Port Arthur Independent School District

Washington Elementary

2023-2024 Campus Improvement Plan

Mission Statement

Our mission as the primary source of public education in the community is to meet the unique educational needs of our diverse population by providing a comprehensive quality education for students of the Port Arthur Independent School District

Vision

Port Arthur Independent School District will become the leader in continuous school improvement by ensuring each student receives a rigorous high quality education to achieve academic excellence.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Booker T. Washington is a Title I neighborhood school in its thirteenth year of operation. The school currently serves Pre-k to second grade with an enrollment of 259 students. The campus is known for its rigorous literacy programs to meet the needs of all students. Our neighboring campus is Dequeen elementary, which provides instruction to the third through fifth grade students. Both campuses work collaboratively to ensure success for students as they transition to the neighboring campus. The ethnic distribution of student enrollment are as follows: 180 students who are African Americans, 90 students are Hispanic, 3 are white and 1 are Asian students. There are 7 students who receive 504 services, 28 students that receive special education services, 3 students are in the Gifted and Talented Program, 58 LEP students and 4 students that are receiving dyslexia services.

Currently, there are 18 teachers, including 2 long-term substitute teachers (1 adaptive behavior classroom and 1 prekindergarten teacher). The Site Base Decision Making Committee (SBDMC) have met this school year to plan and make decisions for the staff, school and instructional practices. The Administrative Team facilitates faculty meetings monthly which have met numerous times this school year. Teachers meet weekly as a grade level to plan for instruction on Wednesdays. Professional Learning Communities meet weekly for data analysis and intervention planning.

Our stakeholders include: The school board, Valero Refinery, Oxbow Carbon LLC, , School Tools, Southeast Texas Food Bank, First Six Street Baptist Church, St. Paul United Methodist Church, Golden Triangle Emergency Center LLC, parents, students and staff members. Valero Refinery is a business partner to our campus and sponsors our Annual Fun Day, incentives for Accelerated Reading, attendance and behavior. Oxbow Carbon LLC, First Six Street Baptist Church, and St. Paul United Methodist Church donates school supplies every year to our school. The Southeast Texas Food Bank provides nonperishable weekly meals for students who are in need to take home every Friday. Emergency Golden Triangle LLC and School Tools donates supplies and incentives for our teachers.

Demographics Strengths

Our staff has grown in diversity based on ethnicity and experiences. A large percent of our students are At-Risk which allows more funding to meet the academic needs of students and decreases sub-group populations. School community population provides opportunities for building closer relationships between the school and its stakeholders. Our campus was able to secure 99% of our staff and faculty. The goal is for all of our teachers to become ESL & Gifted and Talented Certified. Team building activities are essential and provide better communication, improved morale and productivity for the staff. The use of T-TESS as the district's appraisal instrument allows for teachers' strengths and weaknesses to be identified so that appropriate professional development can be employed in areas as needed.

Problem Statements Identifying Demographics Needs

Problem Statement 1: At the end of the 2022-2023 school year, there were 45 students to withdraw from our campus, resulting in a mobility rate of 17%. The majority of the students that withdrew went to other campuses within our Southeast Texas Region. We also received several students that were new to our district. **Root Cause:** We have found that students are behind academically and arrive without academic records which require more effort from the receiving schools making placement difficult. This causes an even larger gap in their learning as their academic records are in the process of being retained from their previous school.

Problem Statement 2 (Prioritized): A rise in student absenteeism. We had 41 students to miss 18 days or more resulting in the school's attendance committee having to decide if summer school would be required or grade retention. **Root Cause:** We have found that many of our students' families have experienced excessive illness (COVID), caring for other family members, mental and/or emotional health issues and difficulties with housing and/or food that have been linked to excessive absenteeism.

Problem Statement 3 (Prioritized): Significant rise in students performing significantly below grade level. **Root Cause:** Many of our student's experience learning difficulties due to lack of academic background of parents and the students' learning skills.

Problem Statement 4 (Prioritized): There has been a huge decline in parental involvement. **Root Cause:** Currently, there are severely limited opportunities in which our parents are able to actively participate in due to restrictions for in-person from COVID and school safety precautions.

Problem Statement 5: Bridging the relationship gaps between teachers, parents and students is an ongoing task. We have continued to implement strategies through the following: RTI data, formative and summative assessment data, vertical alignment and identifying the needs of the student. **Root Cause:** The academic gap is present due to the absence of the school experience for several students along with behavior challenges.

Problem Statement 6: Increase in enrollment that creates changes in student demographics. This increase has resulted in adjustments in instructional approaches and early interventions. **Root Cause:** Lack of educational skills, limited English language skills, economic disadvantage, student mobility, identified and those that have not been identified with learning difficulties/disabilities of students present challenges for student and teacher instruction. Additionally, the district's most current rezoning has posed additional challenges.

Problem Statement 7: A large number of the student population have limited educational resources and support outside of the school environment. **Root Cause:** There has been a significant increase in the low socioeconomic population.

Student Learning

Student Learning Summary

Booker T. Washington Elementary is in its thirteen year of operation since the opening of the new school (2010 – 2011 school year). At the end of the school year, students showed a growth measure of plus ten or more on district curriculum based assessments. This school year 2023-2024, we hope to increase our academic achievement through intervention and remediation. The strategies to accomplish this goal are in place and we hope to yield significant progress on Benchmarks every nine weeks in all core subjects and grade levels. Programs such as Waterford, Star Early Literacy, IStation, IReady, Amplify, Really Great Reading, IXL, and Accelerated Reader are vital programs that continue to close achievement gaps for progress of our students. Additionally, to continue to promote growth, we will incorporate small groups twice a week in our respective classrooms. Our paraprofessionals will have pull-out sessions with students to address areas of weaknesses of our students. Our teachers use a "Learning Bag" that is sent home with students that has instructional materials ready available for use at home. This bag has been prepared for students to use as additional support to aide in reinforcing skills.

Student Learning Strengths

1. Students eagerly engaging District's curriculum by utilizing technology (Boxlight), IReady, Amplify, and hands-on learning activities.
2. There are students in each grade that are one or two grade levels above in reading and math.
3. Student Achievement indicates weekly progress. Student achievement is monitored weekly through fluency sweeps, weekly assessments in reading (HMH), and math, math fluency sweeps, and accelerated reading tests. BOY, MOY, and EOY assessments with Amplify Data shows growth in phonics, sight words, and fluency.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): The students are eager and enthusiastic about learning, however, with the increase of our student population additional classroom supplies, instructional materials, and the request for additional electronic devices are needed for classrooms to operate effectively.   **Root Cause:** The increase in the student population causes a shortage of classroom supplies, instructional materials, electronic devices).

Problem Statement 2: The rezoning of the Port Arthur Independent School District has caused an increase in our student population. Our student population has increased by 2% which causes an increase in class sizes. The teachers have to plan for larger class sizes, prepare lessons that will require additional instructional materials for hands-on learning and small groups.   **Root Cause:** In an attempt to balance campus enrollment across the district, the rezoning of the Port Arthur Independent School District has created an influx of students at Booker T. Washington which increases our class sizes by 2% (average class size 20:1).

Problem Statement 3 (Prioritized): We have seen a significant decrease of 30% in foundational reading skills. The majority of students are performing one or more grade levels below academically.   **Root Cause:** COVID, lack of parental support, influx of additional students, lack of intrinsic student motivation.

Problem Statement 4 (Prioritized): We have seen a significant decrease by 30% in foundational math skills. The majority of students are performing one or more grade levels below academically.   **Root Cause:** Lack of parental involvement, lack of intrinsic student motivation, influx of additional students, change in standards (TEKS) and low comprehension/computation skills.

Problem Statement 5 (Prioritized): Due to the shortage of certified teachers we have seen a decrease in instructional performance.   **Root Cause:** Due to district's ability to retain

certified teachers, it has caused a shortage of teachers applying for vacant positions at the campus level.

School Processes & Programs

School Processes & Programs Summary

Our campus has many programs and processes to ensure parent and student engagement throughout the year. Washington elementary continues to maintain and develop systems for all stakeholders participation though procedures, methods and practices.

Personnel-Policy and Procedures

Our district has a process for recruiting, selecting, assigning, Intra-district recruitment of highly-qualified teachers occurs through the "Grow Your Own" program, adjunct teachers, and district job fair. Recruitment for personnel outside of the Port Arthur Independent School District consists of college & university visits, district job fair, and posting on job search websites. We furthermore recruit through advertisements via social media. We also network during professional development. These Highly-Qualified teachers are placed in classrooms based on student needs and teacher strength. They are selected through professional and academic qualifications as well as experience.

Professional Practices

Our campus develops instructional leaders in a variety of ways. The campus develops instructional leaders by placing them in leadership roles. These roles will afford them opportunities to be strong and effective instructional leaders. The positions on campus such as grade level chairs, LPAC, and mentors have provided teachers to function in various leadership capacities. In addition, we also develop instructional leaders through professional development opportunities and daily experiences/responsibilities.

Washington Elementary has a process for developing a focused improvement plan that addresses the root causes of low performance. It involves disaggregating data used from mark reporting, fluency checks (Reading and Math), Communities in Schools, Parental Involvement Feedback Surveys, PTA Meetings, Coffee with the Principal, and Social Worker feedback to address the root causes of low academic performance and social/emotional deficits. All stakeholders are involved in this process. We track progress towards intended outcomes in our PLC's and manipulate our data board in real time. Points of progress monitoring include diagnostic testing (Beginning of the Year, Middle of the Year, End of Year), weekly assessments, 9-Weeks assessments (CBA's), journal / student portfolio audits, and through summative reporting for Response to Intervention, 504 accommodations, Dyslexia services, and English language supports provided.

We plan for professional development based on the needs of the students. We use ongoing screenings, PLC's, vertical alignment, and technology as remedies to low performance. Professional Development is based on high expectations for both students and teachers.

Programs and Opportunities for Students

BTW has many programs operating in the school. Citizenship Initiatives: "Student Leaders" (pre-cursor to Student Council) provides opportunities for students to serve the school and community. Academic Initiatives: The STEM lab provides students the opportunity to become inquisitive and exploratory in the areas of Science, Technology Engineering, and Math. The students will rotate through the lab weekly to engage in station activities. Our Sensory Room gives students a safe place to relax, reset, and return to their learning environment in a calmed state. Our extra-curricular activities consist of our school choir and cheerleading to promote positivity among students. In addition, our campus have created multiple committees to help celebrate holidays throughout the year. Multiple instructional technologies for each content area are available on our campus. To address social and emotional needs, our Social Worker, Communities and Schools,"Real Titans" and Restorative Discipline (district-wide discipline management system) gives our students an outlet for conversations and tips to continue to operate effectively through adversities. With the recent events at schools throughout the U.S., school safety is top priority. Our Campus emergency response team, Crisis Management, Campus Threat Assessment Team meets weekly to address any concerns in relation to safety and security needs. Monthly drills are practiced for staff and students. When the drills are complete, debriefings are held to discuss errors that may have occurred. The campuses throughout the district are closed to parents as a safety precaution.

Students are given opportunities to reach challenging state academic standards through Fluency Sweeps, G-T Testing, differentiated instruction, "Power Hour", learning apps, Boxlight, and interactive journaling. The classroom teachers have multiple manipulatives to enforce skills in the classroom. We have noticed that our special education enrollment is increasing and a high rate of parent denials have been apparent in Multilingual Education. Gifted and Talented enrollment is consistently lower than expected (based on student

performance and interaction). An opportunity for students to address college, career and military guidance and counseling are through Career Dress Up Days. This activity is held each year for students to begin thinking of what career they would like to pursue. Additionally, college dress up days are conducted on some Fridays during the year. The Career Day Parade and extension activities are made through the Social Studies student learning objectives. Military Veteran recognition and Career Dress-Up Day has influenced student career aspirations and inspiration for future endeavors.

Our district designed a technology plan for all students to receive a learning device. Additionally, we have chosen to use the Lu Interactive (a multidisciplinary program) to support academic learning through Kinesthetic, Visual, Auditory, and Interpersonal learning. We have found that when students are not learning concepts in the classroom, that an additional opportunity to learn in a different academic setting is needed. Data findings show that we are in need of additional outside resources to help students and families.

 With an influx of homeless students and non-English speaking students our campus has several programs to meet these students needs. McKinney-Vento serves as a program for our homeless students. Our ESL, Bilingual education, and Migrant programs are ready available for our non-English speaking students. With fine arts, Music classes are provided for our students. It would be an asset to have Art classes also. Actions for powerful teaching and learning for Port Arthur ISD begins at the intersection of teacher capacity, student engagement, leadership by the Curriculum and Instruction department, and consideration of stakeholder input. The decision to align curriculum to research-based advisories or other instructional institutions is a district-wide responsibility always headed by surveys that garnered teacher feedback. We use a rubric annually to test the alignment of curriculum, instruction, and assessment. Any revision suggested to be made is satisfied (at the latest) at the forefront of curriculum writing for the upcoming school year. However, many suggested revisions are accommodated in real-time.

Procedures

Pacing and pairing of instructional objectives are under the guidance of the Year-At-A-Glance, Week-At-A-Glance, and Unit Guides. They are the basis for lesson planning and make instructional implications for scope and sequence based on data and new initiatives. They provide all of the necessary implications and resources for determining the lesson model (5E, Gradual Release, etc.), formative assessments, lesson openers (hooks), interventions, and differentiation. They also promote writing, discourse, remediation, enrichment, common learning pitfalls (teacher and student misunderstandings and misconceptions), and determine moments that encourage critical thinking.

The primary focus of the Technology Department, Curriculum & Instruction Department, and our local campus budget is on instruction, which includes instructional technology and education technology. Each program goes through a rigorous process of scrutiny as to whether it merges ("communicates") well with our learning management system (Schoology) and our single sign-on program Clever. They are tested to work with all hardware platforms (teacher computers, Boxlight, active floor, student laptops, mobile devices, and other consumer-level/personal devices). We have found much success in closing the digital divide for our students, faculty, and facilities. We reserve ample instructional time for technology education (use, citizenship, etc.).The conditions for learning on our campus are protected by several measures. These measures include master scheduling that provides time for quality instruction to be relevant from bell to bell. Our PLC's are learning opportunities for teachers to share insight on the curriculum and how objectives are taught to ensure mastery for students. In addition, our campus has implemented tutoring opportunities "Power Hour" for students to revisit objectives previously taught. To further provide assistance for students, summer school is held every summer for those students who are in need of additional learning opportunities before entering the next grade level.

Equity for all students is prevalent throughout learning. Instructors provide meaningful learning opportunities for all students. The unique needs for students are addressed throughout during PLC's and with stakeholders to ensure that students are receiving strategies and instructional practices to meet their needs.

The transition from early childhood to elementary schools involves our Early Childhood campus and elementary campuses linking together to prepare students for their new campus. The transition opportunity provides parents and students the opportunity to view the new campuses for the students to become familiar with their new school. In addition, parent meetings are held for parents to ask questions about the process. The students are able to tour the new campus before the start of school. Classroom management procedures are in place for students while in the classroom. Rules and procedures are developed for students to adhere to. Our campus has developed a campus wide discipline management system (R.E.A.L. Titans-Responsible Engaged Achieving Learners) for students to earn incentives at the end of each nine week grading period.

School Processes & Programs Strengths

1. District's curriculum alignment with STAAR assessments

2. Vertical alignment team collaboration and planning

3. PLC collaboration and planning

4. Grade level collaboration and planning weekly

5. Use of T-TESS as the district's appraisal instrument allows for teachers' strengths and weaknesses to be addressed

6. Use of walkthrough instrument as a means of addressing teachers' strengths and weaknesses

7. Viable programs for our homeless students and non-English students are ready available

8. School celebrations to address all holidays

9. Creation of a campus STEM lab

10. Our campus has created committees to serve our students with activities throughout the year

11. Strong partnerships with Valero and United Way

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: We have seen an influx of homeless students and students who have never attended school enroll at our campus.   **Root Cause:** Families are moving from other areas for various reasons; some students have never attended public school.

Problem Statement 2: Our students only attend Music classes. However, we believe that Art classes would be a benefit for our students.   **Root Cause:** Lack of personnel to teach Art classes.

Problem Statement 3 (Prioritized): We seen an influx non-English speaking students in our area. Additional bilingual teachers/aides would be beneficial to meet the needs of these students.   **Root Cause:** Families are moving to the area due to poor living conditions and job opportunities from where they currently live. Additionally, the students who are moving to the area are not literate in their native or English language. These families need time to stabilize before they enroll their children into school.

Problem Statement 4 (Prioritized): Due to the cancellation of Experience Corp, Foster Grandparents and Y Read Programs, we have seen a decline in student support, student academics, and student behavior.   **Root Cause:** Programs have lost funding and changes in personnel has caused a decrease in outside programs on campus.

Problem Statement 5 (Prioritized): Lack of identification of students in the Gifted and Talented Program.   **Root Cause:** Promote the submission of applications to identify Gifted and Talented students beginning at the first grade level. Review assessments being used and measure classroom preparation.

Perceptions

Perceptions Summary

Student Engagement - The attendance rate differ between all race/ethnicity groups and all student groups. The 2022 - 2023 school year total for all race/ethnicity groups and all student groups in attendance was 90.0% in attendance. The 2022 - 2023 race/ethnicity groups and all student groups were Hispanic / Latino 89.6%, American Indian or Alaska Native 97.98% , Asian 96.80%, Black or African American 92.54%, Native Hawaiian or Other Pacific Islander N/A, White 96.38%, Two or More Races 85.91%. The 2022 - 2023 race/ ethnicity groups and all student groups were Hispanic / Latino 89.74%, American Indian or Alaska Native N/A, Asian 95.4%, Black or African American 90.2%, Native Hawaiian or Other Pacific Islander N/A, White 85.1%, Two or More Races 88.1%. Disciplinary patterns reveal average DAEP placement per year is one per year and ISS average placement is one per year. The Conflict is reduced using Restorative Discipline Practices, Positive Behavior Intervention Systems - REAL Titans, Behavior Intervention Plans, Campus Sensory Rooms, School Counselor Sessions, Campus Behavior Coordinator Interventions, Communities In Schools Support, and Social Worker Services. Mentoring, peer mediation and conflict strategies result in building academic competencies, development of life skills, guidance in social skills, and student engagement.

Staff Engagement - The staff turnover rate has been consistently low over the last 3 years. The turnover rate is 3%. The turnover rate is due to staff promotions, retirement, and district-level staffing transitions. Mentoring programs are offered on the district level and campus level. Campus level mentoring results in teacher retention with Mentor & Mentee Program, Buddy Teacher Program, Adjunct Teacher, and Instructional Coach Support. Staff perceptions of academic expectations are clearly defined, outlined, and understood in the district and campus mission and vision statements.

Parent/Guardian/Community Engagement - Parent/guardian/family/community participation rates are measured through the School Compact, Parent Involvement Policy, Parent Teacher Association, Parent Contact Log, District and Campus Social Media Platforms, Campus Events such as Meet the Teacher, Open House, Family Reading Night, etc. and Community Partners / Organizations such as Valero, Walraven, Southeast Texas Food Bank, Oxbow Corporation, Royalist Social & Civic Organization, YMCA of Southeast Texas - Port Arthur, Top Ladies of Distinction Port Arthur Chapter. The school consults with employers, business leaders, philanthropic organizations and / or individuals with expertise in engaging parents and family members in education through partnerships, meetings and school events such as Valero STEM Lab, Accelerated Reader Celebration, Honor Roll and Attendance, Fall Festival, Spring Festival, Read Across America, Reader's Theater Production, and End of the Year Field Day. The level of support from our community is achieved through volunteering and donations. Public support ratings are determined from PTA and community volunteer participation following an event. The parents and the community view the climate and culture of the district and campus as a safe, supportive environment for students to thrive and learn.

Students - The students describe their school and learning environment as a safe, positive, respectful, challenging, loving place where they are eager to read, learn and excited about attending everyday. The processes and programs in place help them find success from one grade level to the next. Programs and processes include Individual Education Plans, Present Levels of Academic Achievement and Functional Performance, Section 504, Behavior Intervention Plan, Small Group Instruction, Differentiated Instruction, Technology Education, STEM Lab, and Communities in Schools, etc.

Parents and Guardians - The parent/guardians/families describe their child's school as a welcoming, safe learning environment where children are eager to learn and feel supported and heard by the teachers and administrators. The parents/guardians/families communicate with the school through the teachers, ClassDojo and Facebook. The school has safety drills that parents/guardians/families are made aware of through school postings. Parents/guardians/families learn and understand about their child's learning standards, learning expectations and progress through the Home Access Center, School Learning Management Platforms, Parent/Teacher Conferences, Parent/School Communications such as newsletters, Remind 101 and ClassDojo. Parents/Guardians/Families are involved in activities to improve student achievement and school performance as members of the Parent Teacher Association, Parent and Family Engagement activities, Site Based Decision Making Committee, Reading Logs, Math Fluency, Homework Enrichment Activities, Assessments reviewed by Parents, Sight Words Cards, School to Home Take Home Folder, Curbside Communications, etc.

Community - The school is described as a legacy in the community, parents speak highly of the school. The school is where learning takes place for our future community leaders.

Teachers - The teachers describe their school as supportive peers and administrators, a safe and positive atmosphere, bright, colorful and cheerful, successful with student learning, safe inside the school building but not in the neighborhood, frustrated with intermittent internet connection, confined with safety protocols. The processes and programs in place help teachers find success with students through mentoring programs, buddy system, instructional coach and administrative support.

All Stakeholders - Stakeholders are engaged in the vision, mission, goals, strategies, and values that focus on a safe environment and high expectations by everyone having a voice and being heard, keeping everyone informed and through work habits and work environment.

Perceptions Strengths

Our faculty and staff are supportive and continues to work toward making Booker T. Washington Elementary School a positive, safe, orderly and engaging learning environment. Our teachers find ways to communicate, connect and engage with parents and guardians. Parent Communication Logs provide are collected and analyzed throughout the year. Campus leadership and teacher leadership committees continuously monitor and gather input from stakeholders. Parent communications are provided in Spanish and English. Safety audits confirm a safe and orderly environment throughout the campus.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): All race/ethnicity groups and all student groups have not achieved their full literacy potential academically.   **Root Cause:** Teaching and engaging students from all race/ethnicity groups and all student groups requires deep understanding of the various needs of students while embracing and implementing the vision, mission, goals, strategies, and values as a campus.

Problem Statement 2 (Prioritized): Parent and family engagement and community involvement are not as strong as we would desire.   **Root Cause:** Opportunities are limited for parent and family engagement and community involvement participation due to safety protocols and our district closed campus model.

Problem Statement 3 (Prioritized): Disciplinary data has improved, however there is still a need to continue to assess and address disciplinary actions for students.   **Root Cause:** Poverty and instability in the home environment demands the need of appropriate instructional and behavior strategies training for faculty and staff members to deal with the social emotional needs, instructional needs, and behavioral challenges of our students.

Priority Problem Statements

Problem Statement 1: All race/ethnicity groups and all student groups have not achieved their full literacy potential academically.

Root Cause 1: Teaching and engaging students from all race/ethnicity groups and all student groups requires deep understanding of the various needs of students while embracing and implementing the vision, mission, goals, strategies, and values as a campus.

Problem Statement 1 Areas: Perceptions

Problem Statement 2: Significant rise in students performing significantly below grade level.

Root Cause 2: Many of our student's experience learning difficulties due to lack of academic background of parents and the students' learning skills.

Problem Statement 2 Areas: Demographics

Problem Statement 3: We seen an influx non-English speaking students in our area. Additional bilingual teachers/aides would be beneficial to meet the needs of these students.

Root Cause 3: Families are moving to the area due to poor living conditions and job opportunities from where they currently live. Additionally, the students who are moving to the area are not literate in their native or English language. These families need time to stabilize before they enroll their children into school.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: A rise in student absenteeism. We had 41 students to miss 18 days or more resulting in the school's attendance committee having to decide if summer school would be required or grade retention.

Root Cause 4: We have found that many of our students' families have experienced excessive illness (COVID), caring for other family members, mental and/or emotional health issues and difficulties with housing and/or food that have been linked to excessive absenteeism.

Problem Statement 4 Areas: Demographics

Problem Statement 5: We have seen a significant decrease of 30% in foundational reading skills. The majority of students are performing one or more grade levels below academically.

Root Cause 5: COVID, lack of parental support, influx of additional students, lack of intrinsic student motivation.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: We have seen a significant decrease by 30% in foundational math skills. The majority of students are performing one or more grade levels below academically.

Root Cause 6: Lack of parental involvement, lack of intrinsic student motivation, influx of additional students, change in standards (TEKS) and low comprehension/computation skills.

Problem Statement 6 Areas: Student Learning

Problem Statement 7: Due to the cancellation of Experience Corp, Foster Grandparents and Y Read Programs, we have seen a decline in student support, student academics, and

student behavior.

Root Cause 7: Programs have lost funding and changes in personnel has caused a decrease in outside programs on campus.

Problem Statement 7 Areas: School Processes & Programs

Problem Statement 8: Lack of identification of students in the Gifted and Talented Program.

Root Cause 8: Promote the submission of applications to identify Gifted and Talented students beginning at the first grade level. Review assessments being used and measure classroom preparation.

Problem Statement 8 Areas: School Processes & Programs

Problem Statement 9: Disciplinary data has improved, however there is still a need to continue to assess and address disciplinary actions for students.

Root Cause 9: Poverty and instability in the home environment demands the need of appropriate instructional and behavior strategies training for faculty and staff members to deal with the social emotional needs, instructional needs, and behavioral challenges of our students.

Problem Statement 9 Areas: Perceptions

Problem Statement 10: Parent and family engagement and community involvement are not as strong as we would desire.

Root Cause 10: Opportunities are limited for parent and family engagement and community involvement participation due to safety protocols and our district closed campus model.

Problem Statement 10 Areas: Perceptions

Problem Statement 11: There has been a huge decline in parental involvement.

Root Cause 11: Currently, there are severely limited opportunities in which our parents are able to actively participate in due to restrictions for in-person from COVID and school safety precautions.

Problem Statement 11 Areas: Demographics

Problem Statement 12: Due to the shortage of certified teachers we have seen a decrease in instructional performance.

Root Cause 12: Due to district's ability to retain certified teachers, it has caused a shortage of teachers applying for vacant positions at the campus level.

Problem Statement 12 Areas: Student Learning

Problem Statement 13: The students are eager and enthusiastic about learning, however, with the increase of our student population additional classroom supplies, instructional materials, and the request for additional electronic devices are needed for classrooms to operate effectively.

Root Cause 13: The increase in the student population causes a shortage of classroom supplies, instructional materials, electronic devices).

Problem Statement 13 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
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- 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
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool
- 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
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Dyslexia data
- STEM and/or STEAM data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention 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: We will provide positive, safe, and respectful learning environments.

Performance Objective 1: By 2023, 100% of PAISD students will be taught using a vibrant, challenging, engaging curriculum that will ensure they are college and/or career ready upon graduation.

High Priority

HB3 Goal

Evaluation Data Sources: College and career dress up days, career and college studies, CIS programs, district social studies curriculum (communities, people, places, and things), business partners visitation day, STEM lab opportunities

Strategy 1 Details			Reviews			
Strategy 1: Implement the district student behavior management plan.			**Formative**			**Summative**
Strategy's Expected Result/Impact: Improved social and emotional skills. **Staff Responsible for Monitoring:** Assistant principal and school counselor. **Title I:** 2.5, 2.6 **- ESF Levers:** Lever 3: Positive School Culture			**Dec**	**Feb**	**Apr**	**June**
			50%			
Strategy 2 Details			Reviews			
Strategy 2: Implement restorative practices.			**Formative**			**Summative**
			Dec	**Feb**	**Apr**	**June**
			50%			
	No Progress 0%	Accomplished 100%	Continue/Modify →	Discontinue ✗		

Goal 2: We will provide an aligned, rigorous curriculum that empowers each student to achieve high levels of academic success.

Performance Objective 1: By 2023, 80% of PK-2 students will be fluent in reading performance objectives.

    High Priority

    HB3 Goal

    Evaluation Data Sources: Reading fluency sweeps, Amplify data, CLI Engage, weekly assessments in HMH and IReady.

Strategy 1 Details	Reviews			
Strategy 1: Develop and implement systems for curriculum, instruction, and assessment alignment.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Hold weekly PLC's with teachers and staff, share data, share instructional strategies and student artifacts.	**Dec**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Principal, assistant principal, instructional coach and teachers. **Title I:** 2.4, 2.5, 2.6 - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	60%			

Strategy 2 Details	Reviews			
Strategy 2: Implement the curriculum to address the unique educational needs of each student.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Frequent meetings with the curriculum supervisors (including all core subjects, special education, multilingual and gifted & talented) district and campus level.	**Dec**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: District curriculum supervisors, instructional coach, teachers and principal. **Title I:** 2.4, 2.5, 2.6 - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	60%			

Strategy 3 Details	Reviews			
Strategy 3: Develop an aligned district-wide system that cultivates college and career readiness.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Activities held on campus such as: career and college dress-up days, programs and Woodrow Wilson Early College Partnership.	**Dec**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Communities in School and counselor **Title I:** 2.4, 2.5, 2.6 - **ESF Levers:** Lever 3: Positive School Culture	50%			

Strategy 4 Details	Reviews			
Strategy 4: Develop vertical district-wide systems for clearly communicating and connecting staff to ensure student success	**Formative**			**Summative**
Strategy's Expected Result/Impact: Frequent meetings with the curriculum supervisors (including all core subjects, special education, multilingual and gifted & talented) district and campus level.	**Dec**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: District curriculum supervisors, instructional coach, teachers and principal. **Title I:** 2.4, 2.5, 2.6 - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	40%			

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

Goal 2: We will provide an aligned, rigorous curriculum that empowers each student to achieve high levels of academic success.

Performance Objective 2: By 2023, 80% of PK-2 students will be fluent in mathematical processes performance objectives.

> **High Priority**

> **HB3 Goal**

> **Evaluation Data Sources:** Math fluency, IReady, IXL, STAAR based assessment

Strategy 1 Details	Reviews			
Strategy 1: Utilizing fluency programs and materials from the district curriculum. Formative Assessments.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Hold weekly PLC's with teachers and staff, share data from student fluency sweeps and test results.	**Dec**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Teachers, Instructional Coach **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 3	40%			
0% No Progress	100% Accomplished	Continue/Modify	Discontinue	

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 3: We have seen a significant decrease of 30% in foundational reading skills. The majority of students are performing one or more grade levels below academically.   **Root Cause**: COVID, lack of parental support, influx of additional students, lack of intrinsic student motivation.

Goal 2: We will provide an aligned, rigorous curriculum that empowers each student to achieve high levels of academic success.

Performance Objective 3: By 2023, 75% of PK-2 students will be proficient in English/Language Arts skills performance objectives.

   High Priority

   HB3 Goal

   Evaluation Data Sources: CBA's, Waterford, Amplify data, IReady, CLI Engage

Strategy 1 Details		Reviews			
Strategy 1: Utilizing fluency programs, HMH, IReady and other materials from the district curriculum. Formative Assessments.		**Formative**			**Summative**
		Dec	Feb	Apr	June
Strategy's Expected Result/Impact: Hold weekly PLC's with teachers and staff, share data, share instructional strategies and student artifacts. **Staff Responsible for Monitoring:** Instructional Coach and Teachers **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 3		45%			
0% No Progress	100% Accomplished	→ Continue/Modify		✗ Discontinue	

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 3: We have seen a significant decrease of 30% in foundational reading skills. The majority of students are performing one or more grade levels below academically.   **Root Cause**: COVID, lack of parental support, influx of additional students, lack of intrinsic student motivation.

Goal 2: We will provide an aligned, rigorous curriculum that empowers each student to achieve high levels of academic success.

Performance Objective 4: By 2023, 90% of Booker T. Washington students will be proficient in science performance skills.

    High Priority

    Evaluation Data Sources: CBA's

Strategy 1 Details	Reviews			
Strategy 1: Utilizing Science for Us, journals and supplemental materials from the district curriculum. Formative Assessments.	**Formative**			**Summative**
	Dec	Feb	Apr	June
Strategy's Expected Result/Impact: Hold weekly PLC's with teachers and staff, share data, share instructional strategies and student artifacts. **Staff Responsible for Monitoring:** Instructional Coach, Teachers, Curriculum Supervisors **Title I:** 2.4, 2.5, 2.6 **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	45%			
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 3: We will partner with families and communities to increase family support and engagement in the educational process.

Performance Objective 1: By 2023, 100% of PAISD families will be positively engaged in the educational process.

High Priority

Evaluation Data Sources: Parent/Student Compact, Parental Involvement Plan, Teacher-Parent Conference Logs, Monthly Communication Logs, PTA, Communities in School and Parental Advisory Meetings.

Strategy 1 Details	Reviews			
Strategy 1: Actively engage the parents/guardians and community to strengthen partnerships that support the needs of students.	**Formative**			**Summative**
	Dec	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: At least 80% of our parents/guardians will attend parental involvement meetings and conferences that have been scheduled by teachers. **Staff Responsible for Monitoring:** Counselor, CIS (Communities in School), Campus PTA, Principal, Assistant Principal and Teachers **Title I:** 4.1, 4.2 - **ESF Levers:** Lever 3: Positive School Culture	45%			
	0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 4: We will attract, retain, and build capacity in employees by developing and enhancing the learning environment.

Performance Objective 1: By 2023, Performance Objective: 100% of PAISD teachers will be certified and demonstrate competency in their specialized content area(s).

High Priority

Evaluation Data Sources: Mentor/Mentee & Titan's New Teacher's Academy Campus Wide

Strategy 1 Details	Reviews			
Strategy 1: Develop a district-wide promotional plan to recruit certified teachers. Actively recruit highly qualified and culturally diverse staff.	**Formative**			**Summative**
	Dec	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: To maintain staff and recruit certified teachers through individualized campus support based on needs through mentoring and coaching. **Staff Responsible for Monitoring:** District & Campus Administration, Instructional Coach and Veteran Teachers **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 2: Strategic Staffing	40%			

Strategy 2 Details	Reviews			
Strategy 2: Develop an aligned district-wide teacher professional development system.	**Formative**			**Summative**
	Dec	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: To provide staff development opportunities to all teachers in an effort to develop and retain highly qualified staff. **Staff Responsible for Monitoring:** Principal, Technology Staff, Curriculum Supervisors **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 2: Strategic Staffing	40%			

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

Goal 5: We will provide fiscal stability, accountability, and sufficient resources necessary to create an environment to support student success.

Performance Objective 1: By 2023, 100% of PAISD campuses and departments will have sufficient funds necessary to effectively operate.

High Priority

Evaluation Data Sources: Budget worksheets & fiscal audits of materials (campus)

Strategy 1 Details	Reviews			
Strategy 1: Develop a plan to find alternative funding sources and identify ways to increase revenues.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Appropriately allocate funds towards campus and departments.	**Dec**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach & Secretary **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments	60%			

Strategy 2 Details	Reviews			
Strategy 2: Strengthen the district-wide plan to evaluate the use and implementation of our current resources.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Appropriately allocate funds towards campus and departments.	**Dec**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach & Secretary **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments	45%			
	0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Data Analysis-Demographics

Committee Role	Name	Position
Administrator	Angela Vincent	Counselor
Classroom Teacher	Lashae Antoine	teacher
Classroom Teacher	Bryiah Williams	teacher
Classroom Teacher	Angela Allen	teacher
Classroom Teacher	Jeretha Brisco	teacher
Classroom Teacher	Michelle Rodriguez	teacher
Paraprofessional	Adralyn Addision	paraprofessional
Paraprofessional	Sheronda Smith	paraprofessional
Classroom Teacher	Myron Getwood	teacher

Data Analysis-Student Learning

Committee Role	Name	Position
Non-classroom Professional	Mayra Rocha	Instructional Coach
Classroom Teacher	Augusta Dixon	teacher
Classroom Teacher	Sharon Egland	teacher
Classroom Teacher	Julie McBride	teacher
Paraprofessional	Elizabeth Freeman	paraprofessional
Paraprofessional	Aisha Richmond	paraprofessional
Classroom Teacher	Raul Diaz	teacher

Data Analysis-Processes and Programs

Committee Role	Name	Position
Administrator	Lucrecia Harris	principal
Classroom Teacher	Jacqueline Rachal	teacher
Classroom Teacher	Grasia Zepeda	teacher
Classroom Teacher	Chasity Morrison	teacher
Classroom Teacher	Armand Callihan	teacher
nurse	Tamika Bellard	nurse
Non-classroom Professional	Priscilla Yowman	non-professional
Community Representative	Crashunda Livingston	CIS representative
Classroom Teacher	Carmen Hernandez	teacher

Data Analysis-Perceptions

Committee Role	Name	Position
Administrator	Kym Franklin	administrator
Classroom Teacher	Colleen Irvine	teacher
Classroom Teacher	Natasha McCray	teacher
Classroom Teacher	Sarah Borello	teacher
Classroom Teacher	Bianca Washington	teacher
Parent	Christian Marrero	parent
Paraprofessional	Demetra Brown	paraprofessional
Business Representative	Carol Hebert	Business partner-Valero Refinery

2023-2024 Site Based Decision Making Team

Committee Role	Name	Position
Administrator	Lucrecia Harris	Principal
Administrator	Kym Franklin	Assistant Principal
Non-classroom Professional	Angela Vincent	Counselor
Non-classroom Professional	Mayra Rocha	Instructional Coach
Classroom Teacher	Julie McBride	Prek
Classroom Teacher	Chasity Morrison	Kindergarten
Classroom Teacher	Jada Botley	1st
Classroom Teacher	Colleen Romero	2nd
Classroom Teacher	Natasha McCray	Music
Classroom Teacher	Jacqueline Rachal	Special Education
Classroom Teacher	Raul Diaz	Bilingual
Community Representative	Crashunda Livingston	Community In Schools (CIS)
Non-classroom Professional	Valerie Harrison	GT
Business Representative	Carol Hebert	Business partner-Valero Refinery
Paraprofessional	Elizabeth Freeman	Computer lab
Non-classroom Professional	Priscilla Yowman	social worker
Parent	Angelica Gipson	Parent
Parent	Christian Marrero	Parent

Addendums

2022-2023 Site Based Decision Making Team

Meeting Date: October 13, 2022

3:30 P.M.

Washington Library

Committee Role	Name	Position	Signature
Administrator	Lucrecia Harris	Principal	*Lucrecia Harris*
Administrator	Kym Franklin	Assistant Principal	*Kym Franklin*
Non-classroom Professional	Angela Vincent	Counselor	*Angela Vincent*
Non-classroom Professional	Ramona Parks	Instructional Coach	*Ramona Parks*
Classroom Teacher	Julie McBride	Prek	*Julie McBride*
Classroom Teacher	Angela Allen	Kindergarten	*Angela Allen*
Classroom Teacher	Jada Botley	1st	*Jada Botley*
Classroom Teacher	Colleen Romero	2nd	*Colleen Romero*
Classroom Teacher	Terrell Clark	Physical Education	*Terrell Clark*
Classroom Teacher	Jacqueline Rachal	Special Education	*Jacqueline Rachal*
Classroom Teacher	Raul Diaz	Bilingual	
Community Representative	Crashunda Livingston	Community In Schools (CIS)	*Crashunda Livingston*
Non-classroom Professional	Valerie Harrison	GT	absent
Parent	Aldric Tyler	parent	*Aldric Tyler*
Parent	Sandra Segura	parent	absent
Business Representative	Carol Hebert	Business partner-Valero Refinery	absent
Paraprofessional	Elizabeth Freeman	Computer lab	*Elizabeth Freeman*

Washington Elementary School

Lucrecia Harris, Principal

Mrs. Kym Franklin, Assistant Principal

Angela Vincent, Counselor

Ms. Ramona Parks, Instructional Coach

SBDM Meeting Agenda

October 13, 2022

3:30 p.m.

Campus Plan

Federal Budget