White Settlement Independent School District

West Early Learners Academy

2024-2025 Campus Improvement Plan

Board Approval Date: September 23, 2024
Public Presentation Date: September 12, 2024

Mission Statement

Fostering a culture of excellence and empowering Brewer Bears to be innovators and leaders of tomorrow by providing premier education

Vision

Developing a passion to learn...discovering purpose for tomorrow

Core Beliefs

- All students are our top priority.
- Every student has value and purpose.
- Our students deserve a passionate teacher in every classroom every day.
- A safe, secure and enriched environment enhances learning.
- Learning is a shared responsibility that requires active involvement by students, staff, families and the community.
- Continuous professional growth is essential for student success.

Table of Contents

Comprehensive Needs Assessment

Demographics

Demographics Summary

West Early Learners Academy serves approximately 740 students who reside in White Settlement, Texas. Currently, about 40 students who qualify participate in Early Childhood Special Education programs, about 250 students who qualify participate in a full-day Pre-Kindergarten program, and about 450 are enrolled in Kindergarten.

The demographic make-up of West Early Learners Academy is 48% Hispanic, 30% White, 13% African American, 6% Two or More Races, 1% Asian. Approximately 11% of our students are being served by Special Education programs. Approximately 9% of students are Emergent Bilinguals and receive content-based support. Our Economically Disadvantaged population is approximately 67%.

Demographics Strengths

West Early Learners Academy is a growing campus that continues to become more diverse. We work with all families to celebrate our diversity and to increase family involvement both academically and socially.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): A growing number of our students are economically disadvantaged and have increasing needs in the areas of academics, social and emotional skills, and behavior management.   **Root Cause:** Community growth and mobility are affecting the percentage of economically disadvantaged.

Student Learning

Student Learning Summary

West Early Learners Academy uses a variety of instruments to gauge student achievement including the Diagnostic Reading Assessment (DRA), assessments from the Children's Learning Institute including the Kindergarten Entry Assessment and the PreKindergarten Progress Monitoring assessment, standards based report card checklists.

Since this is the first year serving all PreKindergarten and Kindergarten students in White Settlement ISD, the following DRA districtwide data from 2023-2024 has been collected to serve as a baseline.

	At or Above Grade Level	Barely On Grade Level	Below Grade Level	Significantly Below Grade Level
Beginning of Year (23-24)	58.26%	41.74%	-	-
Middle of Year (23-24)	43.4%	26.1%	21.41%	9.09%
End of Year (23-24)	44.41%	27.49%	12.08%	16.01%

Student Learning Strengths

The number of kindergarten students reading on grade level at the end of the year was 71.9%, an increase from 69.5% at the middle of the year.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Roughly 30% of students are leaving kindergarten not reading on at or above grade level expectations.   **Root Cause:** A growing number of students lack phonological awareness skills and the ability to apply phonetic skills learned in order to read on grade level.

School Processes & Programs

School Processes & Programs Summary

WSISD provides many opportunities for professional development of staff. On-campus instructional coaches, collaboration through PLCs, and other professional development opportunities allow us to develop all teachers. West Early Learners Academy teachers are Highly Qualified. Our team members vary in age and years of experience, so we have diversity in the areas of knowledge and technique.

West ELA is using the district created curriculum that is aligned with the state mandated TEKS. Teachers collaborate and use a variety of instructional materials and strategies. Pod PLC's are in place to collaborate, review, and evaluate student progress and data results. This directly drives our instruction in the classroom.

West ELA has created an instructional schedule that allows for better utilization of personnel. Each grade level has dedicated Special Education teachers as well as teaching assistants that are dedicated to help meet students' needs.

School Processes & Programs Strengths

Professional Development and Staff Excellence

- Teacher/Employee of the Month Program to recognize Staff excellence
- Administration sends out weekly email to staff with updates and communication.
- Staff meets weekly for faculty meetings focusing on professional development, staff recognition, and culture building activities.
- Teachers meet once weekly during conference for grade level PLCs.
- District Instructional Walks are scheduled to monitor classroom instruction and provide feedback

Communication with Families

- Teachers communicate daily with parents via take-home folders/behavior calendars as well as School Status.
- Campus sends out weekly family newsletter.

School Wide System for Student Recognition

- Teachers recognize students who demonstrate the BEARS traits from the school wide matrix by rewarding them with "punches" on their PBIS cards
- Students earn "Tickets to Slide" by having good behavior during the week.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): We continue to work to improve Tier 1 instruction for students through timely, high quality, relevant professional development as well as

coaching and feedback through TTESS, instructional walks, and peer modeling. **Root Cause:** Teachers are coming from different campuses and experiences, so we are working on collaboration and alignment across our pods, grade levels, and campus.

Perceptions

Perceptions Summary

Teachers work collaboratively in Professional Learning Communities to identify best practices, determine interventions to address the needs of all students, and to support one another. Our administration is working to be more visible, efficient, and always communicate effectively with all stakeholders.

We believe it takes teachers, students, staff, parents, and the community to help our students be successful now and in the future. We are committed to working together with each of those groups to meet the needs of all involved. Strong communication is needed in order to foster this relationship.

It is the goal of West ELA to build a strong academic and SEL foundation for all students so they can transition successfully to the next level.

Perceptions Strengths

As a new campus we are working to build a partnership with our parents, staff and community members. We plan to hold several after school events to host our parents as well as many opportunities for community involvement throughout the year.   We will share communication and student success through weekly campus newsletters and our social media outlets. Teachers communicate using School Status to increase two-way communication with families. Students also receive a daily take home folder with communication. West ELA will host parent workshops that will assist parents in helping their students succeed academically.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): We are working to increase communication between families and the school along with between families and individual teachers using a variety of methods.   **Root Cause:** Various communication preferences from families bring challenges to provide timely, clear, and concise communication from both the school and the teachers.

Priority Problem Statements

Problem Statement 1: We continue to work to improve Tier 1 instruction for students through timely, high quality, relevant professional development as well as coaching and feedback through TTESS, instructional walks, and peer modeling.

Root Cause 1: Teachers are coming from different campuses and experiences, so we are working on collaboration and alignment across our pods, grade levels, and campus.

Problem Statement 1 Areas: School Processes & Programs

Problem Statement 2: Roughly 30% of students are leaving kindergarten not reading on at or above grade level expectations.

Root Cause 2: A growing number of students lack phonological awareness skills and the ability to apply phonetic skills learned in order to read on grade level.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: A growing number of our students are economically disadvantaged and have increasing needs in the areas of academics, social and emotional skills, and behavior management.

Root Cause 3: Community growth and mobility are affecting the percentage of economically disadvantaged.

Problem Statement 3 Areas: Demographics

Problem Statement 4: We are working to increase communication between families and the school along with between families and individual teachers using a variety of methods.

Root Cause 4: Various communication preferences from families bring challenges to provide timely, clear, and concise communication from both the school and the teachers.

Problem Statement 4 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
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data

Student Data: Assessments

- 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
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data

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
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

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

Parent/Community Data

- Parent surveys and/or other feedback
- 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
- Other additional data

Goals

Goal 1: Maximize student achievement through high standards across all disciplines, which incorporate critical thinking, creativity, collaboration, high quality instructional strategies and innovative teaching.

Performance Objective 1: 100% of students will show growth on the district diagnostic assessments in both math and reading.

High Priority

Evaluation Data Sources: State and district screeners

Strategy 1 Details	Reviews			
Strategy 1: All students will receive Tier 1 instruction that includes best practices and district initiatives.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Growth on all state and district screeners.	**Oct**	**Dec**	**Feb**	**Apr**
Staff Responsible for Monitoring: Campus Administration Teachers **Title I:** 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction **Problem Statements:** School Processes & Programs 1	40%			

Strategy 2 Details	Reviews			
Strategy 2: All students will receive a balanced literacy program including phonics and guided reading.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Growth on all state and district screeners.	**Oct**	**Dec**	**Feb**	**Apr**
Staff Responsible for Monitoring: Campus Administration Teachers **Title I:** 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction **Problem Statements:** Student Learning 1 **Funding Sources:** Learning A-Z: RAZ Kids and Reading A-Z - Title I Funds - $3,034.71	40%			

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

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Roughly 30% of students are leaving kindergarten not reading on at or above grade level expectations.   **Root Cause**: A growing number of students lack phonological awareness skills and the ability to apply phonetic skills learned in order to read on grade level.

School Processes & Programs
Problem Statement 1: We continue to work to improve Tier 1 instruction for students through timely, high quality, relevant professional development as well as coaching and feedback through TTESS, instructional walks, and peer modeling.   **Root Cause**: Teachers are coming from different campuses and experiences, so we are working on collaboration and alignment across our pods, grade levels, and campus.

Goal 1: Maximize student achievement through high standards across all disciplines, which incorporate critical thinking, creativity, collaboration, high quality instructional strategies and innovative teaching.

Performance Objective 2: 100% of Tier 1 instructional strategies will directly align to identified district best practices and board outcome goals.

High Priority

Evaluation Data Sources: State and district screeners

Strategy 1 Details	Reviews			
Strategy 1: Campus administrators will ensure Tier 1 instructional strategies are aligned with district best practices by providing professional development and monitoring through instructional walks.	**Formative**			**Summative**
	Oct	**Dec**	**Feb**	**Apr**
Strategy's Expected Result/Impact: Increased student learning as seen on state and district screeners. **Staff Responsible for Monitoring:** Campus Administration Teachers **Title I:** 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction **Problem Statements:** School Processes & Programs 1	40%			
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 1: We continue to work to improve Tier 1 instruction for students through timely, high quality, relevant professional development as well as coaching and feedback through TTESS, instructional walks, and peer modeling. **Root Cause**: Teachers are coming from different campuses and experiences, so we are working on collaboration and alignment across our pods, grade levels, and campus.

Goal 2: Cultivate a safe, nurturing and collaborative environment that promotes active involvement by parents, students, staff and community members.

Performance Objective 1: West ELA staff will strive to foster a safe, nurturing and collaborative environment 100% of the time.

    High Priority

    Evaluation Data Sources: Parent & Staff Surveys

Strategy 1 Details	Reviews			
Strategy 1: Consistently implement PBIS systems focusing on behavior expectations in common areas such as hallways, cafeteria, restrooms, etc.	**Formative**			**Summative**
	Oct	Dec	Feb	Apr

Strategy's Expected Result/Impact: Improved behavior in all common areas.
     Staff Responsible for Monitoring: Campus Administration
 Teachers
 	
     Title I:
 2.5
     Problem Statements: Demographics 1
	40%			

Strategy 2 Details	Reviews			
Strategy 2: Plan monthly safety drills for students and staff to practice emergency procedures. Use Centegix Technology to account for all staff and students.	**Formative**			**Summative**
	Oct	Dec	Feb	Apr

Strategy's Expected Result/Impact: Fidelity of student and staff awareness and responsibilities during emergencies.
     Staff Responsible for Monitoring: Campus Administration
 	
     Problem Statements: Demographics 1
	40%			

Strategy 3 Details	Reviews			
	Formative			Summative
Strategy 3: Create multiple opportunities throughout the year for family/community involvement through programs, curriculum night, and math/reading nights. **Strategy's Expected Result/Impact:** Increased community & parent involvement. Positive parent surveys **Staff Responsible for Monitoring:** Campus Administration **Title I:** 4.1, 4.2 **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Perceptions 1	**Oct**	**Dec**	**Feb**	**Apr**
	40%			

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

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: A growing number of our students are economically disadvantaged and have increasing needs in the areas of academics, social and emotional skills, and behavior management.   **Root Cause**: Community growth and mobility are affecting the percentage of economically disadvantaged.

Perceptions
Problem Statement 1: We are working to increase communication between families and the school along with between families and individual teachers using a variety of methods.   **Root Cause**: Various communication preferences from families bring challenges to provide timely, clear, and concise communication from both the school and the teachers.

Goal 3: Sustain an effective and efficient organization by utilizing a flexible, responsive and consistent process for financial and operational management.

Performance Objective 1: Continue and enhance campus processes and procedures to increase and sustain student attendance. Our campus goal will be to maintain an ADA of 96%.

High Priority

Evaluation Data Sources: Student attendance

Strategy 1 Details		Reviews			
Strategy 1: Montly attendance incentives as well as parent communication through Skylert and social media on the importance of attendance.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Attendance average of 96%		Oct	Dec	Feb	Apr
Staff Responsible for Monitoring: Campus Administration Teachers		40%			
Title I: 4.1, 4.2					
Problem Statements: Demographics 1 - Perceptions 1					

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: A growing number of our students are economically disadvantaged and have increasing needs in the areas of academics, social and emotional skills, and behavior management.   **Root Cause**: Community growth and mobility are affecting the percentage of economically disadvantaged.
Perceptions
Problem Statement 1: We are working to increase communication between families and the school along with between families and individual teachers using a variety of methods. **Root Cause**: Various communication preferences from families bring challenges to provide timely, clear, and concise communication from both the school and the teachers.

Goal 3: Sustain an effective and efficient organization by utilizing a flexible, responsive and consistent process for financial and operational management.

Performance Objective 2: 100% of operational management and organizational needs identified in the Campus Needs Assessment will be addressed during the 2024-2025 school year.

    Evaluation Data Sources: Staff surveys & student achievement

Strategy 1 Details	Reviews			
Strategy 1: Continuous evaluation of staff assignments and schedules will determine the most effective use for each person to meet student needs.	**Formative**			**Summative**
	Oct	**Dec**	**Feb**	**Apr**

Strategy's Expected Result/Impact: Increased Student Achievement
 	
    Title I:
2.5, 2.6
 - **TEA Priorities:**
Improve low-performing schools
    Problem Statements: School Processes & Programs 1
	40%			

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

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 1: We continue to work to improve Tier 1 instruction for students through timely, high quality, relevant professional development as well as coaching and feedback through TTESS, instructional walks, and peer modeling.   **Root Cause**: Teachers are coming from different campuses and experiences, so we are working on collaboration and alignment across our pods, grade levels, and campus.

Goal 4: Design professional learning opportunities that lead to effective teaching practices, instructional leadership, and improved student results.

Performance Objective 1: 100% of staff development will be linked to West ELA's campus plan, campus needs assessment and district goals.

    Evaluation Data Sources: T-TESS, Walkthroughs, Student data/progress

Strategy 1 Details	Reviews			
Strategy 1: Establish Professional Learning communities to enhance the development of staff on instructional strategies relating to student data/progress.	**Formative**			**Summative**
	Oct	**Dec**	**Feb**	**Apr**

Strategy's Expected Result/Impact: Tier 1 instruction includes best practices and district initiatives. Students will show progress on screeners and formative and summative data.
    Staff Responsible for Monitoring: Campus Administrators
Instructional Coach
Teachers
 	
    Title I:
2.4, 2.5, 2.6
 - **TEA Priorities:**
Build a foundation of reading and math, Improve low-performing schools
    Problem Statements: School Processes & Programs 1
	40%			

Strategy 2 Details	Reviews			
Strategy 2: Use classroom observations & campus instructional walk-throughs to monitor implementation of district and campus initiatives and student learning. Utilize qualified teachers and Instructional Coach to lead professional to address areas of need.	**Formative**			**Summative**
	Oct	**Dec**	**Feb**	**Apr**

Strategy's Expected Result/Impact: Tier 1 instruction includes best practices and district initiatives. Students will show progress on screeners and formative and summative data.
    Staff Responsible for Monitoring: Campus Administrators
Instructional Coach
Teachers
 	
    Title I:
2.4
 - **TEA Priorities:**
Build a foundation of reading and math, Improve low-performing schools
    Problem Statements: Student Learning 1 - School Processes & Programs 1
	40%			

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Roughly 30% of students are leaving kindergarten not reading on at or above grade level expectations.   **Root Cause**: A growing number of students lack phonological awareness skills and the ability to apply phonetic skills learned in order to read on grade level.
School Processes & Programs
Problem Statement 1: We continue to work to improve Tier 1 instruction for students through timely, high quality, relevant professional development as well as coaching and feedback through TTESS, instructional walks, and peer modeling.   **Root Cause**: Teachers are coming from different campuses and experiences, so we are working on collaboration and alignment across our pods, grade levels, and campus.

Goal 5: Recruit, develop, and retain qualified, certified and effective personnel.

Performance Objective 1: 100% of West ELA teachers are highly qualified and ESL certified.

    High Priority

    Evaluation Data Sources: Teacher Certifications

Strategy 1 Details	Reviews			
Strategy 1: Utilize the Hiring system to identify qualified applicants.	**Formative**			**Summative**
Strategy's Expected Result/Impact: 100% of West ELA teachers are highly qualified and ESL certified.	**Oct**	**Dec**	**Feb**	**Apr**
Staff Responsible for Monitoring: Principal **Title I:** 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** School Processes & Programs 1	40%			
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: We continue to work to improve Tier 1 instruction for students through timely, high quality, relevant professional development as well as coaching and feedback through TTESS, instructional walks, and peer modeling. **Root Cause**: Teachers are coming from different campuses and experiences, so we are working on collaboration and alignment across our pods, grade levels, and campus.

State Compensatory

Budget for West Early Learners Academy

Total SCE Funds: $534,460.00
Total FTEs Funded by SCE: 9.27
Brief Description of SCE Services and/or Programs

Personnel for West Early Learners Academy

Name	Position	FTE
Adrienne Gribble	Teacher	0.5
Anastasia Valles	Teaching Assistant	0.5
Ashley Conine	Assistant Principal	0.7
Chelsea LaPlante	Principal	0.7
Cynthia Orta	Teacher	0.44
Elizabeth Campos	Teaching Assistant	1
Erica Lane	Teaching Assistant	1
Evelyn Johnston	Teaching Assistant	0.5
Jocelyn Gonzalez	Teacher	0.5
John Hebert	Assistant Principal	0.7
Julia Flores	Teacher	0.44
Minerva Garcia	Teacher	0.35
Noemi Long	Teacher	0.44
Shelley Hellstern	Teaching Assistant	1
Stephanie Boggs	Teacher	0.5

Title I Personnel

Name	Position	Program	FTE
Kendra Benedict	Prekindergarten Teacher	Title I	1
Melissa Estes	Prekindergarten Teacher	Title I	1

Campus Funding Summary

Title I Funds					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2	Learning A-Z: RAZ Kids and Reading A-Z		$3,034.71
				Sub-Total	$3,034.71