

**Wichita Falls Independent School District**  
**West Foundation Elementary**  
**2022-2023 Campus Improvement Plan**



# Mission Statement

The Mission of West Foundation Elementary is to prepare all students to be productive, responsible and participating members of society.

## Vision

1. Develop a culture of continuous improvement and accountability that fosters student success.
2. Produce students that are globally competitive.
3. Provide safe and secure facilities that support instructional programs.
4. Promote a culture of mutual support, collaboration and community engagement.
5. Demonstrate fiscal responsibility and operating efficiency

## Value Statement

Integrity

Safety

Responsibility

Opportunity

Caring

Success in Learning

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

**Based on the 2021-22 OnData PEIMS Report, West Foundation Elementary Student Demographics are:**

#### Gender:

- Female 48.60% (208 students)
- Male 51.40% (220 students)

#### Ethnicity:

- Hispanic-Latino 20.56% (88 students)

#### Race:

- 0% is American Indian-Alaskan Native
- 6.78% (29 students) are Asian
- 8.41% (36 students) are Black - African American
- 0% (0 student) are Native Hawaiian - Pacific Islander
- 51.64% (221 students) are White
- 12.62% (54 students) are two-or-more races

#### Student by Program:

- 17.99% (77 students) are identified Special Education
- 11.68% (50 students) are identified as Gifted & Talented Program
- 7.71% (33 students) are identified as English as a Second Language (ESL)
- 7.71% (33 students) are identified at Emergent Bilingual
- 0% are identified at Bilingual
- 2.80% are identified at Dyslexia (12 students)

#### Other Student Information:

- 35.98% (154 students) of the student population is Economically Disadvantaged.
- 35.28% (151 students) of the student population is At-Risk

- 7.06% (30 students) of the student population are Limited English Proficient (LEP)
- 6.82% (29 students) of the student population are Military Connected

### **Demographics Strengths**

West Foundation Elementary has a large number of "neighborhood" students that return from year to year. West attendance rate remains high at approximately 95%. At-Risk students receive targeted assistance in reading and math. West serves grades K-5. West also serves grades 3-5 WFISD LEAP students who are identified with autism.

Students at West Foundation will be provided with multiple learning opportunities when learning new concepts. All taught concepts will be aligned with the districts scope and sequence and curriculum. All students will participate in meaningful lessons with reteach opportunities available as needed. A strong focus is on improving academic gains and filling in learning gaps with all students. Our goal is to show growth on STAAR and MAP assessment results with all students. We will also continue to focus on improved assessment scores for all students including the percentage of students scored "masters" on the STAAR test. Overall, solid steps are in place to improve the academic achievement for all students at West Foundation. Due to HB4545 all students who "did not meet" passing STAAR standard will receive a minimum of 30 hours tutoring by specifically trained staff.

District support is given to administrators, teachers, and paraprofessionals to assist the community of diverse learners that we serve. Each teacher is accountable for posting and adhering to the English Language Proficiency Standards (ELPS), which target the required curriculum for each subject including proficiency standards and level descriptors. The special education teachers work collaboratively with the general education teachers to strengthen learning for special education students. All teachers teach with depth and rigor that goes beyond the traditional textbook. All students engage in studies of complex topics based on real-world issues.

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** Increase in student population causing some students to overflow to other WFISD schools. We have also had to get approved TEA waivers the past several years for exceeding the 22:1 ratio in some grade levels. **Root Cause:** Continued growth and development of the "neighborhood."

**Problem Statement 2:** West has experienced an increase in students who exhibit behavior problems. **Root Cause:** Campus demographics continuing to change. Some behaviors may be related to social and emotional issues due to COVID.

**Problem Statement 3:** Approximately one third of our student population is economically disadvantaged resulting in an increase of students in need of additional support (food, clothing, school supplies, transportation). **Root Cause:** Campus demographics continuing to change.

# Student Learning

## Student Learning Summary

### Grade 1 MAP Growth:

- Reading Average RIT score - BOY 161.1 EOY 171
- Math Average RIT score- BOY 168.2 EOY 184.2

### Grade 2 MAP Growth:

- Reading Average RIT score- BOY 180.3 EOY 193.9
- Math Average RIT score- BOY 180.3 EOY 196.2

### Grade 3 STAAR Results:

#### Reading

- Approaches: 79.71%
- Meets: 63.77%
- Masters: 44.93%

#### Math

- Approaches: 78.26%
- Meets: 40.58%
- Masters: 26.09%

### Grade 4 STAAR Results:

#### Reading

- Approaches: 80%
- Meets: 53.33%
- Masters: 26.67%

#### Math

- Approaches: 67.78%
- Meets: 35.56%
- Masters: 17.78%

### Grade 5 STAAR Results:

## Science

- Approaches: 71.43%
- Meets: 46.43%
- Masters: 25%

## Reading

- Approaches: 85.71%
- Meets: 58.93%
- Masters: 35.71%

## Math

- Approaches: 80%
- Meets: 49.09%
- Masters: 27.27%

## Student Learning Strengths

Overall our students showed growth even though our scores are lower than past years due to the COVID pandemic. We continue to strive to fill in learning gaps for all students.

West staff is committed to continued student growth and academic achievement.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** West is continuing to fill in learning gaps while providing support for students who are experiencing additional social and emotional needs.

**Root Cause:** COVID-19 Pandemic

**Problem Statement 2:** COVID-19 continues to cause an increase in student absences due to required quarantines. **Root Cause:** COVID -19 Pandemic

**Problem Statement 3:** West became a Capturing Kids Heart campus during the 2021-22 school year. The program has been cut for WFISD due to the budget deficit. **Root Cause:** WFISD budget deficit.

**Problem Statement 4:** Our campus would like to have more Read to Learn volunteers. **Root Cause:** Finding volunteers willing to read with students has been difficult due to COVID restrictions and risk of COVID spread.

# School Processes & Programs

## School Processes & Programs Summary

- To promote safety our campus regularly practices drills, all visitors and staff wear name badges, and outside doors are kept locked. West Foundation has many activities for students to participate in including clubs, UIL, choir, and Good News Club.
- West Foundation will continue to strive to improve using Fundamental five, Balanced Literacy, Fontas and Pinnell, and Guided Math.
- Our staff received Capturing Kids Hearts training in July 2021. We have a positive behavior program and character education to increase appropriate behavior and reduce the threat of bullying, as well as grade level discipline plans with set consequences for inappropriate behavior. Occasionally, disciplinary removals happen due to severe disruptions in the classroom and serious inappropriate interactions between students.
- Our Instructional Coach will provide instructional support for all teachers at West Foundation. All teachers new to West are also provided professional learning opportunities were provided to staff through campus professional learning communities. Our Instructional Coach will provide new teachers with support and make them a priority. Our Instructional Coach provide instructional support for all teachers at West.
- All new teachers paired with experienced, skilled teachers.
- Professional development focused on increased academic achievement.

## School Processes & Programs Strengths

- Highly qualified staff is a strength for West Foundation Elementary.
- All new teachers are mentored by an experienced campus teacher. Research-based professional development is provided for growth and development. Teachers in need of assistance are provided support from mentor teachers and campus Instructional Coaches.
- Strong professional development programs are in place through the WFISD Curriculum Dept., Region 9 ESC, WFISD Technology Dept. and PD centered around campus goals. This contributes to the retention of teachers as well as the quality of their job performance. High teacher retention.
- Weekly PLC meetings are held during conference periods. Conferences were lengthened to 55 minutes allow for 1 conference to be utilized each week.
- Our Instructional Coach is available to provide assistance to teachers.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** Professional development opportunities will be limited due to district RIF and budget cuts. **Root Cause:** WFISD budget deficit.

**Problem Statement 2:** Reductions in staff due to RIF will provide less support for our campus. **Root Cause:** WFISD budget deficit.

**Problem Statement 3:** COVID-19 continues to cause an increase in student absences due to required quarantines. **Root Cause:** COVID -19 Pandemic

**Problem Statement 4:** West became a Capturing Kids Heart campus during the 2021-22 school year. The program has been cut for WFISD due to the budget deficit. **Root Cause:** WFISD budget deficit.



# Perceptions

## Perceptions Summary

- West Foundation staff will provide a safe and secure environment for all students. The focus will be on improving student achievement and student academic success. Our campus provides opportunities for students to become involved through UIL and after-school enrichment clubs. West Foundation provides a friendly and nurturing learning environment for all students. Our goal is to empower students to become lifelong learners. All teachers will provide students with data-driven instruction. Our students participate in a school-wide Character Ed Program.
- The staff at West Foundation will continue to have high standards for students. Common Assessments will be administered. Assessment scores will be disaggregated to determine strengths and areas in need of improvement. Targeted instruction will take place based on assessment results. Student Support Team meetings will be held every six weeks. Daily Response to Intervention time will be scheduled and utilized. All interventions will be targeted and skill based. West staff is committed to improved student academic achievement.
- HB4545: All students that did not pass reading and/or math STAAR will receive 30 hours or targeted tutoring intervention from a trained tutor.
- Technology will be used in every classroom by teachers for instructional purposes. Teachers will utilize the computer lab at scheduled times for students. All grade levels are participating in the district "Technology in the Classroom" initiative.

## Perceptions Strengths

- West Foundation provides a friendly and nurturing learning environment for all students. West strategically places staff in areas of our building before school, during lunch, and after school to ensure the safety of all students. All students are greeted by staff each morning as they arrive. Daily walkthroughs from district staff. The new security doors are used daily and of benefit regarding campus security. Our students participate in a school-wide Character Ed Program. West follows the WFISD bullying policy. A large percentage of our students participate in after-school clubs/UIL.
- West Foundation has a large amount of parent involvement. PTO assists in planning school activities and volunteering. They provide a tremendous amount of support to the school. PTO sponsors Field Day, funds teacher wish lists, class parties, field trips, and helps support other financial needs that arise. Weekly newsletters are sent home, Parentlink reminders are sent, Meet the Teacher takes place each August, ESL parent meeting, individual GT parent meetings on campus, end of year Awards assemblies, and student music programs.
- PTO has several fundraisers throughout the school year in order to raise money to support our school.
- West Foundation has supportive PIE partners.
- Read to Learn for 2nd grade.
- PALS/Mentors for students.
- Monthly PTO board meetings that include school administration.
- Our master schedule maximize instructional time. Common planning times are scheduled for all grade levels. Teachers participate in weekly PLC meetings with the principal and instructional coaches. After school student enrichment programs are available to students. West Foundation staff is committed to continually improving student academic achievement.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** West would like to have our PIE partners more involved on campus and financially through donations. **Root Cause:** COVID restrictions and financial downfalls caused by the pandemic.

**Problem Statement 2:** Our campus would like to have more Read to Learn volunteers. **Root Cause:** Finding volunteers willing to read with students has been difficult due to COVID restrictions and risk of COVID spread.

# Priority Problem Statements

**Problem Statement 1:** West is continuing to fill in learning gaps while providing support for students who are experiencing additional social and emotional needs.

**Root Cause 1:** COVID-19 Pandemic

**Problem Statement 1 Areas:** Student Learning

# 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)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- RDA data
- Alternative Education Accountability (AEA) data
- Local Accountability Systems (LAS) 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 Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

### **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
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (Rtl) student achievement data

### **Student Data: Behavior and Other Indicators**

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- 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
- Equity data
- T-P ESS data

### **Parent/Community Data**

- 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:** Recruit, retain, and support teachers and principals.

**Performance Objective 1:** Provide additional support for staff on campus through developed teams, instructional coach, and administration due to instructional staff cuts at the Ed Center.





**Evaluation Data Sources:** End of year staff survey.

| Strategy 1 Details  | Formative Reviews |            |            |
|---|-------------------|------------|------------|
| <p><b>Strategy 1:</b> The campus will meet all guidelines regarding the Highly Qualified status requirements for teachers and paraprofessionals. If needed, the campus will provide notification to parents if the staff does not meet Highly Qualified status. Any non-qualified staff member will follow a district developed certification plan.</p> <p><b>Strategy's Expected Result/Impact:</b> HR certified teacher report<br/>Principal Attenuation</p> <p><b>Staff Responsible for Monitoring:</b> Principal, assistant principal</p> <p><b>Additional Targeted Support Strategy</b></p>  | <b>Formative</b>  |            |            |
|   | <b>Nov</b>        | <b>Feb</b> | <b>May</b> |
|   |                   |            |            |
| Strategy 2 Details  | Formative Reviews |            |            |
| <p><b>Strategy 2:</b> Professional development will be provided for all staff. It will be designed to support improved student achievement. To include but not limited to Inclusion/Special Education, TBSI, and the support of English Learners.</p> <p><b>Strategy's Expected Result/Impact:</b> Meetings and staff development to include PD.<br/>Guided Math training.<br/>Balanced Literacy training.<br/>New ELAR Fountus and Pinnell training.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, assistant principal, instructional coaches, lead teachers</p> <p><b>TEA Priorities:</b><br/>Build a foundation of reading and math<br/>- <b>Additional Targeted Support Strategy</b></p> | <b>Formative</b>  |            |            |
|   | <b>Nov</b>        | <b>Feb</b> | <b>May</b> |
|   |                   |            |            |
|  No Progress  Accomplished  Continue/Modify  Discontinue  |                   |            |            |

**Goal 1:** Recruit, retain, and support teachers and principals.

**Performance Objective 2:** Increase the number of parent PTO membership by 5% . The campus will utilize parent volunteers for additional support.

**Evaluation Data Sources:** PTO membership data.

| Strategy 1 Details   | Formative Reviews |     |     |
|--|-------------------|-----|-----|
| <p><b>Strategy 1:</b> West Foundation Parent/Teacher Organization will be more active on campus for the 2021-22 school year.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased parent involvement.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Additional Targeted Support Strategy</b></p>   | Formative         |     |     |
|  | Nov               | Feb | May |
|  |                   |     |     |
| <p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p> |                   |     |     |

**Goal 1:** Recruit, retain, and support teachers and principals.

**Performance Objective 3:** Core teams have been developed to provide support and collaboration amongst staff (i.e. Discipline, Morale, Site Base).

**Evaluation Data Sources:** End of year staff survey.



**Goal 1:** Recruit, retain, and support teachers and principals.

**Performance Objective 4:** Campus safety will be a priority. All staff will be trained on safety protocols and procedures. All staff will complete TEA modules regarding Bullying Prevention, Sexual Harassment/Dating Violence, Internet Safety, Conflict Resolution, Prevention of Unwanted Physical or Verbal Aggression, and Anti-Violence Techniques.





**Evaluation Data Sources:** Routine Campus Safety Checks by Administration, Staff Completion of TEA Safety Professional Development Videos

**Goal 2:** Build a foundation of literacy and numeracy.

**Performance Objective 1:** 95% of students show one years growth or more in ELAR by the end of the school year.

**Evaluation Data Sources:** K- 5 MAP assessments for BOY, MOY, and EOY. Gr. 3-5 STAAR assessment results.





| Strategy 1 Details   | Formative Reviews |            |            |
|--|-------------------|------------|------------|
| <p><b>Strategy 1:</b> District created Unit Tests will be given to track progress for all students in reading, math, writing, and science.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased STAAR scores.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, assistant principal (testing coordinator, instructional coaches, and teachers.</p> <p><b>TEA Priorities:</b><br/>Build a foundation of reading and math<br/>- <b>Additional Targeted Support Strategy</b></p>   | <b>Formative</b>  |            |            |
|  | <b>Nov</b>        | <b>Feb</b> | <b>May</b> |
|  |                   |            |            |
| Strategy 2 Details   | Formative Reviews |            |            |
| <p><b>Strategy 2:</b> Tutorials will be provided. Campus funds will be used for tutorials.</p> <p>*Students will be identified for and enrolled in accelerated instruction classes based on prior state assessments and the district screener. The classes will provide intensive remediation in preparation for upcoming exams.</p> <p><b>Strategy's Expected Result/Impact:</b> STAAR results and district test, and screeners.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, assistant principal (testing coordinator, instructional coaches, and teachers.</p> <p><b>Additional Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> Supplemental Classroom Aides - 35% - SCE</p> | <b>Formative</b>  |            |            |
|  | <b>Nov</b>        | <b>Feb</b> | <b>May</b> |
|  |                   |            |            |
| Strategy 3 Details   | Formative Reviews |            |            |
| <p><b>Strategy 3:</b> UIL and After School Clubs will be provided to increase academic progress for students in grades 3-6.</p> <p>District and Campus Funds will be utilized when available.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, assistant principal, teachers</p> <p><b>Additional Targeted Support Strategy</b></p>  | <b>Formative</b>  |            |            |
|  | <b>Nov</b>        | <b>Feb</b> | <b>May</b> |
|  |                   |            |            |

| Strategy 4 Details   | Formative Reviews |            |            |
|--|-------------------|------------|------------|
| <p><b>Strategy 4:</b> The TELPAS will be utilized to assess LEP students' achievement measured against the state achievement standards. LEP students will receive specialized instruction by qualified personnel in an effort to meet their specific needs, and ultimately improve their overall academic success</p> <p><b>Staff Responsible for Monitoring:</b> Principal, assistant principal, ELL instructor.</p> <p><b>Additional Targeted Support Strategy</b></p> | <b>Formative</b>  |            |            |
|  | <b>Nov</b>        | <b>Feb</b> | <b>May</b> |
|  |                   |            |            |
| Strategy 5 Details   | Formative Reviews |            |            |
| <p><b>Strategy 5:</b> District created unit tests will be given to track progress for all students in reading, math, writing, and science.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in STAAR Advanced scores</p> <p><b>Staff Responsible for Monitoring:</b> Testing Coordinator, Teachers</p> <p><b>TEA Priorities:</b><br/>Build a foundation of reading and math<br/>- <b>Additional Targeted Support Strategy</b></p>                               | <b>Formative</b>  |            |            |
|  | <b>Nov</b>        | <b>Feb</b> | <b>May</b> |
|  |                   |            |            |
|  No Progress  Accomplished  Continue/Modify  Discontinue   |                   |            |            |

**Goal 2:** Build a foundation of literacy and numeracy.

**Performance Objective 2:** 95% of student show one years growth in math by the end of the year.





**Evaluation Data Sources:** K-5 MAP assessments for BOY, MOY, and EOY. Gr. 3-5 STAAR assessment results.

| Strategy 1 Details   | Formative Reviews |     |     |
|--|-------------------|-----|-----|
| <p><b>Strategy 1:</b> Our campus will use MAP data to track students progress and growth.</p> <p><b>Strategy's Expected Result/Impact:</b> 90% of our students will show one years growth in math by the end of the school year.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Coaches, Teachers.</p> <p><b>Targeted Support Strategy</b></p>  | Formative         |     |     |
|  | Nov               | Feb | May |
|  |                   |     |     |
| <p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p> |                   |     |     |

**Goal 2:** Build a foundation of literacy and numeracy.

**Performance Objective 3:** HB4545: Provide all students in grades 4 and 5 that did not pass STAAR with a minimum of 30 hours tutoring from a trained tutor. Tutoring will be specific and intentional.

**Evaluation Data Sources:** Increased STAAR passing percentage in grades 4 and 5. Each student will show at least one years growth.

| Strategy 1 Details  | Formative Reviews |     |     |
|---|-------------------|-----|-----|
| <p><b>Strategy 1:</b> Tutorials will be provided by campus staff and hired tutors.<br/>                     *Students will be identified for and enrolled in accelerated instruction classes based on prior state assessments and the district screener. The classes will provide intensive remediation in preparation for upcoming exams.</p> <p><b>Strategy's Expected Result/Impact:</b> 90% of our students will show one years growth this school year.<br/> <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Coaches, Teachers.</p> <p><b>TEA Priorities:</b><br/>                     Build a foundation of reading and math<br/>                     - <b>Targeted Support Strategy</b></p> | Formative         |     |     |
|   | Nov               | Feb | May |
|   |                   |     |     |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>  |                   |     |     |

**Goal 2:** Build a foundation of literacy and numeracy.

**Performance Objective 4:** Targeted interventions will be provided for struggling students. Students will be identified through MTSS, Data, RTI, and At Risk. Teachers and tutors will provide specific targeted interventions and instructions in areas of skill weakness. This student group will be fluid and continually change based on progress and results.





**Evaluation Data Sources:** Each student will show at least one years academic growth.

**Goal 3:** Connect high school to career and college.

**Performance Objective 1:** Increase the percentage of students who score advanced on all STAAR tests by 5%.

**Evaluation Data Sources:** End of year STAAR results.

| Strategy 1 Details  | Formative Reviews |            |            |
|---|-------------------|------------|------------|
| <p><b>Strategy 1:</b> 100% staff will receive training on Balanced Literacy and Guided Math. Training will be done off-site by national trainers as well as on-site with West staff providing the training.</p> <p><b>Strategy's Expected Result/Impact:</b> Balanced Literacy and Guided Math involvement<br/>Walk-throughs<br/>Observations</p> <p><b>Staff Responsible for Monitoring:</b> Principal, AP, Certified teaching staff</p> <p><b>TEA Priorities:</b><br/>Build a foundation of reading and math<br/>- <b>Additional Targeted Support Strategy</b></p>  | <b>Formative</b>  |            |            |
|   | <b>Nov</b>        | <b>Feb</b> | <b>May</b> |
|   |                   |            |            |
| Strategy 2 Details  | Formative Reviews |            |            |
| <p><b>Strategy 2:</b> Students will be identified for and enrolled in accelerated instruction classes based on prior state assessments and the district screener. The classes will provide intensive remediation in preparation for upcoming exams. This will primarily be done in the reading and math block as well as during station work with teacher group.</p> <p><b>Strategy's Expected Result/Impact:</b> Reading and math data<br/>CBA scores<br/>Benchmarks</p> <p><b>Staff Responsible for Monitoring:</b> Principal, AP, Instructional Coaches, Classroom teachers</p> <p><b>Additional Targeted Support Strategy</b></p> | <b>Formative</b>  |            |            |
|   | <b>Nov</b>        | <b>Feb</b> | <b>May</b> |
|   |                   |            |            |

| Strategy 3 Details   | Formative Reviews |            |            |
|--|-------------------|------------|------------|
| <p><b>Strategy 3:</b> The campus will monitor students who are identified as at-risk. Support for these students may be provided through counseling and accelerated instruction</p> <p><b>Strategy's Expected Result/Impact:</b> SST meeting info</p> <p><b>Staff Responsible for Monitoring:</b> At-risk coordinator, Principal, AP</p> <p><b>Additional Targeted Support Strategy</b></p>  | <b>Formative</b>  |            |            |
|  | <b>Nov</b>        | <b>Feb</b> | <b>May</b> |
|  |                   |            |            |
| Strategy 4 Details   | Formative Reviews |            |            |
| <p><b>Strategy 4:</b> SCE funds will be used to for tutoring. Teachers will use assessment data to fill in gaps in learning for students due to COVID.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student academic performance.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Teachers, Instructional Coaches</p> <p><b>ESF Levers:</b><br/>Lever 5: Effective Instruction</p> <p>- <b>Additional Targeted Support Strategy</b></p>   | <b>Formative</b>  |            |            |
|  | <b>Nov</b>        | <b>Feb</b> | <b>May</b> |
|  |                   |            |            |
| Strategy 5 Details   | Formative Reviews |            |            |
| <p><b>Strategy 5:</b> Teachers will meet in PLCs to analyze and discuss student data with a focus on student improvement and success. Teachers will maintain data trackers that they update with each common assessment.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved student performance</p> <p><b>Staff Responsible for Monitoring:</b> Teachers<br/>Instructional coaches<br/>Principal &amp; AP<br/>SST</p> <p><b>Additional Targeted Support Strategy</b></p>  | <b>Formative</b>  |            |            |
|  | <b>Nov</b>        | <b>Feb</b> | <b>May</b> |
|  |                   |            |            |
| <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> |                   |            |            |



**Goal 3:** Connect high school to career and college.

**Performance Objective 2:** Students and staff will wear college shirts every Wednesday.

**Evaluation Data Sources:** Student and staff weekly participation.

**Goal 3:** Connect high school to career and college.





**Performance Objective 3:** Provide students with exposure to new possible areas of interest through UIL and after school clubs.

**Evaluation Data Sources:** A minimum at 20 students participating in each.

**Goal 4:** Improve low performing schools.

**Performance Objective 1:** Increase the percentage of students passing the STAAR Reading, Math, and Science by 10%

**Evaluation Data Sources:** End of year STAAR results.

| Strategy 1 Details   | Formative Reviews |            |            |
|--|-------------------|------------|------------|
| <p><b>Strategy 1:</b> Students will receive differentiated instruction during class and RTI. Teachers will utilize stations and project-based learning to challenge students and meet their individual needs.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased STAAR Reading scores.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers<br/>Administrators<br/>Instructional Coaches</p> <p><b>Additional Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> Curriculum Facilitators - SCE</p> | <b>Formative</b>  |            |            |
|  | <b>Nov</b>        | <b>Feb</b> | <b>May</b> |
|  |                   |            |            |
| Strategy 2 Details   | Formative Reviews |            |            |
| <p><b>Strategy 2:</b> Students in all grade levels will participate in weekly writing activities.</p> <p><b>Staff Responsible for Monitoring:</b> Principal<br/>Assistant Principal</p> <p><b>Funding Sources:</b> - Not Funded</p>  | <b>Formative</b>  |            |            |
|  | <b>Nov</b>        | <b>Feb</b> | <b>May</b> |
|  |                   |            |            |
|  No Progress  Accomplished  Continue/Modify  Discontinue   |                   |            |            |

**Goal 4:** Improve low performing schools.

**Performance Objective 2:** We will identify and monitor students with chronic attendance issues. Parents will be contacted daily, missed student work will be provided for parents to pick up, and family support will be offered if needed.

**Evaluation Data Sources:** Increased campus attendance rate by 3%.

**Goal 4:** Improve low performing schools.





**Performance Objective 3:** Efforts will be made to address students social and emotional needs. School counselor will be providing additional support by providing Character Education lessons for all students.

**Evaluation Data Sources:** Number of student counselor referrals and threat assessments.

**Goal 5:** Build Strong Foundations for STEAM Literacy and Mindful Wellness provided through our DoDEA grant.

**Performance Objective 1:** Build Strong Foundations for STEAM Literacy and Mindful Wellness provided through our DoDEA grant.

**Evaluation Data Sources:** Donna Hale, WFISD Project Director  
 Joyce Shepard, WFISD External Evaluator

| Strategy 1 Details   | Formative Reviews |     |     |
|--|-------------------|-----|-----|
| <b>Strategy 1:</b> Implement an after school STEAM Club<br><b>Strategy's Expected Result/Impact:</b> Active student participation in the club.<br><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Club Sponsor  | Formative         |     |     |
|  | Nov               | Feb | May |
|  |                   |     |     |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div> |                   |     |     |

# State Compensatory

## Budget for West Foundation Elementary

**Total SCE Funds:** \$0.00

**Total FTEs Funded by SCE:** 1.55

**Brief Description of SCE Services and/or Programs**

|  |
|--|
|  |
|--|

## Personnel for West Foundation Elementary

| <u>Name</u>         | <u>Position</u>        | <u>FTE</u> |
|---------------------|------------------------|------------|
| Callaway, Kathy     | Curriculum Facilitator | 0.35       |
| Henderson, Holly    | Aide                   | 0.35       |
| Humphreys, Charisse | Curriculum Facilitator | 0.35       |
| Kubala, Kourtney    | Aide                   | 0.5        |

# Addendums



| Account Level             |   |    |      |    |     |          | 2020-21                   | September 2020-21 | 2020-21          | Encumbered    | Unencumbered |                   |
|---------------------------|---|----|------|----|-----|----------|---------------------------|-------------------|------------------|---------------|--------------|-------------------|
| FND                       | T | FC | OBJ  | SO | ORG | F PI     | Description               | Revised Budget    | Monthly Activity | FYTD Activity | Amount       | Balance - YTD Act |
| 199                       | E | 11 | 6112 | 00 | 126 | 0 24 000 | Substitutes               | 1,000.00          |                  |               |              | 1,000.00          |
| 199                       | E | 11 | 6112 | 67 | 126 | 0 24 000 | Substitutes-tutorials     | 1,000.00          |                  |               |              | 1,000.00          |
| 199                       | E | 11 | 6118 | 67 | 126 | 0 24 000 | Extra Duty-prof-tutorials |                   |                  |               |              |                   |
| 199                       | E | 11 | 6399 | 00 | 126 | 0 24 000 | Supplies & Materials/00/X | 3,920.00          |                  |               |              | 3,920.00          |
| --- E --- 126 ---         |   |    |      |    |     |          |                           | 5,920.00          |                  |               |              | 5,920.00          |
| -----                     |   |    |      |    |     |          |                           | =====             |                  |               |              | =====             |
| --- - - - - 126 - - - - - |   |    |      |    |     |          |                           | -5,920.00         |                  |               |              | -5,920.00         |
| Grand Expense Totals      |   |    |      |    |     |          |                           | 5,920.00          |                  |               |              | 5,920.00          |

Number of Accounts: 4

\*\*\*\*\* End of report \*\*\*\*\*

West Foundation Elementary  
Site Base Meeting  
Agenda  
September 9, 2020

1. Review of Campus Improvement Plan for the 2020-21 school year
2. COVID
3. Questions/Comments/Concerns

Meeting Notes:

- Discussed carry-over of plan from 2019-20 due to COVID.
- Discussed the possibility of getting the DoDea Grant.
- No concerns or changes were noted.
- Everyone was in agreement with the plan.

# 2020-2021 Campus Site-Based Committee

Meeting Date: September 9, 2020

4:00 PM

## West Foundation

| Committee Role              | Name               | Position                   | Signature          |
|-----------------------------|--------------------|----------------------------|--------------------|
| Classroom Teacher           | Cleo Payne         | Special Ed Teacher         | C. Payne           |
| Administrator               | Kim Smith          | Principal                  | Kim Smith          |
| Administrator               | Jared Jacobs       | Assistant Principal        | Jared Jacobs       |
| Business Representative     | Jeff Marion        | Business Representative    | Jeff Marion        |
| Parent                      | Matt Humphreys     | Parent                     | Matt Humphreys     |
| Student                     | Gavin Humphreys    | Student                    | GAVIN HUMPHREYS    |
| Parent                      | Tony Ozuna         | Parent                     | Tony Ozuna         |
| Counselor                   | Miranda O'Neal     | Counselor                  | Miranda O'Neal     |
| Classroom Teacher           | Liz Ozuna          | Kindergarten               | Liz Ozuna          |
| Classroom Teacher           | Rebekah Aday       | 1st Grade                  | Rebekah Aday       |
| Classroom Teacher           | Mary Martin        | 2nd Grade                  | Mary Martin        |
| Classroom Teacher           | Charisse Humphreys | 3rd Grade                  | Charisse Humphreys |
| Classroom Teacher           | Gina Maness        | Teacher                    | Gina Maness        |
| Classroom Teacher           | Melissa Rodriguez  | 5th Grade Teacher          | Melissa Rodriguez  |
| Classroom Teacher           | Sarah Jones        | LEAP                       | Sarah Jones        |
| District-level Professional | Scot Hafley        | District Athletic Director | Scot Hafley        |

West Foundation Elementary  
Site Base Meeting  
Agenda  
November 11, 2020

1. Review of Campus Improvement Plan for the 2019-20 school year
2. Questions/Comments/Concerns
3. Grant Money

Meeting Notes:



Promethean boards for all the pods and tutoring will begin in the near future. No concerns or issues.

# 2020-2021 Campus Site-Based Committee

Meeting Date: November 11, 2020

4:00 PM

## West Foundation

| Committee Role              | Name               | Position                   | Signature  |
|-----------------------------|--------------------|----------------------------|--|
| Classroom Teacher           | Cleo Payne         | Special Ed Teacher         |   |
| Administrator               | Kim Smith          | Principal                  |   |
| Administrator               | Jared Jacobs       | Assistant Principal        |   |
| Business Representative     | Jeff Marion        | Business Representative    |   |
| Parent                      | Matt Humphreys     | Parent                     |   |
| Student                     | Gavin Humphreys    | Student                    |   |
| Parent                      | Tony Ozuna         | Parent                     |  |
| Counselor                   | Miranda O'Neal     | Counselor                  |  |
| Classroom Teacher           | Liz Ozuna          | Kindergarten               |  |
| Classroom Teacher           | Rebekah Aday       | 1st Grade                  |  |
| Classroom Teacher           | Mary Martin        | 2nd Grade                  |  |
| Classroom Teacher           | Charisse Humphreys | 3rd Grade                  |  |
| Classroom Teacher           | Gina Maness        | Teacher                    |  |
| Classroom Teacher           | Melissa Rodriguez  | 5th Grade Teacher          |  |
| Classroom Teacher           | Sarah Jones        | LEAP                       |  |
| District-level Professional | Scot Hafley        | District Athletic Director |  |

West Foundation Elementary  
Site Base Meeting  
Agenda  
January 20, 2021

1. Review of Campus Improvement Plan for the 2020-21 school year
2. Tutoring/Interventions/Enrichment
3. Promethean Boards for each pod arriving soon.
2. Questions/Comments/Concerns

Meeting Notes:

- Plan reviewed.
- On track and making progress towards goals set.
- Grades 1-5 will be offering additional tutoring/intervention time for struggling students.
- No concerns or needed changes noted.

# 2020-2021 Campus Site-Based Committee

Meeting Date: January 20, 2021

4:00 PM

| Committee Role              | Name               | Position                   | Signature          |
|-----------------------------|--------------------|----------------------------|--------------------|
| Classroom Teacher           | Cleo Payne         | Special Ed Teacher         | C. Payne           |
| Administrator               | Kim Smith          | Principal                  | Kim Smith          |
| Administrator               | Jared Jacobs       | Assistant Principal        | Jared Jacobs       |
| Business Representative     | Jeff Marion        | Business Representative    | Jeff Marion        |
| Parent                      | Matt Humphreys     | Parent                     | Matt Humphreys     |
| Student                     | Gavin Humphreys    | Student                    | Gavin              |
| Parent                      | Tony Ozuna         | Parent                     | Tony Ozuna         |
| Counselor                   | Miranda O'Neal     | Counselor                  | Miranda O'Neal     |
| Classroom Teacher           | Liz Ozuna          | Kindergarten               | Liz Ozuna          |
| Classroom Teacher           | Rebekah Aday       | 1st Grade                  | Rebekah Aday       |
| Classroom Teacher           | Mary Martin        | 2nd Grade                  | Mary Martin        |
| Classroom Teacher           | Charisse Humphreys | 3rd Grade                  | Charisse Humphreys |
| Classroom Teacher           | Gina Maness        | Teacher                    | Gina Maness        |
| Classroom Teacher           | Melissa Rodriguez  | 5th Grade Teacher          | Melissa Rodriguez  |
| Classroom Teacher           | Sarah Jones        | LEAP                       | Sarah Jones        |
| District-level Professional | Scot Hafley        | District Athletic Director | Scot Hafley        |

2020-21  
West Foundation  
Site Base Meeting Agenda  
EOY CIP Review Meeting  
May 21, 2021

- Reviewed the EOY CIP with the staff.
- Formative Strategy review.
- Summative evaluation.
- Campus Needs Assessment. Discussed campus changes to look at for the 2021-22 school year.
- Q & A

Meeting Notes:

- Our campus did a good job filling in gaps this school year due to COVID.
- Notes were made to continue some do the goals next school year.
- Overall, the year was a success. Students made progress and did well.
- DoDEA grant has helped our campus with tutoring and technology needs.




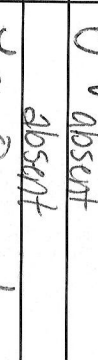



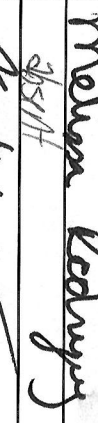

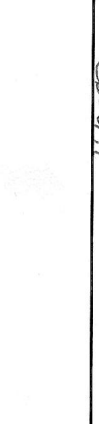


# 2020-2021 Campus Site-Based Committee

Meeting Date: May 21, 2021

2:00 P.M.

West Foundation Elementary

| Committee Role              | Name               | Position                   | Signature   |
|-----------------------------|--------------------|----------------------------|---|
| Classroom Teacher           | Cleo Payne         | Special Ed Teacher         |  |
| Administrator               | Kim Smith          | Principal                  |   |
| Administrator               | Jared Jacobs       | Assistant Principal        |   |
| Business Representative     | Jeff Marion        | Business Representative    |    |
| Parent                      | Matt Humphreys     | Parent                     | absent  |
| Student                     | Gavin Humphreys    | Student                    | absent  |
| Parent                      | Tony Ozuna         | Parent                     | absent  |
| Counselor                   | Miranda O'Neal     | Counselor                  |    |
| Classroom Teacher           | Liz Ozuna          | Kindergarten               |    |
| Classroom Teacher           | Rebekah Aday       | 1st Grade                  |    |
| Classroom Teacher           | Mary Martin        | 2nd Grade                  | absent  |
| Classroom Teacher           | Charisse Humphreys | 3rd Grade                  |    |
| Classroom Teacher           | Gina Maness        | Teacher                    | absent  |
| Classroom Teacher           | Melissa Rodriguez  | 5th Grade Teacher          |    |
| Classroom Teacher           | Sarah Jones        | LEAP                       | absent  |
| District-level Professional | Scott Hafley       | District Athletic Director |    |
| DoDEA Grant                 | Donna Hale         | DoDEA Grant                |    |

| Account Level                 |                           | 2021-22          | 2021-22          | November 2021-22 | 2021-22          | Encumbered  | Unencumbered     |
|-------------------------------|---------------------------|------------------|------------------|------------------|------------------|-------------|------------------|
| FND T FC OBJ SO ORG F PI      | Description               | Original Budget  | Revised Budget   | Monthly Activity | FYTD Activity    | Amount      | Balance          |
| 199                           | General Operating         |                  |                  |                  |                  |             |                  |
| E                             | Expense                   |                  |                  |                  |                  |             |                  |
| 6100                          | Payroll Costs             |                  |                  |                  |                  |             |                  |
| 199 E 11 6117 00 126 0 24 000 | Stipends                  | 997.50           | 997.50           | 10.21            | 30.67            | 0.00        | 966.83           |
| 199 E 11 6119 00 126 0 24 000 | Sal/wages-teachers        | 42,856.66        | 42,856.66        | 3,663.24         | 10,989.76        | 0.00        | 31,866.90        |
| 199 E 11 6129 00 126 0 24 000 | Sal/wages-support         | 13,371.15        | 13,371.15        | 1,114.27         | 3,342.83         | 0.00        | 10,028.32        |
| 199 E 11 6129 03 126 0 24 000 | Sal/Wages Support Personl | 0.00             | 0.00             | 0.00             | 0.04             | 0.00        | -0.04            |
| 199 E -- 61-- -- -- -- --     |                           | 57,225.31        | 57,225.31        | 4,787.72         | 14,363.30        | 0.00        | 42,862.01        |
| 6200                          | Contracted Svc            |                  |                  |                  |                  |             |                  |
| 199 E 11 6248 00 126 0 24 000 | Maint Cont-Online Svc     | 0.00             | 500.00           | 500.00           | 500.00           | 0.00        | 0.00             |
| 199 E -- 62-- -- -- -- --     |                           | 0.00             | 500.00           | 500.00           | 500.00           | 0.00        | 0.00             |
| 6300                          | Supplies                  |                  |                  |                  |                  |             |                  |
| 199 E 11 6399 00 126 0 24 000 | Supplies & Materials/00/X | 5,200.00         | 4,700.00         | 0.00             | 0.00             | 0.00        | 4,700.00         |
| 199 E -- 63-- -- -- -- --     |                           | 5,200.00         | 4,700.00         | 0.00             | 0.00             | 0.00        | 4,700.00         |
| 199 E -- -- -- -- --          |                           | 62,425.31        | 62,425.31        | 5,287.72         | 14,863.30        | 0.00        | 47,562.01        |
| 199 - -- -- -- -- --          |                           | -62,425.31       | -62,425.31       | -5,287.72        | -14,863.30       | 0.00        | -47,562.01       |
| <b>Grand Expense Totals</b>   |                           | <b>62,425.31</b> | <b>62,425.31</b> | <b>5,287.72</b>  | <b>14,863.30</b> | <b>0.00</b> | <b>47,562.01</b> |

Number of Accounts: 6

\*\*\*\*\* End of report \*\*\*\*\*