

Wichita Falls Independent School District
West Foundation Elementary
2023-2024 Campus Improvement Plan

Accountability Rating: B



Mission Statement

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

Vision

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

Value Statement

Integrity

Safety

Responsibility

Opportunity

Caring

Success in Learning

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Based on the 2023-24 Texas Academic Performance Report, West Foundation Elementary Student Demographics are:

Gender:

- Female 48.7% (208 students)
- Male 51.3% (219 students)

Ethnicity:

- Hispanic-Latino 20.56% (88 students)

Race:

- 0% is American Indian-Alaskan Native
- 7% (30 students) are Asian
- 8.4% (36 students) are Black - African American
- 0% (0 student) are Native Hawaiian - Pacific Islander
- 51.5% (220 students) are White
- 12.4% (53 students) are two-or-more races

Student by Program:

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

Other Student Information:

- 36.1% (154 students) of the student population is Economically Disadvantaged.
- 35.4% (151 students) of the student population is At-Risk

- 7.7% (33 students) of the student population are Limited English Proficient (LEP)
- 6.82% (29 students) of the student population are Military Connected

Demographics Strengths

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

Students at West Foundation will be provided with multiple learning opportunities when learning new concepts. All taught concepts will be aligned with the districts scope and sequence and curriculum. All students will participate in meaningful lessons with reteach opportunities available as needed. A strong focus is on improving academic gains and filling in learning gaps with all students. Our goal is to show growth on STAAR and MAP assessment results with all students. We will also continue to focus on improved assessment scores for all students including the percentage of students scored "masters" on the STAAR test. Overall, solid steps are in place to improve the academic achievement for all students at West Foundation. Due to HB4516 all students who "did not meet" passing STAAR standard will receive targeted skill tutoring by specifically trained staff.

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

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Approximately one third of West student population is economically disadvantaged resulting in the need for additional support. **Root Cause:** West attendance zone continually changes and a more diverse population of students are enrolling.

Problem Statement 2 (Prioritized): West is experiencing an increase in students who exhibit serious behavior issues. **Root Cause:** Campus demographics are continually changing. Social and emotional issues due to living environments.

Student Learning

Student Learning Summary

Grade 1 MAP Growth:

- Reading Average RIT score - BOY 158.1 EOY175.6
- Math Average RIT score- BOY 164.9 EOY 183.5

Grade 2 MAP Growth:

- Reading Average RIT score- BOY 179.1 EOY 193.8
- Math Average RIT score- BOY 180.3 EOY 196.2

Grade 3 STAAR Results:

Reading

- Approaches: 81%
- Meets: 68%
- Masters: 32%

Math

- Approaches: 80%
- Meets: 59%
- Masters: 20%

Grade 4 STAAR Results:

Reading

- Approaches: 87%
- Meets: 66%
- Masters: 35%

Math

- Approaches: 63%
- Meets: 38%
- Masters: 19%

Grade 5 STAAR Results:

Science

- Approaches: 68%
- Meets: 38%
- Masters: 17%

Reading

- Approaches: 88%
- Meets: 67%
- Masters: 43%

Math

- Approaches: 79%
- Meets: 52%
- Masters: 17%

Student Learning Strengths

Overall our students showed growth. We experience big gains in grades K-2. We continue to strive to fill in learning gaps for all students.

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

Problem Statements Identifying Student Learning Needs

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

Root Cause: District budget cuts due to RIF and campus support availability.

Problem Statement 2 (Prioritized): Our campus would like to have more Read to Learn volunteers. **Root Cause:** Finding volunteers willing to read with students can be difficult. It requires a year long commitment and a willingness to come weekly.

School Processes & Programs

School Processes & Programs Summary

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

School Processes & Programs Strengths

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

Problem Statements Identifying School Processes & Programs Needs

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

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

Problem Statement 3 (Prioritized): Insufficient curriculum materials and support. **Root Cause:** WFISD budget deficit.

Perceptions

Perceptions Summary

- West Foundation staff will provide a safe and secure environment for all students. The focus will be on improving student achievement and student academic success. Our campus provides opportunities for students to become involved through UIL and after-school enrichment clubs. West Foundation provides a friendly and nurturing learning environment for all students. Our goal is to empower students to become lifelong learners. All teachers will provide students with data-driven instruction. Our students participate in a school-wide Character Ed Program.
- The staff at West Foundation will continue to have high standards for students. Common Assessments will be administered. Assessment scores will be disaggregated to determine strengths and areas in need of improvement. Targeted instruction will take place based on assessment results. Student Support Team meetings will be held every six weeks. Daily Response to Intervention time will be scheduled and utilized. All interventions will be targeted and skill based. West staff is committed to improved student academic achievement.
- HB4516: All students that did not pass reading and/or math STAAR will receive 15 or 30 hours or targeted tutoring intervention from a trained tutor.
- Technology will be used in every classroom by teachers for instructional purposes. Teachers will utilize the computer lab at scheduled times for students. All grade levels are participating in the district "Technology in the Classroom" initiative.

Perceptions Strengths

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

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): West would like to have our PIE partners more involved on campus and financially through donations. **Root Cause:** PIE partner availability. Difficult time recruiting new/additional PIE partners.

Problem Statement 2 (Prioritized): Our campus would like to have more Read to Learn volunteers. **Root Cause:** Finding volunteers willing to read with students can be difficult. It requires a year long commitment and a willingness to come weekly.

Priority Problem Statements

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

Root Cause 1: District budget cuts due to RIF and campus support availability.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Approximately one third of West student population is economically disadvantaged resulting in the need for additional support.

Root Cause 2: West attendance zone continually changes and a more diverse population of students are enrolling.

Problem Statement 2 Areas: Demographics

Problem Statement 3: West is experiencing an increase in students who exhibit serious behavior issues.

Root Cause 3: Campus demographics are continually changing. Social and emotional issues due to living environments.

Problem Statement 3 Areas: Demographics

Problem Statement 4: Our campus would like to have more Read to Learn volunteers.

Root Cause 4: Finding volunteers willing to read with students can be difficult. It requires a year long commitment and a willingness to come weekly.

Problem Statement 4 Areas: Student Learning - Perceptions

Problem Statement 5: Professional development opportunities will be limited due to district RIF and budget cuts.

Root Cause 5: WFISD budget deficit.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Reductions in staff due to RIF will provide less support for our campus.

Root Cause 6: WFISD budget deficit.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: Insufficient curriculum materials and support.

Root Cause 7: WFISD budget deficit.

Problem Statement 7 Areas: School Processes & Programs

Problem Statement 8: West would like to have our PIE partners more involved on campus and financially through donations.

Root Cause 8: PIE partner availability. Difficult time recruiting new/additional PIE partners.

Problem Statement 8 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- RDA data
- Alternative Education Accountability (AEA) data
- Local Accountability Systems (LAS) data
- Community Based Accountability System (CBAS)

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

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

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (Rtl) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- T-P ESS data

Parent/Community Data

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

Support Systems and Other Data

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

Goals





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

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

High Priority

Evaluation Data Sources: End of year staff survey.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: The campus will meet all guidelines regarding the Highly Qualified status requirements for teachers and paraprofessionals. If needed, the campus will provide notification to parents if the staff does not meet Highly Qualified status. Any non-qualified staff member will follow a district developed certification plan.</p> <p>Strategy's Expected Result/Impact: HR certified teacher report Principal Attenuation</p> <p>Staff Responsible for Monitoring: Principal, assistant principal</p> <p>Title I: 2.4, 2.5</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p>- Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1</p>	Formative		
	Nov	Feb	May

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Professional development will be provided for all staff. It will be designed to support improved student achievement. To include but not limited to Inclusion/Special Education, TBSI, and the support of English Learners.</p> <p>Strategy's Expected Result/Impact: Meetings and staff development to include PD. Guided Math training. Balanced Literacy training. New ELAR Fountus and Pinnell training.</p> <p>Staff Responsible for Monitoring: Principal, assistant principal, instructional coaches, lead teachers</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1</p>	Formative		
	Nov	Feb	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Increase the number of certified teachers receiving TIA.</p> <p>Strategy's Expected Result/Impact: Provide teachers with additional support and training to improve their teaching skills.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach</p> <p>Title I: 2.4, 2.5 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: - General</p>	Formative		
	Nov	Feb	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:





Student Learning

Problem Statement 1: West is continuing to fill in learning gaps while providing support for students who are experiencing additional social and emotional needs. **Root Cause:** District budget cuts due to RIF and campus support availability.

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

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

Evaluation Data Sources: PTO membership data.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: West Foundation Parent/Teacher Organization will be more active on campus for the 2023-24 school year.</p> <p>Strategy's Expected Result/Impact: Increased parent involvement.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 4.1, 4.2</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>- Additional Targeted Support Strategy</p> <p>Problem Statements: Demographics 2 - Student Learning 2 - Perceptions 2</p>	Formative		
	Nov	Feb	May
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Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 2: West is experiencing an increase in students who exhibit serious behavior issues. Root Cause: Campus demographics are continually changing. Social and emotional issues due to living environments.</p>
Student Learning
<p>Problem Statement 2: Our campus would like to have more Read to Learn volunteers. Root Cause: Finding volunteers willing to read with students can be difficult. It requires a year long commitment and a willingness to come weekly.</p>
Perceptions
<p>Problem Statement 2: Our campus would like to have more Read to Learn volunteers. Root Cause: Finding volunteers willing to read with students can be difficult. It requires a year long commitment and a willingness to come weekly.</p>

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

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

Evaluation Data Sources: End of year staff survey.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Core teams will provide extra support an leadership on campus. Strategy's Expected Result/Impact: Increased support and overall campus implementation consistency. Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Instructional Coach</p> <p>ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Student Learning 1 - School Processes & Programs 1</p>	Formative		
	Nov	Feb	May
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



Performance Objective 3 Problem Statements:

Student Learning
<p>Problem Statement 1: West is continuing to fill in learning gaps while providing support for students who are experiencing additional social and emotional needs. Root Cause: District budget cuts due to RIF and campus support availability.</p>
School Processes & Programs
<p>Problem Statement 1: Professional development opportunities will be limited due to district RIF and budget cuts. Root Cause: WFISD budget deficit.</p>

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

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

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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Staff will routinely use safety protocols and procedures.</p> <p>Strategy's Expected Result/Impact: West will remain safe for all students and staff.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Staff</p> <p>Title I: 2.4, 2.5</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Student Learning 1</p>	Formative		
	Nov	Feb	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 4 Problem Statements:

Student Learning
<p>Problem Statement 1: West is continuing to fill in learning gaps while providing support for students who are experiencing additional social and emotional needs. Root Cause: District budget cuts due to RIF and campus support availability.</p>

Goal 2: Build a foundation of literacy and numeracy.





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

High Priority

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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: District created Unit Tests will be given to track progress for all students in reading, math, writing, and science.</p> <p>Strategy's Expected Result/Impact: Increased STAAR scores.</p> <p>Staff Responsible for Monitoring: Principal, assistant principal (testing coordinator, instructional coaches, and teachers.</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1</p>	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Tutorials will be provided. Campus funds will be used for tutorials.</p> <p>*Students will be identified for and enrolled in accelerated instruction classes based on prior state assessments and the district screener. The classes will provide intensive remediation in preparation for upcoming exams.</p> <p>Strategy's Expected Result/Impact: MAP, STAAR results and district test, and screeners.</p> <p>Staff Responsible for Monitoring: Principal, assistant principal (testing coordinator, instructional coaches, and teachers.</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Supplemental Classroom Aides - 35% - SCE, - TCLAS, - Title 1 Part A, - DoDEA</p>	Formative		
	Nov	Feb	May

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: UIL and After School Clubs will be provided to increase academic progress for students in grades 3-6. District and Campus Funds will be utilized when available.</p> <p>Strategy's Expected Result/Impact: Students will be exposed to higher order learning activities after school during clubs. Staff Responsible for Monitoring: Principal, assistant principal, teachers</p> <p>Title I: 2.4, 2.5</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: - General</p>	Formative		
	Nov	Feb	May
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: The TELPAS will be utilized to assess LEP students' achievement measured against the state achievement standards. LEP students will receive specialized instruction by qualified personnel in an effort to meet their specific needs, and ultimately improve their overall academic success</p> <p>Strategy's Expected Result/Impact: All ELAR teachers are ESL certified. Staff Responsible for Monitoring: Principal, assistant principal, ELL instructor.</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1</p>	Formative		
	Nov	Feb	May

Strategy 5 Details	Formative Reviews		
<p>Strategy 5: District created unit tests will be given to track progress for all students in reading, math, writing, and science.</p> <p>Strategy's Expected Result/Impact: Increase in STAAR Advanced scores</p> <p>Staff Responsible for Monitoring: Testing Coordinator, Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1</p>	Formative		
	Nov	Feb	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Performance Objective 1 Problem Statements:





Student Learning
<p>Problem Statement 1: West is continuing to fill in learning gaps while providing support for students who are experiencing additional social and emotional needs. Root Cause: District budget cuts due to RIF and campus support availability.</p>

Goal 2: Build a foundation of literacy and numeracy.

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

High Priority

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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Our campus will use MAP data to track students progress and growth. Strategy's Expected Result/Impact: 95% of our students will show one years growth in math by the end of the school year. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches, Teachers.</p> <p>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 - Targeted Support Strategy Problem Statements: Student Learning 1</p>	Formative		
	Nov	Feb	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			





Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 1: West is continuing to fill in learning gaps while providing support for students who are experiencing additional social and emotional needs. Root Cause: District budget cuts due to RIF and campus support availability.</p>

Goal 2: Build a foundation of literacy and numeracy.

Performance Objective 3: HB4516: Provide all students in grades 4 and 5 that did not pass STAAR with a minimum of 15-30 hours tutoring from a trained tutor. Tutoring will be specific and intentional.

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





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

Goal 2: Build a foundation of literacy and numeracy.

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

High Priority

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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Paid tutors will provide struggling students with additional support and interventions.</p> <p>Strategy's Expected Result/Impact: Each student will gain at least one years academic growth.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Teachers.</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: - SCE, - Title 1 Part A, - DoDEA</p>	Formative		
	Nov	Feb	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Performance Objective 4 Problem Statements:

Student Learning
<p>Problem Statement 1: West is continuing to fill in learning gaps while providing support for students who are experiencing additional social and emotional needs. Root Cause: District budget cuts due to RIF and campus support availability.</p>

Goal 3: Connect high school to career and college.





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

High Priority

Evaluation Data Sources: End of year STAAR results.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Students will be identified for and enrolled in accelerated instruction classes based on prior state assessments and the district screener. The classes will provide intensive remediation in preparation for upcoming exams. This will primarily be done in the reading and math block as well as during station work with teacher group.</p> <p>Strategy's Expected Result/Impact: Reading and math data CBA scores Benchmarks</p> <p>Staff Responsible for Monitoring: Principal, AP, Instructional Coaches, Classroom teachers</p> <p>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 - Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1</p>	Formative		
	Nov	Feb	May

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: The campus will monitor students who are identified as at-risk. Support for these students may be provided through counseling and accelerated instruction</p> <p>Strategy's Expected Result/Impact: SST meeting info</p> <p>Staff Responsible for Monitoring: At-risk coordinator, Principal, AP, SCE Paras</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1</p>	Formative		
	Nov	Feb	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: SCE funds will be used to for tutoring. Teachers will use assessment data to fill in gaps in learning for students.</p> <p>Strategy's Expected Result/Impact: Increased student academic performance.</p> <p>Staff Responsible for Monitoring: Principal, Teachers, Instructional Coaches</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: - SCE</p>	Formative		
	Nov	Feb	May

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Teachers will meet in PLCs to analyze and discuss student data with a focus on student improvement and success. Teachers will maintain data trackers that they update with each common assessment.</p> <p>Strategy's Expected Result/Impact: Improved student performance</p> <p>Staff Responsible for Monitoring: Teachers Instructional coaches Principal & AP SST</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 1</p>	Formative		
	Nov	Feb	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			





Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: West is continuing to fill in learning gaps while providing support for students who are experiencing additional social and emotional needs. Root Cause: District budget cuts due to RIF and campus support availability.</p>
School Processes & Programs
<p>Problem Statement 1: Professional development opportunities will be limited due to district RIF and budget cuts. Root Cause: WFISD budget deficit.</p>

Goal 3: Connect high school to career and college.

Performance Objective 2: Students and staff will wear college or technical school shirts every Wednesday.

Evaluation Data Sources: Student and staff weekly participation.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Students will begin identifying and recognizing higher learning colleges and technical schools.</p> <p>Strategy's Expected Result/Impact: High percentage of student participation.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Teachers.</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Student Learning 1</p>	Formative		
	Nov	Feb	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 1: West is continuing to fill in learning gaps while providing support for students who are experiencing additional social and emotional needs. Root Cause: District budget cuts due to RIF and campus support availability.</p>

Goal 3: Connect high school to career and college.

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

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

Goal 4: Improve low performing schools.

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

High Priority

Evaluation Data Sources: End of year STAAR results.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Students will receive differentiated instruction during class and RTI. Teachers will utilize stations and project-based learning to challenge students and meet their individual needs.</p> <p>Strategy's Expected Result/Impact: Increased STAAR Reading scores.</p> <p>Staff Responsible for Monitoring: Teachers Administrators Instructional Coaches</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Additional Targeted Support Strategy</p> <p>Problem Statements: Demographics 1 - Student Learning 1</p> <p>Funding Sources: Curriculum Facilitators - SCE</p>	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Students in all grade levels will participate in weekly writing activities.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 1</p>	Formative		
	Nov	Feb	May



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: Approximately one third of West student population is economically disadvantaged resulting in the need for additional support. **Root Cause:** West attendance zone continually changes and a more diverse population of students are enrolling.





Student Learning

Problem Statement 1: West is continuing to fill in learning gaps while providing support for students who are experiencing additional social and emotional needs. **Root Cause:** District budget cuts due to RIF and campus support availability.

Goal 4: Improve low performing schools.

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

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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Students and parents will be encouraged to attend school regularly without unnecessary absences and tardies.</p> <p>Strategy's Expected Result/Impact: Increased campus attendance rate of 5%.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Attendance Clerk</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Student Learning 1</p>	Formative		
	Nov	Feb	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			





Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 1: West is continuing to fill in learning gaps while providing support for students who are experiencing additional social and emotional needs. Root Cause: District budget cuts due to RIF and campus support availability.</p>

Goal 4: Improve low performing schools.

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

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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: All students will participate in weekly Capturing Kids Hearts Character Education lessons.</p> <p>Strategy's Expected Result/Impact: All students will learn techniques to address social and emotional needs.</p> <p>Staff Responsible for Monitoring: Principal, Counselor, Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p>	Formative		
	Nov	Feb	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			





Performance Objective 3 Problem Statements:

Student Learning
<p>Problem Statement 1: West is continuing to fill in learning gaps while providing support for students who are experiencing additional social and emotional needs. Root Cause: District budget cuts due to RIF and campus support availability.</p>

Goal 4: Improve low performing schools.

Performance Objective 4: We will use Title funds to provide two parent engagement nights this school year.

Evaluation Data Sources: We will have one parent engagement night in the fall and one in the spring.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: We will use Title funds to provide two parent engagement nights this school year.</p> <p>Strategy's Expected Result/Impact: We will have one parent engagement night in the fall and one in the spring.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor</p> <p>Title I: 4.1, 4.2</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: - Title 1 Part A - \$800</p>	Formative		
	Nov	Feb	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 4 Problem Statements:

Student Learning
<p>Problem Statement 1: West is continuing to fill in learning gaps while providing support for students who are experiencing additional social and emotional needs. Root Cause: District budget cuts due to RIF and campus support availability.</p>

State Compensatory

Budget for West Foundation Elementary

Total SCE Funds: \$5,930.00

Total FTEs Funded by SCE: 1.05

Brief Description of SCE Services and/or Programs

West uses these funds for targeted assistance student tutoring who are identified as At Risk.

Personnel for West Foundation Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Callaway, Kathy	Curriculum Facilitator	0.35
Hannah Cato	Aide	0.35
Kubala, Kourtney	Aide	0.35

Campus Funding Summary

Title 1 Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	2			\$0.00
2	4	1			\$0.00
4	4	1			\$800.00
Sub-Total					\$800.00
Budgeted Fund Source Amount					\$5,544.00
+/- Difference					\$4,744.00
SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	2	Supplemental Classroom Aides - 35%		\$0.00
2	4	1			\$0.00
3	1	3			\$0.00
4	1	1	Curriculum Facilitators		\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$5,930.00
+/- Difference					\$5,930.00
General					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3			\$0.00
2	1	3			\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$1,246.00
+/- Difference					\$1,246.00
DoDEA					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	2			\$0.00
2	4	1			\$0.00

DoDEA					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$8,875.69
+/- Difference					\$8,875.69
TCLAS					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	2			\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$3,460.00
+/- Difference					\$3,460.00
Grand Total Budgeted					\$25,055.69
Grand Total Spent					\$800.00
+/- Difference					\$24,255.69