, but not limited to: Fitness Gram	Formative		
	Oct	Jan	Apr

Wellness Night
5th Grade Track and Field Event
Human Growth and Development

Strategy's Expected Result/Impact: Event Participation Log
Panorama Survey

Staff Responsible for Monitoring: CSHAC Committee
Administration
PE Teachers
Nurse

Funding Sources: Clinic Supplies and Materials - 199 PIC 99 - Undistributed - 6399 - $750

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

Goal 2: STUDENT SUPPORT. Every Westwood Elementary School student will benefit from an aligned system that supports his/her academic and social-emotional needs.

Performance Objective 2: GUIDANCE AND COUNSELING: Each grade level will implement and support character education and social-emotional learning curriculum.

Evaluation Data Sources: Training materials and attendance rosters

Strategy 1 Details	Formative Reviews		
Strategy 1: Implementation of Character Strong Curriculum to support guidance and counseling lessons.	Formative		
Strategy's Expected Result/Impact: Increase school connectedness as measured by Panorama survey. Decrease low incident numbers in Skyward Discipline data.	Oct	Jan	Apr
Staff Responsible for Monitoring: Principal AP Counselor Teachers			
Title I Schoolwide Elements: 2.5, 2.6 - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture			

Strategy 2 Details	Formative Reviews		
Strategy 2: Provide opportunities for students to build leadership and character through a variety of experiences and activities including but not limited to Student Council and KSHAC and participation in No Place for Hate,	Formative		
Strategy's Expected Result/Impact: Increase school connectedness as measured by Panorama Survey and MRA. Decrease low incident numbers in Skyward Discipline data.	Oct	Jan	Apr
Staff Responsible for Monitoring: Principal AP Counselor CIS			
Title I Schoolwide Elements: 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture			

Strategy 3 Details	Formative Reviews		
Strategy 3: Our counselor will provide guidance lessons on resistance to peer pressure and bullying. Continue to incorporate a school wide student programs for students who are at risk which incorporates the Stand Strong, Stay Safe Curriculum and 7 Habits.	Formative		
Strategy's Expected Result/Impact: End of Year Panorama and MRA Survey Promotion/Retention Data Decrease in discipline PIEMS Report	Oct	Jan	Apr
Staff Responsible for Monitoring: Counselor Principal AP			
Title I Schoolwide Elements: 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools			
Funding Sources: Guidance and Counseling Supplies - 199 PIC 99 - Undistributed - 6399 - $500			

Strategy 4 Details	Formative Reviews		
Strategy 4: T-2-4 Focused	**Formative**		
Westwood will continue to incorporate a college and career week for all our students. Provide college information in our parent center to support their awareness of grants and funds available for their children. Provide a parent information session to assist with middle school course selection and how it effects graduation requirements. Provide T-2-4 focused presentations at least 2 times a year during schoolwide assemblies and/or broadcast.	**Oct**	**Jan**	**Apr**
Strategy's Expected Result/Impact: An increase in Parent participation Student participation in activities and awareness of T24 Report Card Grades **Staff Responsible for Monitoring:** Counselor CIS Worker Principal AP **Title I Schoolwide Elements:** 2.6, 3.2 - **TEA Priorities:** Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning			
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue			

Goal 3: SAFE SCHOOLS. Strengthen school safety by establishing and conducting Campus Safety Committee reviews throughout the school year.

Performance Objective 1: SAFETY COMMITTEE: Strengthen school safety by establishing and conducting Campus Safety Committee reviews throughout the school year.

   Evaluation Data Sources: Campus Safety Committee roster

Strategy 1 Details	Formative Reviews		
Strategy 1: CAMPUS SAFETY COMMITTEE: Establish Campus Safety Committees composed of a cross section of stakeholders to look at matters related to campus safety.	Formative		
Strategy's Expected Result/Impact: Each Campus principal will recruit a safety team and provide a roster. Each campus team will meet three times per year so that all campuses will be able to refine safety practices. **Staff Responsible for Monitoring:** Administrators **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers	Oct	Jan	Apr

Strategy 2 Details	Formative Reviews		
Strategy 2: HARRIS COUNTY DEPARTMENT OF EDUCATION: Participate in the Harris County Department of Education (HCDE) campus safety audit.	Formative		
Strategy's Expected Result/Impact: Campus will develop action plans to address any deficiencies as a result of safety audits. **Staff Responsible for Monitoring:** Administrators Safety Committee **ESF Levers:** Lever 1: Strong School Leadership and Planning	Oct	Jan	Apr

Strategy 3 Details	Formative Reviews		
Strategy 3: Create safety protocols with all necessary Personal Protective Equipment (PPEs) such as, but not limited to: visual signage, hand washing sanitizing stations, face coverings.	Formative		
Strategy's Expected Result/Impact: Attendance SBISD to School Safety Checklist Panorama CSHAC Campus Coordinator School Health Checklist **Staff Responsible for Monitoring:** Safety Officer Administration Nurse Counselor **Funding Sources:** PPE Supplies/Materials - 199 PIC 11 - Instructional Services - 6399	Oct	Jan	Apr

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

Goal 3: SAFE SCHOOLS. Strengthen school safety by establishing and conducting Campus Safety Committee reviews throughout the school year.

Performance Objective 2: EMERGENCY OPERATIONS: Develop Campus Emergency Operations Procedures (EOP) that comply with SB 11, and include Standard Operating Procedures.

Evaluation Data Sources: Campus Emergency Operation Procedures Documents

Strategy 1 Details	Formative Reviews		
Strategy 1: EMERGENCY OPERATIONS PROCEDURES: Campus EOP will align to the best practices from the Texas School Safety Center and the Standard Operating Procedures, such as the "I Love You Guys" Foundation.	Formative		
	Oct	Jan	Apr
Strategy's Expected Result/Impact: Campus EOP is turned in and filed by September 1st. **Staff Responsible for Monitoring:** Administrators			
Strategy 2 Details	**Formative Reviews**		
Strategy 2: EMERGENCY OPERATIONS PROCEDURES: Update campus EOP annually and train staff at the start of each school year.	Formative		
Strategy's Expected Result/Impact: Campus procedures maintained in campus EOPs. Staff training documents maintained. EOP submitted by September 1st.	Oct	Jan	Apr
Staff Responsible for Monitoring: Administrators Safety Committee			
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue			

Goal 4: FISCAL RESPONSIBILITY. Westwood Elementary School will ensure efficient and effective fiscal management of resources and operations to maximize learning for all students.

Performance Objective 1: FINANCIAL MANAGEMENT: Maintain high quality financial management practices so that financial resources provide the maximum possible support for T-2-4.

Evaluation Data Sources: Year-To-Date (YTD) Budget Reports (monthly, quarterly, annually)

Strategy 1 Details	Formative Reviews		
Strategy 1: Conduct frequent budget meetings with Administrative Assistant to review and manage money.	**Formative**		
Strategy's Expected Result/Impact: Error free records. Documentation of purchases and orders. **Staff Responsible for Monitoring:** Principal Administrative Assistant **Title I Schoolwide Elements:** 3.1	**Oct**	**Jan**	**Apr**
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue			

Campus Funding Summary

			199 PIC 11 - Instructional Services		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	1	Misc. Operating Expenses	6499	$1,045.00
1	2	1	Misc. Copier Maintenance	6269	$2,000.00
1	2	1	Reading Materials including periodicals	6325	$1,000.00
1	3	3	Substitutes (Teachers and other Professionals)	6112	$3,000.00
1	3	3	Employee Travel (Conf., Workshops and Registration Fees for PD (Teachers)	6411	$1,000.00
1	3	4	Student Travel	6412	$150.00
1	3	4	Transportation	6494	$500.00
1	4	15	Instructional Supplies/Materials	6399	$7,055.00
3	1	3	PPE Supplies/Materials	6399	$0.00
				Sub-Total	$15,750.00
				Budgeted Fund Source Amount	$15,750.00
				+/- Difference	$0.00
			199 PIC 23 - Special Education		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	8	Instructional Supplies	6399	$1,410.00
				Sub-Total	$1,410.00
				Budgeted Fund Source Amount	$1,410.00
				+/- Difference	$0.00
			199 PIC 25 - ESL/Bilingual		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	3	2	Bil/ESL Other reading materials	6329	$3,185.00
1	3	2	Bil/ESL Instructional Materials	6399	$3,900.00
				Sub-Total	$7,085.00
				Budgeted Fund Source Amount	$7,085.00
				+/- Difference	$0.00

199 PIC 30 - At Risk School Wide SCE					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	1	Instructional Supplies/Materials	6399	$5,560.00
1	2	1	Reading Materials for At Risk Students	6329	$3,000.00
				Sub-Total	$8,560.00
				Budgeted Fund Source Amount	$8,560.00
				+/- Difference	$0.00
199 PIC 99 - Undistributed					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	3	3	Other reading materials (PD Book Studies)	6329	$1,000.00
1	3	3	Admin. Employee Travel (Conf., Registration)	6411	$1,000.00
1	3	5	Overtime (Paras)	6121	$0.00
2	1	10	Security Overtime	6121	$0.00
2	1	10	Security and Monitoring Supplies	6399	$0.00
2	1	10	General Supplies (Administration)	6399	$0.00
2	1	10	Misc. Overtime	6121	$0.00
2	1	10	Misc. Overtime (Custodians)	6121	$0.00
2	1	13	Leader in Me Annual Online Membership	6397	$7,000.00
2	1	16	Misc. Operating Expenses	6499	$100.00
2	1	16	Library Supplies	6399	$120.00
2	1	16	OtherReading Materials (Educational resources and media)	6329	$8,000.00
2	1	17	Clinic Supplies and Materials	6399	$750.00
2	2	3	Guidance and Counseling Supplies	6399	$500.00
				Sub-Total	$18,470.00
				Budgeted Fund Source Amount	$18,470.00
				+/- Difference	$0.00
211 - Title I, Part A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Substitutes	6112	$9,000.00
1	1	1	Webinars (Teachers and Admin)	13.6499 and 23.6499	$1,000.00
1	1	1	Employee Travel	6411	$1,000.00
1	1	1	Region 4	6239	$1,000.00

211 - Title I, Part A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2	Software	6397	$7,000.00
1	1	7	Support Personnel (Associate Teacher)	6129	$40,786.00
1	1	7	Professional Salary (MCLs)	6119	$110,431.00
1	2	1	Instructional Materials	6399	$15,813.00
1	2	1	Reading Materials including periodicals	6329	$6,000.00
1	3	4	Admissions	6412	$3,000.00
1	3	4	Transportation	6494	$3,000.00
1	3	5	Supplies and Materials	6399	$1,000.00
1	3	6	Tutorials Paras	6121	$3,500.00
1	3	6	Tutorials	6116	$18,000.00
2	1	1	Other reading materials (Teachers)	6329	$2,000.00
2	1	7	Misc. Operating Expenses	61.6499	$700.00
2	1	7	Misc. Contracted Services	61.6299	$0.00
2	1	7	Reading Materials	61.6329	$1,400.00
2	1	7	Supplies and Materials	61.6399	$1,000.00
2	1	13	Leader in Me Contracted Services	6299	$5,500.00
2	1	13	Leader in Me instructional materials (students)	6329	$5,000.00
				Sub-Total	$236,130.00
				Budgeted Fund Source Amount	$236,130.00
				+/- Difference	$0.00
282 ARP21 (ESSER III Campus Allocations)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$49,000.00
				+/- Difference	$49,000.00
				Grand Total	$287,405.00

Addendums