

Texas City Independent School District

Roosevelt-Wilson Elementary

2023-2024 Improvement Plan



Mission Statement

At Roosevelt-Wilson Elementary, we will grow our knowledge, our heart, and our strength for all to succeed.

Vision

Roosevelt-Wilson Elementary School inspires students to believe in themselves to become life-long learners.

Value Statement

At Roosevelt-Wilson Elementary, we CARE through...

Cooperation: Work together as a team by contributing and sharing

Achievement: Strive to attain goals through persistence and giving your best effort

Respect: Speak and interact with others in a courteous manner

Empathy: Understand other people's views or feelings by being supportive and caring

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Roosevelt-Wilson has a student enrollment of 458.

African American students 15%

Hispanic students 54.6%

Anglo students 25.3%

American Indian 0.2%

Asian 0.3%

Two or more races 4.6%

Economically disadvantaged 77%

Demographics Strengths

We will be continuously developing plans that include opportunities for growth for our diverse demographics. We will work with the many different district departments to help us with training, incorporating strategies/interventions/enrichment to meet the needs of ALL learners. Tracking student progress through data review meetings and tracking charts will allow us to make better academic decisions regarding student growth.

Student Learning

Student Learning Summary

Roosevelt ranked in the middle of TCISD Elementary schools. RW achieved Math distinction this year (2022).

2021 STAAR	2023 STAAR
Reading (approaches level)	Reading (approaches level)
64% (all testing students)	80% (All testing students) 16 point gain
51% (African American)	60% (African American) 9 point gain
58% (Hispanic)	79% (African American) 21 point gain
78% (Anglo)	94% (Anglo) 16 point gain
Math	Math
67% (all testing students)	77% (all testing students) 10 point gain
54% (African American)	63% (African American) 9 point gain
64% (Hispanic)	74% (Hispanice) 10 point gain
80% (Anglo)	93% (Anglo) 13 point gain

Student Learning Strengths

2022 Anglo scores

2022 Some targeted groups scored over district

2023 STAAR resulted in growth in all targeted group scores

Problem Statements Identifying Student Learning Needs

Problem Statement 1: STAAR scores at Roosevelt-Wilson have trended down the last few years. Growth in 2023 and looking to make 5 to 7% gain in both Reading and Math for 3rd and 4th grades. Keeping this problem statement until scores reach 90%. **Root Cause:** Inconsistent data review and lack of planning based upon data. Data review increasing and planning much improved from two years ago.

School Processes & Programs

School Processes & Programs Summary

- * Roosevelt Wilson has two interventionists and a Specialist
- * Interventionists and Specialist to model lessons and review data
- * SuccessMaker, Waterford, Study Island, Headsprout, and Imagine Math Facts are all needed programs to support student growth
- * Establishing processes that promote growth for all students-identified as "prescriptive" process that looks at mini assessment data throughout the 15 Day PLC Challenge
- * We will continue to review data together so that teachers get familiar with the process
- * Students using tracking charts to be aware of data too (data after 2023 STAAR)
- * Teachers need more practice reviewing data
- * Teachers planning together and successfully using strategies to meet the needs of all learners
- * Become familiar with long/short term technology interventions for all students
- * Headsprout data in 3rd grade showed that all students reaching Advanced Reading 1+ passed Reading STAAR. 80% of students with 18+ SuccessMaker IP hours passed STAAR
- * Providing practice time for these interventions/enrichment
- * Started after-school tutorials in 23-24 in September. We started in October 22-23
- * Communities in Schools housed at Roosevelt Wilson this year. Will work with individual/small student groups throughout the year: focus on attendance, social, and various other ways to get students involved and to improve in these areas.

School Processes & Programs Strengths

- * 2022-2023 Non-academic programs like arrival and dismissal very good
- * 2022-2023 Staff members have been positive and seem to be excited about the growth potential
- * 2022-2023 Technology programs purchased and ready for implementation (October 2022)
- * 2023-2024 Technology programs purchased ready for implementation (September 2023)
- * 2023-2024 Goal conferences for both students and staff

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Creating buy-in for all stakeholders. Continue this as we are still building campus relationships and setting expectations. **Root Cause:** Staff members still learning the power of data review regarding the how, what, when, and where.

Perceptions

Perceptions Summary

- * 2022-2023 Promote respect and team work through positive rewards such as Bobcat buck
- * 2023-2024 The PBIS Extravaganzas and Bobcat buck store were powerful processes to support student positive behaviors. We will add an additional Extravaganza and maintain the Bobcat buck store during the 23-24 school year.
- * 2022-2023 Work closely with parents, teachers, and students to promote/improve classroom behaviors
- * 2022-2023 Roosevelt Wilson had high teacher turnover last year. Working on reducing the desire for staff wanting to leave
- * 2023-2024 Fewer teachers left at the end of the 22-23 school year

Perceptions Strengths

- * 2022-2023 The staff has been excited thus far
- * 2023-2024 Our 22-23 STAAR data reflected in Roosevelt-Wilson making significant growth. Staff very excited at the results and have continue to work hard at the beginning of the 23-24 school year.
- * 2022-2023 I have had numerous positive parent comments regarding our academic and non-academic processes
- * 2022-2023 Students have worked hard to earn Bobcat bucks and becoming familiar with Reflection pages
- * 2023-2024 Thus far returning students are performing even better behaviorally than they did last year. Very good start to the 23- 24 school year.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Campus/District improvement plans (current and prior years)

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations

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
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- 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-TESS data
- T-PESS data

Parent/Community Data

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

Support Systems and Other Data





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

Goals

Goal 1: The percentage of students that score meets grade level or above on STAAR Reading will increase each year through June 2024.
 2022-2023 3rd Grade Reading 28% to 40% 2023-2024 Meets 45% to 50%+

Performance Objective 1: Roosevelt Wilson will provide an instructional program in which all students will make growth from beginning of the year data to end of the year data.

Evaluation Data Sources: Districts assessments, STAAR, TELPAS, and Reading levels





Strategy 1 Details	Reviews			
<p>Strategy 1: Collaborate in Professional Learning Communities to review data, plan coaching sessions and instruction to ensure implementation of a rigorous curriculum for mainstream, GT, Special Education, at risk, and bilingual students.</p> <p>Strategy's Expected Result/Impact: All students receive a rigorous curriculum based upon best practice options on a daily basis</p> <p>Staff Responsible for Monitoring: Principal, Specialist, interventionists</p> <p>Title I: 2.4</p>	Formative			Summative
	Nov	Jan	Mar	June
<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 2: The percentage of students that score meets grade level or above on STAAR Math will increase each year through June 2024.

2022-2023 3rd Grade Math 35% to 45% 2023-2024 Meets 45% to 50%+

Performance Objective 1: Ensure that 100% of the teachers receive high quality professional development each year





Evaluation Data Sources: STAAR scores, lesson plans, walkthrough, TELPAS

Strategy 1 Details	Reviews			
<p>Strategy 1: Through teacher survey data and staff discussions, provide most needed trainings to support classroom areas of need</p> <p>Strategy's Expected Result/Impact: Teacher areas of need will be addressed by appropriate trainings which survey data will reflect</p> <p>Staff Responsible for Monitoring: Campus admin team, Specialist, Interventionists</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 3: Compared to state standards, Roosevelt-Wilson will increase Domain 3 Closing the Gaps data to 78%/78%+

Performance Objective 1: Staff will review data to ensure students are growing from BOY Reading assessments, to MOY, and then EOY.





Evaluation Data Sources: Principal, teachers, Specialist, Interventionists

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers and students familiar with their 2021-2022 STAAR data and are able to develop growth plans for STAAR 2022-2023.</p> <p>Strategy's Expected Result/Impact: Knowledge of this data and tracking charts will result in a high level of growth for our STAAR students.</p> <p>Staff Responsible for Monitoring: Principal, teachers, Specialist, Interventionists</p>	Formative			Summative
	Nov	Jan	Mar	June
<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 4: The District will establish and all TCISD campuses and departments will implement a comprehensive plan to create and maintain safe and secure schools and facilities throughout the district.

Performance Objective 1: Our campus team and Threat Assessment team will meet regularly to ensure compliance with district safety expectations.





Evaluation Data Sources: District staff, Principal, campus staff

Strategy 1 Details	Reviews			
<p>Strategy 1: Regular practice of Safety drills and having consistent discussions with students and staff to ensure we are prepared for the drills or an actual emergency.</p> <p>Strategy's Expected Result/Impact: Faculty and staff proactive and prepared for any drill or real life emergency situation. Students and staff taught to remain call for any situation.</p>	Formative			Summative
	Nov	Jan	Mar	June
<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 5: The District will provide resources and all TCISD campuses will implement programs to appropriately address the psychological, social and behavioral needs of TCISD students. All campuses will develop and implement positive behavior strategies to be measured by a reduction in bullying incidents, a decrease in student discipline referrals and a decrease in student drop out rates.

Performance Objective 1: We will use Bobcat bucks for our PBIS process and use Reflection pages to reduce office referrals and bullying incidents.





Evaluation Data Sources: Principal, teachers, counselor

Strategy 1 Details	Reviews			
Strategy 1: Use PBIS this year to provide a more positive behavior support to students Strategy's Expected Result/Impact: Office referrals reduced by using Bobcat bucks and Reflection pages.	Formative			Summative
	Nov	Jan	Mar	June
<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 6: The district will provide all campuses with innovative technology equipment, support and training to facilitate success for all students.

Performance Objective 1: The campus will be up to date with needed training for the technology programs we use for students.





Evaluation Data Sources: Principal, Technology dept, teachers, Specialist, Interventionists

Strategy 1 Details	Reviews			
Strategy 1: Seek assistance when needed if district technology training is need. Strategy's Expected Result/Impact: Provide timely assistance for implementation of campus/district technology needs	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 7: The District will attract and retain highly qualified, talented employees who demonstrate the willingness and ability to advance the academic achievement of all TCISD students and bring pride to the community.

Performance Objective 1: Build a campus staff that is positive, caring, and willing to work together for each and every student.





Evaluation Data Sources: Principal and staff

Strategy 1 Details	Reviews			
Strategy 1: Training and regular meetings to build campus relationships with a focus on equity. Strategy's Expected Result/Impact: Staff working to understand equity and be able to develop lessons and stations to support Staff Responsible for Monitoring: Principal and staff	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 8: Members of the District leadership team will maintain a positive image with all stakeholder groups throughout the community.

Performance Objective 1: Develop a culture of teamwork and belief that we are working together for every student.





Evaluation Data Sources: District, Principal, staff

Strategy 1 Details	Reviews			
Strategy 1: Work collaboratively with district personnel to enhance the learning of staff and students. Strategy's Expected Result/Impact: Collaboratively work with the district to provide trainings so that the campus teamwork expectation is happening with the district also.	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 9: The District will provide support and encourage parental engagement at all campuses throughout the year.

Performance Objective 1: Develop relationships with parents to provide a better collaborative experience for all.





Evaluation Data Sources: District, Principal, parents, staff

Strategy 1 Details	Reviews			
<p>Strategy 1: The campus and the district will work collaboratively to enhance parent and community relationships.</p> <p>Strategy's Expected Result/Impact: Ensure clarity when working with parents and community which will results in a better working relationship.</p> <p>Staff Responsible for Monitoring: Principal, PTO, district staff, campus staff</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 10: The district will provide a guaranteed and viable curriculum to meet the needs of all students.

Performance Objective 1: The campus will use the curriculum to help develop the best possible academic plans for all students.

Evaluation Data Sources: Principal, teachers, Specialist, Interventionists

Strategy 1 Details	Reviews			
<p>Strategy 1: Be familiar with the curriculum and EOY/STAAR expectations to create the rigor needed to create a growth minded process.</p> <p>Strategy's Expected Result/Impact: Domain 3 will reflect a high percentage of growth for our 4th grade students.</p>	Formative			Summative
	Nov	Jan	Mar	June
<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>				

Addendums

Last Name	First Name	Signature	
Beale	Taylor	T. Beale	1
Benefield Harper	Ashanti	A. Harper	2
Bucior	Spring		3
Cash	Tracy	Tracy Cash	4
Castor	Rodrigo	Rodrigo Castor	5
Castro	Linda	L. Castro	6
Champagne	Rachel	R. Champagne	7
Cobb	Bart	B. Cobb	8
Cole	Cecily		9
Crenshaw	Latashia		10
Davis	Jason		11
Espiritu	Jennifer	Jennifer Espiritu	12
Floyd	Tammie	T. Floyd	13
Ford	Outmn	O. Ford	14
Gerhardt	Sarah	S. Gerhardt	15
Glass	Jessica		16
Gripp	Cara	C. Gripp	17
Haaga	Shelia	S. Haaga	18
Hamilton	Adrienne	A. Hamilton	19
Herrero	Patricia	P. Herrero	21
Hinton	Hailee		22
Holmes	Taniqua	T. Holmes	23
Kimble	Teresa		24
Lehmann	Meghanne	Meghanne Lehmann	25
Liles	Angelina	A. Liles	26
Lopez	Victoria	V. Lopez	27
McNally	Christina	C. McNally	28
Minot-Hitt	Tessa	T. Minot-Hitt	29
Miranda	Nikki	N. Miranda	30
Muschamp	Jamie	J. Muschamp	31
Myatt	Tiffany	T. Myatt	32
Pettigrew	Kimberley	K. Pettigrew	34
Pruitt	Carrie	C. Pruitt	35
Quebe	Kelly	K. Quebe	36
Randall	Angela	A. Randall	37
Sanchez	Loren	L. Sanchez	38
Sheffield	Sandra	S. Sheffield	39
Silvertooth	Melissa	M. Silvertooth	40

Team Leader

Last Name	First Name	Signature	
Beale	Taylor		1
Benefield Harper	Ashanti		2
Bucior	Spring		3
Cash	Tracy		4
Castor	Rodrigo		5
Castro	Linda		6
Champagne	Rachel		7
Cobb	Bart		8
Cole	Cecily		9
Crenshaw	Latashia		10
Davis	Jason		11
Espiritu	Jennifer		12
Floyd	Tammie		13
Ford	Outmn		14
Gerhardt	Sarah	A. Gerhardt	15
Glass	Jessica		16
Gripp	Cara	C. Gripp	17
Haaga	Shelia	S. Haaga	18
Hamilton	Adrienne	Adrienne Hamilton	19
Herrero	Patricia		21
Hinton	Hailee		22
Holmes	Taniqua		23
Kimble	Teresa		24
Lehmann	Meghanne		25
Liles	Angelina		26
Lopez	Victoria		27
McNally	Christina	Christina McNally	28
Minot-Hitt	Tessa		29
Miranda	Nikki		30
Muschamp	Jamie		31
MyNatt	Tiffany		32
Pesina	Robyn		33
Pettigrew	Kimberley		34
Pruitt	Carrie	Carrie Pruitt	35
Quebe	Kelly	Kelly Quebe	36
Randall	Angela	Angela Randall	37
Sanchez	Loren		38
Sheffield	Sandra	Sandra Sheffield	39

Last Name	First Name	Signature	
Beale	Taylor	<i>T Beale</i>	1
Benefield Harper	Ashanti	<i>Ashanti Harper</i>	2
Bucior	Spring	<i>Spring Bucior</i>	3
Cash	Tracy	<i>Tracy Cash</i>	4
Castor	Rodrigo	<i>Rodrigo Castor</i>	5
Castro	Linda	<i>Linda Castro</i>	6
Champagne	Rachel	<i>Rachel Champagne</i>	7
Cobb	Bart	<i>Bart Cobb</i>	8
Cole	Cecily	<i>Cecily Cole</i>	9
Crenshaw	Latashia	<hr/>	10
Davis	Jason	<i>Jason Davis</i>	11
Espiritu	Jennifer	<i>Jennifer Esperitu</i>	12
Floyd	Tammie	<i>Tammie Floyd</i>	13
Ford	Outmn	<i>Outmn Ford</i>	14
Gerhardt	Sarah	<i>Sarah Gerhardt</i>	15
Glass	Jessica	<i>Jessica Glass</i>	16
Gripp	Cara	<i>C. Gripp</i>	17
Haaga	Shelia	<i>Shelia Haaga</i>	18
Hamilton	Adrienne	<i>Adrienne Hamilton</i>	19
Hernandez	Makyla		20
Herrero	Patricia	<i>Patricia Herrero</i>	21
Hinton	Hailee	<i>Hailee Hinton</i>	22
Holmes	Taniqua	<i>Taniqua Holmes</i>	23
Kimble	Teresa	<i>Teresa Kimble</i>	24
Lehmann	Meghanne	<i>Meghanne Lehmann</i>	25
Liles	Angelina	<i>Angelina Liles</i>	26
Lopez	Victoria	<i>Victoria Lopez</i>	27
McNally	Christina	<i>Christina McNally</i>	28
Minot-Hitt	Tessa	<i>Tessa Minot-Hitt</i>	29
Miranda	Nikki	<i>Nikki Miranda</i>	30
Muschamp	Jamie	<i>Jamie Muschamp</i>	31
MyNatt <i>Mynatt</i>	Tiffany	<i>Tiffany Mynatt</i>	32
	Robyn		
Pettigrew	Kimberley	<i>Kimberley Pettigrew</i>	34
Pruitt	Carrie	<i>Carrie Pruitt</i>	35
Quebe	Kelly	<i>Kelly Quebe</i>	36
Randall	Angela	<i>Angela Randall</i>	37
Sanchez	Loren	<i>Loren Sanchez</i>	38

