

Spring Branch Independent School District
Wilchester Elementary School
2023-2024 Campus Improvement Plan



Mission Statement

The mission of Wilchester Elementary School is to create a safe, thriving and dynamic learning environment that promotes both academic rigor and social emotional well being. Our instructional program values student interest, varied learning styles and offers multiple ways to demonstrate mastery. We will invest in building empathetic relationships and fostering kindness and mutual respect among all shareholders. By doing so, we hope to equip and empower students to take ownership of their learning in meaningful ways in an effort to prepare them to be global citizens in an ever changing world.

Vision

At WCE, we equip creative, critical and curious thinkers with a self sustaining drive to demonstrate integrity and cognitive flexibility.

Core Values

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

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

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

Limitless Curiosity: We never stop learning and growing.

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

Core Characteristics of a T-2-4 Ready Graduate

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

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

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

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

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

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Wilchester Elementary School serves students in grades PK-5 within the Spring Branch Independent School District (SBISD).

Enrollment trends showed a decrease of seven students from the 2020–2021 school year to the 2021–2022 school year. Enrollment then increased by 41 students from the 2021-2022 school year to the 2022–2023 school year.

Enrollment Trends:

2022-2023: Enrollment – 844

2021-2022: Enrollment – 803

2020-2021: Enrollment – 810

Source: *PEIMS OnDataSuite Fall Dashboard*

The demographic profile of the students at Wilchester Elementary School has remained relatively consistent during the past three years. The majority of the students are White, followed by Hispanic. During the 2022-2023 school year, 10.0% of the students were identified as Emergent Bilingual/English Learner (EB/EL); 17.7% At-Risk; 8.8% Economically Disadvantaged; 6.2% Immigrant; 1.2% Homeless; 11.7% of students were identified for special education services; and 16.4% were identified for gifted and talented services.

Demographic Trends: Race/Ethnicity

2022-2023: African American – 23 (2.7%)

2021-2022: African American – 15 (1.9%)

2020-2021: African American – 16 (2.0%)

2022-2023: American Indian-Alaskan Native – *

2021-2022: American Indian-Alaskan Native – 0 (0.0%)

2020-2021: American Indian-Alaskan Native – 0 (0.0%)

2022-2023: Asian – 84 (10.0%)

2021-2022: Asian – 84 (10.5%)

2020-2021: Asian – 90 (11.1%)

2022-2023: Hispanic – 99 (11.7%)

2021-2022: Hispanic – 103 (12.8%)

2020-2021: Hispanic – 94 (11.6%)

2022-2023: Native Hawaiian-Pacific Islander – 0 (0.0%)
2021-2022: Native Hawaiian-Pacific Islander – 0 (0.0%)
2020-2021: Native Hawaiian-Pacific Islander – *

2022-2023: White – 606 (71.8%)
2021-2022: White – 581 (72.4%)
2020-2021: White – 584 (72.1%)

2022-2023: Two-or-more – 29 (3.4%)
2021-2022: Two-or-more – 20 (2.5%)
2020-2021: Two-or-more – 24 (3.0%)

Source: PEIMS OnDataSuite Fall Dashboard

**Fewer than five students not shown*

Additional Student Information:

2022-2023: At-Risk – 149 (17.7%)
2021-2022: At-Risk – 158 (19.7%)
2020-2021: At-Risk – 145 (17.9%)

2022-2023: Economically Disadvantaged – 74 (8.8%)
2021-2022: Economically Disadvantaged – 64 (8.0%)
2020-2021: Economically Disadvantaged – 53 (6.5%)

2022-2023: Emergent Bilingual/English Learner – 84 (10.0%)
2021-2022: Emergent Bilingual/English Learner – 72 (9.0%)
2020-2021: Emergent Bilingual/English Learner – 97 (12.0%)

2022-2023: Gifted and Talented – 138 (16.4%)
2021-2022: Gifted and Talented – 121 (15.1%)
2020-2021: Gifted and Talented – 121 (14.9%)

2022-2023: Homeless – 10 (1.2%)
2021-2022: Homeless – 10 (1.3%)
2020-2021: Homeless – *

2022-2023: Immigrant – 52 (6.2%)
2021-2022: Immigrant – 29 (3.6%)
2020-2021: Immigrant – 30 (3.7%)

2022-2023: Migrant – 0 (0.0%)

2021-2022: Migrant – 0 (0.0%)
2020-2021: Migrant – 0 (0.0%)

2022-2023: Special Education – 99 (11.7%)
2021-2022: Special Education – 68 (8.5%)
2020-2021: Special Education – 62 (7.7%)

Source: PEIMS OnDataSuite Fall Dashboard

**Fewer than five students not shown*

Attendance Rates:

2020-2021: 97.9%
2019-2020: 99.1%

Source: 2021-2022 Texas Academic Performance Report (TAPR)

Chronic Absenteeism:

2020-2021: 2.1%
2019-2020: 0.9%

Source: 2021-2022 Texas Academic Performance Report (TAPR)

Demographics Strengths

Wilchester Elementary is a wonderfully diverse school with cultural influences from around the world. Attendance rates demonstrate that our families place a strong priority on education. There is low mobility within the student population which allows for a deep sense of community and legacy in the school.

Problem Statements Identifying Demographics Needs

Problem Statement 1: As our enrollment of Emergent Bilingual students increases, we are not seeing the same rate of reclassification. **Root Cause:** Our EB students speak a range of 20+ languages, many of whom are new arrivals to the country. With only a paraprofessional and a few PTA supported tutors, we are not able to give these students the intense language intervention that we would like for them to have, and that we know they need in order to grow in their language development.

Problem Statement 2: The percent of students being serviced through Special Education is increasing, but the rate of growth is much lower than that of our general education students. **Root Cause:** Additional training is needed to support teachers in successful implementation of accommodations for students with learning disabilities to ensure access to grade level content.

Student Achievement

Student Achievement Summary

Wilchester Elementary School implements a rigorous curriculum that is aligned to state standards and continuously revised to produce and prepare all students towards T-2-4 district goals. Students will master rigorous academic standards to ensure college and career readiness. We believe campus administrators and teachers are members of the campus' Professional Learning Committees (PLC). PLC in SBISD is an ongoing collaborative team process used to establish a school-wide culture that develops teacher leadership explicitly focused on building and sustaining school improvement efforts.

A top priority in SBISD is literacy. Students receive the opportunity and skill set to experience meaningful literacy experiences that are rigorous and engaging. With their peers, students in SBISD listen, speak, read and write through the content areas with a commitment that they will become lifelong readers and writers. SBISD is driven by standards, focused on strategies, differentiated, and guided by student data. Numeracy is also a top priority in SBISD. Our goal is to provide academic experiences that build confident and creative mathematical thinkers. Students identified for special education (SPED) services or as Emergent Bilingual/English Learner (EB/EL) are also a district focus.

Below is a summary of the STAAR Reading passing rates:

2022: 3rd Grade Reading - 95% Approaches; 84% Meets; 68% Masters

2021: 3rd Grade Reading - 94% Approaches; 70% Meets; 34% Masters

2022: 4th Grade Reading - 96% Approaches; 87% Meets; 52% Masters

2021: 4th Grade Reading - 94% Approaches; 84% Meets; 50% Masters

2022: 5th Grade Reading - 98% Approaches; 96% Meets; 78% Masters

2021: 5th Grade Reading - 97% Approaches; 86% Meets; 74% Masters

Source: 2021-2022 Texas Academic Performance Report (TAPR)

Below is a summary of the STAAR Reading passing rates for SPED and EB/EL:

2022: SPED All Grades Reading - 77% Approaches; 54% Meets; 42% Masters

2021: SPED All Grades Reading - 62% Approaches; 43% Meets; 29% Masters

2022: EB/EL All Grades Reading - 92% Approaches; 82% Meets; 61% Masters

2021: EB/EL All Grades Reading - 80% Approaches; 67% Meets; 46% Masters

Source: 2021-2022 Texas Academic Performance Report (TAPR)

Below is a summary of the STAAR Mathematics passing rates:

2022: 3rd Grade Mathematics - 95% Approaches; 83% Meets; 59% Masters

2021: 3rd Grade Mathematics - 96% Approaches; 76% Meets; 48% Masters

2022: 4th Grade Mathematics - 92% Approaches; 78% Meets; 57% Masters

2021: 4th Grade Mathematics - 94% Approaches; 85% Meets; 66% Masters

2022: 5th Grade Mathematics - 100% Approaches; 92% Meets; 73% Masters

2021: 5th Grade Mathematics - 97% Approaches; 92% Meets; 76% Masters

Source: 2021-2022 Texas Academic Performance Report (TAPR)

Below is a summary of the STAAR Mathematics passing rates for SPED and EB/EL:

2022: SPED All Grades Mathematics - 69% Approaches; 50% Meets; 23% Masters

2021: SPED All Grades Mathematics - 67% Approaches; 48% Meets; 29% Masters

2022: EB/EL All Grades Mathematics - 92% Approaches; 85% Meets; 56% Masters

2021: EB/EL All Grades Mathematics - 85% Approaches; 76% Meets; 59% Masters

Source: 2021-2022 Texas Academic Performance Report (TAPR)

Student Achievement Strengths

Wilchester Elementary has a strong academic program with tight collaboration between grade level teachers and vertical teams. Students have a wealth of life experiences that contribute to their overall knowledge of the world. This experience allows for deep connections to be made with classroom content.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: We continue to be challenged for ways to show growth among our high performing students. **Root Cause:** The growth measures used up to this year created a point of frustration for teachers/parents because the growth projection was set high at the start of the school year and curriculum does not address the need for extension in some cases.

Problem Statement 2: Wilchester's growing Emergent Bilingual population poses unique challenges for instruction because of the varied languages spoken and a lack of resources to support these students. **Root Cause:** Historically, EB students were predominantly Spanish speaking. More recently, students are coming from countries with languages that are non-alphabetic. Resources for supporting these students are not as readily available.

Staff Recruitment and Retention

Staff Recruitment and Retention Summary

The Talent strategy is to recruit and retain the best employees at Wilchester Elementary School to support students. For employees and support personnel, this includes recruitment processes and hiring practices to develop and retain staff to meet the unique needs of each department and/or campus. Increased creativity and flexibility in our staffing, compensation, and benefit plans will help SBISD attract and retain qualified individuals. In order to meet our strategic goals, attract and retain the best talent, we focus our efforts on the following key areas:

- Recruitment and Retention of instructional, non-instructional, paraprofessional, and auxiliary staff
- Onboarding processes
- Staffing and Performance Management
- Competitive Compensation and Benefits
- Benefits Training opportunities

Teacher by years of experience:

2022-2023: Beginning – 3 FTE (6.6%)

2021-2022: Beginning – 2 FTE (4.5%)

2020-2021: Beginning – 0.9 FTE (2.0%)

2022-2023: 1-5 Years – 10 FTE (22.0%)

2021-2022: 1-5 Years – 6 FTE (13.5%)

2020-2021: 1-5 Years – 7.1 FTE (15.8%)

2022-2023: 6-10 Years – 6 FTE (13.2%)

2021-2022: 6-10 Years – 9.2 FTE (20.8%)

2020-2021: 6-10 Years – 8.7 FTE (19.4%)

2022-2023: 11-20 Years – 13.2 FTE (29.1%)

2021-2022: 11-20 Years – 15.1 FTE (34.1%)

2020-2021: 11-20 Years – 17.8 FTE (39.6%)

2022-2023: Over 20 Years – 13.2 FTE (29.1%)

2021-2022: Over 20 Years – 12.0 FTE (27.1%)

2020-2021: Over 20 Years – 10.4 FTE (23.2%)

2022-2023: Total – 45.4 FTE (100%)

2021-2022: Total – 44.3 FTE (100%)

2020-2021: Total – 44.9 FTE (100%)

Source: PEIMS OnDataSuite, Fall Core Teacher Summary Report

Staff Recruitment and Retention Strengths

Wilchester is a highly sought after place of employment, and once teachers are here they usually stay a long time. We have the ability to be very selective in our interview process and we prioritize strong instructional knowledge and a passion for teaching when selecting candidates.

Problem Statements Identifying Staff Recruitment and Retention Needs

Problem Statement 1: We have lost many of our veteran teachers to coaching, interventionist and leadership positions. **Root Cause:** We have many teachers interested in growing their skills, which eventually leads to them leaving the classroom.

Problem Statement 2: Because staff have been here for a long time, they have experienced quite a bit of change in the instructional practices and delivery over the years. This can lead to frustration and feelings of "just one more new thing." **Root Cause:** With new research comes new and improved ways to teach. Being open to researched-based learning can be hard, but is necessary for all students' success.

Family and Community Engagement

Family and Community Engagement Summary

FAMILY ENGAGEMENT

Wilchester Elementary School provides a sustained and strategic focus on educating, engaging and empowering families that are aligned with the SBISD Family E3 framework, focusing on building the capacity of families and staff to work together for student academic success. The Share a Smile Customer Service commitments are embedded into the Family E3 expectations, emphasizing the importance of customer service at our campus. The campus Translation and Interpretation Procedure asserts our commitment to provide families with information they can understand. Families are invited to attend campus and district events. The Family E3 team conducts an annual needs assessment with our campus to determine family engagement strengths and areas of support.

COMMUNITY ENGAGEMENT

Wilchester Elementary School works closely with the SBISD Community Engagement Division to support meaningful, strategic two-way engagement of families, community members, partners, and volunteers. The district traditionally has a large and very committed network of partners and 11,000+ volunteers. During the summer, the Community Engagement team conducts a needs assessment with our campus to determine community engagement strengths and areas of support. We welcome and value volunteers who serve on our campus as mentors and tutors to support student success.

Family and Community Engagement Strengths

Wilchester Elementary has an incredibly engaged parent population, eager to support the school in any way needed. The community at large has a variety of opportunities for connection to the school, and this helps to create a deep sense of belonging for Wilchester families.

Problem Statements Identifying Family and Community Engagement Needs

Problem Statement 1: We struggle to best meet the needs of our growing diverse population as it relates to language differences. **Root Cause:** There are so many different languages and readily available access to translation help for this diverse need is limited.

Problem Statement 2: We have a large number of students being serviced by tutors outside the school day. **Root Cause:** The curriculum has changed and parents need training in knowing how best to support their student. Parents want to be supportive of their students, but sometimes they don't know how.

Goals

Goal 1: STUDENT ACHIEVEMENT. Wilchester Elementary School students will master rigorous academic standards to ensure college and career readiness.

Performance Objective 1: ACHIEVEMENT: By June 2024, Wilchester Elementary School will increase student performance on STAAR Redesign Grades 3-5 exams in reading and math by at least 1 percentage points in approaches, 2 percentage points in meets, and 2 percentage points in masters.

2022-23: Reading: 98% (approaches), 91% (meets), 68% (masters); Math: 96% (approaches), 87% (meets), 66% (masters) Baseline Year

Evaluation Data Sources: 2023 Texas Academic Performance Report (TAPR)

Strategy 1 Details
<p>Strategy 1: Teachers will spend time unpacking units to identify essential standards and plan for strong TIER I instruction. Strategy's Expected Result/Impact: Clear understanding of the skills needed to reach mastery. Staff Responsible for Monitoring: Classroom teachers, Instructional Coaches</p>
Strategy 2 Details
<p>Strategy 2: Weekly planning sessions will be used to proactively plan for interventions and extensions, addressing PLC questions 3 and 4 to ensure all students show growth. Strategy's Expected Result/Impact: TIER II and TIER III interventions are identified, executed and monitored. Staff Responsible for Monitoring: Classroom teachers, coaches and administrators</p>
Strategy 3 Details
<p>Strategy 3: Collaborative teams will regularly review assessment data and plan specific and personalized instruction for students needing support or extension. Strategy's Expected Result/Impact: Students working on specific learning experiences unique to their identified areas of need. Increased levels of personalization Action plans developed for personalized growth Staff Responsible for Monitoring: Classroom teachers, interventionists, RTI Coordinator, Coaches, Administrators</p>

Goal 1: STUDENT ACHIEVEMENT. Wilchester Elementary School students will master rigorous academic standards to ensure college and career readiness.

Performance Objective 2: STUDENT GROWTH: By June 2024, Wilchester Elementary School will increase the percentage of students demonstrating STAAR Redesigned academic growth in reading and math by 2 percentage points or \geq to 85%.

2022-23: School Progress-Annual Growth /Accelerated Learning: 87%/60% (Reading); 89%/43% (Math) Baseline Year

Evaluation Data Sources: 2023 TAPR

Strategy 1 Details
<p>Strategy 1: Spend time at the start of the school year analyzing STAAR data from the 22-23 school year. Familiarize teacher teams with the strengths and weaknesses of the students in the grade level.</p> <p>Strategy's Expected Result/Impact: Knowledge of the students' performance will assist teachers in understanding logical starting points for instruction.</p> <p>Staff Responsible for Monitoring: Classroom teachers, coaches</p>
Strategy 2 Details
<p>Strategy 2: Analysis of the new accountability system to ensure all stakeholders understand the goals to be reached.</p> <p>Strategy's Expected Result/Impact: Understanding of the goals will assist teachers in planning meaningful instruction to move the target.</p> <p>Staff Responsible for Monitoring: Instructional Leadership Team, teachers</p>
Strategy 3 Details
<p>Strategy 3: Utilize collaborative planning meetings to review BOY data to plan for TIER I and TIER II instruction.</p> <p>Strategy's Expected Result/Impact: By disaggregating data, teachers will better understand the unique needs of all students. Consistent collaborative meetings will build teacher collaboration, trust and instructional capacity.</p> <p>Staff Responsible for Monitoring: Guiding Coalition Administrative Team</p>
Strategy 4 Details
<p>Strategy 4: Use the SSC/RTI process to identify students not making progress in meeting growth goals.</p> <p>Strategy's Expected Result/Impact: Data Study Meetings will allow ILT/teachers to review comprehensive school data to identify struggling students.</p> <p>Staff Responsible for Monitoring: Admin Team, GC and Teachers</p>

Goal 1: STUDENT ACHIEVEMENT. Wilchester Elementary School students will master rigorous academic standards to ensure college and career readiness.

Performance Objective 3: CLOSING THE GAPS: By June 2024, Wilchester Elementary School will increase the percentage of academic achievement indicators on track to meet or exceed interim targets in the redesigned closing the gaps domain by 9 component points.

2022-23: 29 of 32 Academic Achievement Points Met; 90.6% Component Points (Baseline Year)

Evaluation Data Sources: 2023 Federal Identification of Schools

Strategy 1 Details
<p>Strategy 1: Analysis of the new accountability system to ensure all stakeholders understand the goals to be reached.</p> <p>Strategy's Expected Result/Impact: Understanding of the goals will assist teachers in planning meaningful instruction to move the target.</p> <p>Staff Responsible for Monitoring: Classroom teachers, Instructional Coaches</p>

Goal 1: STUDENT ACHIEVEMENT. Wilchester Elementary School students will master rigorous academic standards to ensure college and career readiness.

Performance Objective 4: ENGLISH LANGUAGE ACQUISITION PROGRESS: By June 2024, the rate of Emergent Bilingual/English Learners increasing at least one composite score level on the new TELPAS will meet or exceed the expected growth target for English Language Proficiency Status.

2022-23: New TELPAS Progress Rate 76% (Baseline Year)

Evaluation Data Sources: 2023 Federal Identification of Schools

Strategy 1 Details
<p>Strategy 1: Teachers and interventionist will collaborate around data for English Learners to provide targeted small group instruction to each student.</p> <p>Strategy's Expected Result/Impact: Increased student performance</p> <p>Staff Responsible for Monitoring: Classroom teachers, Interventionists/Tutors, LEP Support</p>
Strategy 2 Details
<p>Strategy 2: Teachers will incorporate strategies to support listening, speaking, reading and writing specifically to build knowledge and skills for EB students.</p> <p>Strategy's Expected Result/Impact: Targeted instruction to support language development.</p> <p>Staff Responsible for Monitoring: Classroom Teachers, Coaches, Tutors</p>

Goal 1: STUDENT ACHIEVEMENT. Wilchester Elementary School students will master rigorous academic standards to ensure college and career readiness.

Performance Objective 5: EARLY LITERACY: By June 2024, Wilchester Elementary School will increase the percentage of K-2 students on track to read at grade level by 3 percentage points or $\geq 80\%$.

Evaluation Data Sources: Kindergarten: TxKEA - Letter Names, Vocabulary, and Spelling
Grades 1 and 2: Phonics Decoding and Encoding and Oral Reading Analysis

Strategy 1 Details
<p>Strategy 1: Provide additional guidance and training to teachers in grades K, 1, and 2 on the implementation of effective strategies for early literacy instruction.</p> <p>Strategy's Expected Result/Impact: Build strong literacy foundations for all students.</p> <p>Staff Responsible for Monitoring: Classroom Teachers, LIS, Administrators</p>
Strategy 2 Details
<p>Strategy 2: Teachers will meet weekly in collaborative meetings to review instructional data, plan common assessments, and determine student needs with the support of administration and instructional specialists.</p> <p>Strategy's Expected Result/Impact: Examination of data will ensure targeted instruction.</p> <p>Staff Responsible for Monitoring: Classroom teachers, Coaches, Admin Team</p>

Goal 1: STUDENT ACHIEVEMENT. Wilchester Elementary School students will master rigorous academic standards to ensure college and career readiness.

Performance Objective 6: EARLY NUMERACY: By June 2024, Wilchester Elementary School will increase the percentage of K-2 students on track to be on grade level in foundational math skills by 3 percentage points or $\geq 80\%$.

Evaluation Data Sources: K-2 Math Progress Monitoring

Strategy 1 Details

Strategy 1: Utilize collaborative planning meetings to review data, both formal and informal, to plan for TIER I and TIER II instruction.

Strategy's Expected Result/Impact: By disaggregating data, teachers will better understand the unique needs of all students. Consistent collaborative meetings will build teacher collective understanding, trust and instructional capacity.

Staff Responsible for Monitoring: Classroom teachers, Team Leader, Instructional Coaches

TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Strategy 2 Details

Strategy 2: Disaggregate data to target TIER III instruction for students not making expected growth in whole/small group.

Strategy's Expected Result/Impact: By targeting below level concepts, interventionists and teachers can work to close gaps in student understanding.

Staff Responsible for Monitoring: Classroom teachers, Interventionists, Instructional Coaches

TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 5: Effective Instruction

Goal 1: STUDENT ACHIEVEMENT. Wilchester Elementary School students will master rigorous academic standards to ensure college and career readiness.

Performance Objective 7: ADVANCED COURSES: By June 2024, Wilchester Elementary School will increase the number of students prepared for sixth grade advanced coursework in reading and math.

Evaluation Data Sources: Multiple measures

Strategy 1 Details
<p>Strategy 1: Develop enrichment and extension lessons to support continued growth of high performing students.</p> <p>Strategy's Expected Result/Impact: All students will be provided with relevant and meaningful instruction for their current level of understanding.</p> <p>Staff Responsible for Monitoring: Math Teachers, Math Instructional Coach</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>

Goal 2: STUDENT SUPPORT. Wilchester Elementary School students will benefit from multi-tiered systems of support.

Performance Objective 1: CORE CHARACTERISTICS OF A T-2-4 READY GRADUATE: By June 2024, Wilchester Elementary School will implement at least three strategies that advance the focus on Core Characteristics for every child.

Evaluation Data Sources: Campus calendar and newsletters

Strategy 1 Details
<p>Strategy 1: Wilchester staff will use the core characteristics as the language for the WORD OF THE MONTH and map out intentional teaching through morning announcements and morning meeting lessons.</p> <p>Strategy's Expected Result/Impact: Students will show progress on the I statements related to each core characteristic.</p> <p>Staff Responsible for Monitoring: All teachers and administrators</p>

Goal 2: STUDENT SUPPORT. Wilchester Elementary School students will benefit from multi-tiered systems of support.

Performance Objective 2: INTERVENTIONS: By June 2024, Wilchester Elementary School will implement TIER interventions with students identified as needing academic or behavioral supports.

Evaluation Data Sources: Multiple measures

Strategy 1 Details
<p>Strategy 1: Grade level teams will collaborate with specialists and administrators to plan for the needs of individual students requiring intervention.</p> <p>Strategy's Expected Result/Impact: All students will be provided with differentiated instruction that meets their individual needs and will experience at least one year's growth.</p> <p>Staff Responsible for Monitoring: Administrators, Interventionists, Instructional Specialists, Classroom Teachers</p>
Strategy 2 Details
<p>Strategy 2: During data study, the team will set specific goals for all students receiving Tier II and Tier III interventions and will progress monitor to ensure growth.</p> <p>Strategy's Expected Result/Impact: All students receiving Tier II and Tier III interventions will experience growth.</p> <p>Staff Responsible for Monitoring: Interventionists, Instructional Specialists, Classroom Teachers</p>

Goal 2: STUDENT SUPPORT. Wilchester Elementary School students will benefit from multi-tiered systems of support.

Performance Objective 3: STUDENT ATTENDANCE: By June 2024, student attendance at Wilchester Elementary School will increase or will be $\geq 98\%$.

Evaluation Data Sources: Skyward data, TAPR

Strategy 1 Details
<p>Strategy 1: Campus administrators will meet with the families of any students with excessive excused and/or unexcused absences to develop an Attendance Improvement Plan (AIP).</p> <p>Strategy's Expected Result/Impact: Attendance Improvement Plans will result in increased attendance for any students with excessive excused and/or unexcused absences.</p> <p>Staff Responsible for Monitoring: Assistant Principals</p>

Goal 3: SAFE SCHOOLS. Wilchester Elementary School will ensure a safe and secure learning environment.

Performance Objective 1: SAFE SCHOOL ENVIRONMENT: Align academic, behavior, and discipline systems to support a safe campus culture and maximize student learning.

Evaluation Data Sources: Discipline Data Dashboard, Review effectiveness of Behavior Intervention Plans

Strategy 1 Details

Strategy 1: Use the WOW ticket system to promote positive behavior management and increase academic engagement for all students.

Strategy's Expected Result/Impact: Highly engaged students feel successful and all students are able to achieve growth.

Staff Responsible for Monitoring: All staff

TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 3: Positive School Culture

Goal 3: SAFE SCHOOLS. Wilchester Elementary School will ensure a safe and secure learning environment.

Performance Objective 2: SAFETY COMMITTEE: Strengthen school safety by establishing and conducting Campus Safety Committee reviews throughout the school year.

Evaluation Data Sources: Campus Safety Committee roster and calendar

Strategy 1 Details
<p>Strategy 1: CAMPUS SAFETY COMMITTEE: Establish Campus Safety Committees composed of a cross section of stakeholders to look at matters related to campus safety.</p> <p>Strategy's Expected Result/Impact: Each Campus principal will recruit a safety team and provide a roster. Each campus team will meet three times per year so that all campuses will be able to refine safety practices.</p> <p>Staff Responsible for Monitoring: Administrators</p>
Strategy 2 Details
<p>Strategy 2: Participate in campus safety audit.</p> <p>Strategy's Expected Result/Impact: Campus will develop action plans to address any deficiencies as a result of safety audits.</p> <p>Staff Responsible for Monitoring: Administrators Safety Committee</p>

Goal 3: SAFE SCHOOLS. Wilchester Elementary School will ensure a safe and secure learning environment.

Performance Objective 3: EMERGENCY OPERATIONS: Maintain Campus Emergency Operations Procedures (EOP) that comply with SB 11, and include Standard Operating Procedures.

Evaluation Data Sources: Campus Emergency Operation Procedures Documents

Strategy 1 Details

Strategy 1: EMERGENCY OPERATIONS PROCEDURES: Campus EOP will align to the best practices from the Texas School Safety Center and the Standard Operating Procedures.

Strategy's Expected Result/Impact: Campus EOP is turned in and filed by September 1st.

Staff Responsible for Monitoring: Administrators

Strategy 2 Details

Strategy 2: EMERGENCY OPERATIONS PROCEDURES: Update campus EOP annually and train staff at the start of each school year.

Strategy's Expected Result/Impact: Campus procedures maintained in campus EOPs.

Staff training documents maintained.

EOP submitted by September 1st.

Staff Responsible for Monitoring: Administrators

Safety Committee

Goal 4: FISCAL RESPONSIBILITY. Wilchester Elementary School will ensure efficient and effective fiscal management of resources and operations.

Performance Objective 1: FINANCIAL MANAGEMENT: Maintain high quality financial management practices.

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

Strategy 1 Details
<p>Strategy 1: Conduct frequent budget meetings with Administrative Assistant to review and manage money.</p> <p>Strategy's Expected Result/Impact: Error free records. Documentation of purchases and orders.</p> <p>Staff Responsible for Monitoring: Principal Administrative Assistant</p>

Campus Funding Summary

199 PIC 11 - Instructional Services					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$34,662.00
+/- Difference					\$34,662.00
199 PIC 23 - Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$750.00
+/- Difference					\$750.00
199 PIC 24 - At Risk					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$3,700.00
+/- Difference					\$3,700.00
199 PIC 25 - ESL/Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$3,500.00
+/- Difference					\$3,500.00
199 PIC 99 - Undistributed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00

199 PIC 99 - Undistributed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
				Budgeted Fund Source Amount	\$22,453.00
				+/- Difference	\$22,453.00
				Grand Total Budgeted	\$65,065.00
				Grand Total Spent	\$0.00
				+/- Difference	\$65,065.00