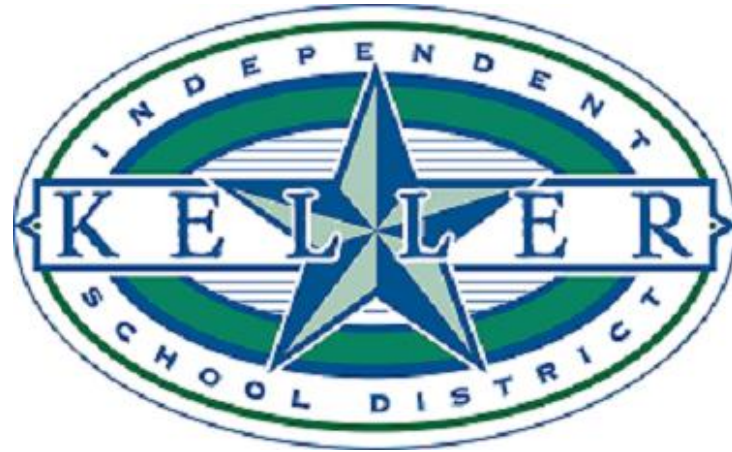


**Keller Independent School District
Whitley Road Elementary School
2024-2025 Campus Improvement Plan**



Mission Statement

Our mission is to give every learner opportunities to reach their highest potential in a safe and supportive environment which embraces diversity and individual worth. Our goal is that our students become a light to others and shine like the stars we know they are.

Vision

Keller ISD – An exceptional district in which to learn, work, and live.

School Motto

"Whitley Road where every STAR gets a chance to shine"

Value Statement

We Value:

Care for our teachers because the impact of their work prepares students for their future.

Passionate teaching dedicated to content and craft that inspires others.

Relationships as the foundation for how we teach, learn, work, and play together in a safe, engaging, and caring way.

Exploration and the pursuit of one's passion that leads to personal growth.

Communication and collaboration that strengthens our unity.

Respect for the diversity of our school community through a culture of understanding and personalized learning opportunities.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Our campus is comprised of approximately 370 K-4th grade students.

The enrollment for Whitley Road Elementary, as indicated on the 2023-2024 May PEIMS snapshot report, was 370 students.

Student Ethnic Distribution is as follows:

| 23-24 Student Ethnic Distribution | |
|-----------------------------------|-------|
| African American | 6.8% |
| Hispanic | 29.8% |
| White | 50.1% |
| American Indian | 0.3% |
| Asian | 3.8% |
| Pacific Islander | 1.9% |
| 2 or More Races | 7.3% |

Student distribution by program:

(2023-2024)

| 23-24 Student Distribution by Program | |
|---------------------------------------|-------|
| Economically Disadvantaged | 62.2% |
| AT-Risk | 30.1% |
| Section 504 | 5.7% |
| Limited English Proficiency | 8.9% |
| Special Education | 32% |
| Gifted & Talented | 6.2% |

Economically disadvantaged and special education populations have increased since the previous year.

Student distribution by program (2022-2023) for comparison

| 22-23 Student Distribution by Program | |
|--|-----|
| Economically Disadvantaged | 59% |
| AT-Risk | 38% |
| Section 504 | 9% |
| Limited English Proficiency | 20% |
| Special Education | 22% |
| Gifted & Talented | 7% |

Whitley Road Elementary Staff Demographics as indicated on the 23-24 PIEMS snapshot report.

Teachers by Years of Experience:

| Teacher Distribution by Years of Experience | |
|--|---------------|
| Beginning Teachers | 2 or 6.1% |
| 1-5 Years | 9 or 27.5% |
| 6-10 Years | 10.5 or 32.1% |
| 11-20 Years | 7.3 or 22.1% |
| Over 20 Years | 4 or 12.2% |

Campus programs include; Life skills, ESL, Gifted and Talented, Dyslexia, Resource, and STARS.

Demographics Strengths

Our student population is diverse.

We provide on-site programs with specially certified teachers to meet the needs of our students.

Our teachers have a wide range of experience.

More parents applied for services such as free/reduced meals, counseling, and testing fro academic support.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): There has been a significant increase in students enrolled in programs which require specialized support to address varying academic, behavior,

and emotional needs **Root Cause:** Many students moved from 504 plans to IEPs; an additional self-contained STARS unit was added to the campus, and students need more academic and emotional/behavioral support than in years past.

Student Learning

Student Learning Summary

Fall 2023-Spring 2024 MAP Growth

Percentage of Students who met or exceeded their end of year MAP growth projections:

| Grade Level | Reading | Math |
|--------------|---------|------|
| Kindergarten | 63% | 77% |
| First Grade | 31% | 51% |
| Second Grade | 56% | 56% |
| Third Grade | 64% | 70% |
| Fourth Grade | 30% | 36% |

Campus-wide, 57% of student met or exceeded their end of year MAP growth Projections in math and 49% in reading. In 22-23, 55% of students met growth in math and 49% met growth in reading.

Spring 2023 MAP Achievement

Percentage of Students with an EOY RIT score on the Average to Above Average Range (40th percentile +):

| Grade Level | Reading | Math |
|--------------|---------|------|
| Kindergarten | 80% | 86% |
| First Grade | 63% | 73% |
| Second Grade | 63% | 69% |
| Third Grade | 66% | 71% |
| Fourth Grade | 59% | 66% |

Campus-wide, 72% of students performed at the average range or above in math, and 66% in reading. In 22-23, 69% of students performed at or above the average range in math, and 62% in reading.

2024 Spring STAAR Results are unavailable at this time.

Student Learning Strengths

The percentage of third graders who met or exceeded growth goals increased from 55% in second grade to 70% in third grade in math and from 52% to 64% in reading.

The percentage of second graders who met or exceeded growth goals increased from 46% in first grade to 56% in second grade in math and from 33% to 56% in reading.

The percentage of students campus-wide in the average or above average RIT ranges improved in both reading and math from 22-23 to 23-24.

The percentage of students campus-wide who met or exceeded growth in math increased from 55% in 22-23 to 57% in 23-24.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Campus-wide, the percentage of students who fall within the average to above average RIT ranges is increasing, but the percentage of students who meet projected growth is stagnant. **Root Cause:** Teachers require professional development in Small group instruction in order to address individual student needs in all performance level bands.

Problem Statement 2: MAP achievement and growth scores have consistently dropped from kindergarten to first grade over the last 3 years. **Root Cause:** Based on observations, the level of rigor, academic expectations, and student independence declines in first grade.

School Processes & Programs

School Processes & Programs Summary

Teachers plan weekly with grade levels, and participate in weekly PLC's and Nine-Week planning days

PLCs are used for data analysis and professional development.

Nine-Week planning days were days set aside each 9 week grading period for teachers to prioritize high-leverage standards and align assessments for math and reading.

MTSS: MAP data are used in the beginning, middle, and end of year to track students' growth in the areas of reading and math. Students who demonstrate low growth and/or achievement scores may be referred to our student intervention team and identified as needing additional intervention. Intervention may be provided by a classroom teacher or a specialist based on student needs.

Classroom and intervention teachers use iStation ISIP data monthly to progress monitor growth of all students.

PBIS: Campus uses a behavior matrix to determine teacher or office management of behavior. Each teachers creates a STAR matrix with their students to address classroom specific expectations and uses Starbucks and Golden Starbucks for positive reinforcement.

Counseling: The counselor meets with classes for guidance lessons, small groups for focused intervention, and individual students when needed. We established a school-wide "reset" process for students to use when they are feeling overwhelmed or upset.

We use a paraprofessional staff member to assist with students who need additional support or intervention for behaviors that impede the learning of themselves and/or others.

School Processes & Programs Strengths

Consistent, regular teacher planning days and times allowed for collaboration and grade-level curriculum alignment.

Campus uses iStation reading and math interventions in all grade levels.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Student achievement and growth were inconsistent across classrooms and grade levels. **Root Cause:** There are not clear processes for

assessment planning/review, data analysis, or small group intervention.

Perceptions

Perceptions Summary

37 Families completed the district Title I survey.

30 staff members participated in one-on-one interviews providing campus feedback.

Parent and Staff participation on Academic Title I Nights:

| Academic Title I Nights | # of Families | # of Staff |
|-------------------------|---------------|------------|
| Winter Wonderland | 131 Families | 35 Staff |
| STEAM Night | 54 Families | 29 Staff |
| Art & Science Night | 138 Families | 32 Staff |

Weekly Campus newsletter sent to all families every Friday afternoon containing school and grade level information.

Student data binders are sent home monthly containing student grades and performance data on progress monitoring, unit assessments, and benchmark assessments.

Perceptions Strengths

Parent and family engagement events had an increase in attendance this school year.

Staff and families felt like communication was more consistent.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Our End-of-Year meetings determined 50% of teachers believe that classroom and campus-wide PBIS expectations need to be revisited in order to improve student behavior. **Root Cause:** Classroom expectations, routines, and student discipline are not consistent across the school, and teacher training is needed for classroom management and student de-escalation.

Priority Problem Statements

Problem Statement 1: Campus-wide, the percentage of students who fall within the average to above average RIT ranges is increasing, but the percentage of students who meet projected growth is stagnant.

Root Cause 1: Teachers require professional development in Small group instruction in order to address individual student needs in all performance level bands.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Student achievement and growth were inconsistent across classrooms and grade levels.

Root Cause 2: There are not clear processes for assessment planning/review, data analysis, or small group intervention.

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: Our End-of-Year meetings determined 50% of teachers believe that classroom and campus-wide PBIS expectations need to be revisited in order to improve student behavior.

Root Cause 3:

Classroom expectations, routines, and student discipline are not consistent across the school, and teacher training is needed for classroom management and student de-escalation.

Problem Statement 3 Areas: Perceptions

Problem Statement 4: There has been a significant increase in students enrolled in programs which require specialized support to address varying academic, behavior, and emotional needs

Root Cause 4: Many students moved from 504 plans to IEPs; an additional self-contained STARS unit was added to the campus, and students need more academic and emotional/behavioral support than in years past.

Problem Statement 4 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- 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
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- School safety data

Employee Data

- Professional learning communities (PLC) data

- Staff surveys and/or other feedback
- Campus department and/or faculty meeting discussions and data

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Study of best practices

Goals

Goal 1: Increase Student Achievement.





Performance Objective 1: By June of 2025, 60% of third and fourth grade students will score "Meets" on the state reading assessment with improved performance on responding to texts using text evidence.

High Priority

| Action Step 1 Details | Progress Reviews | | |
|---|------------------|-----|------|
| <p>Action Step 1: Teachers will meet with the campus instructional coach regularly to preview and review district and campus assessments, analyze data, and develop reading small-group instructional plans.</p> <p>Measures: Grade level instructional plans, student growth and achievement data</p> <p>Staff Responsible for Monitoring: Teachers, instructional coach, campus administration</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 1</p> <p>Funding Sources: Instructional Coach - 211 - Title I Pt A Impr BSC Prg - \$81,880, Substitutes for three teacher planning days - 211 - Title I Pt A Impr BSC Prg - \$4,897, Prepaid Instructional Materials - 211 - Title I Pt A Impr BSC Prg - \$884</p> | Progress | | |
| | Dec | Apr | July |
| | | | |

| Action Step 2 Details | Progress Reviews | | |
|--|------------------|-----|------|
| <p>Action Step 2: Provide targeted intervention support for students performing below level in math and reading using small group instruction, Intervention Support Teachers (IST), and campus instructional staff.</p> <p>Measures: MTSS data, MAP Growth Data, ISIP, District Common Assessments</p> <p>Staff Responsible for Monitoring: Teachers, IST, Campus Administration</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1</p> <p>Funding Sources: Instructional Support Teacher - 211 - Title I Pt A Impr BSC Prg - \$36,408</p> | Progress | | |
| | Dec | Apr | July |
| | | | |
| Action Step 3 Details | Progress Reviews | | |
| <p>Action Step 3: Fourth grade teachers will provide students with sentence stems to build their justification skills in response to text with appropriate text evidence.</p> <p>Measures: Campus, district, benchmark, and state assessments.</p> <p>Staff Responsible for Monitoring: Campus administration and instructional coach.</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 1</p> | Progress | | |
| | Dec | Apr | July |
| | | | |

| Action Step 4 Details | Progress Reviews | | |
|---|------------------|-----|------|
| <p>Action Step 4: Third grade teachers will reinforce responding with text evidence using the same routines, common vocabulary, and visuals across content areas.</p> <p>Measures: Campus, district, benchmark, and state assessments.</p> <p>Staff Responsible for Monitoring: Campus administration and instructional coach.</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 1</p> | Progress | | |
| | Dec | Apr | July |
| | | | |
| Action Step 5 Details | Progress Reviews | | |
| <p>Action Step 5: Second grade teachers will provide opportunities for student written responses across subjects using graphic organizers, sentence stems, and modeling of practice responses with text evidence; and, will provide opportunities to integrate decoding skills across content areas using Reading Horizons phonics patterns and strategies to decode unknown words.</p> <p>Measures: Campus, district, and benchmark assessments.</p> <p>Staff Responsible for Monitoring: Campus administration and instructional coach.</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 1</p> | Progress | | |
| | Dec | Apr | July |
| | | | |

| Action Step 6 Details | Progress Reviews | | |
|---|------------------|-----|------|
| <p>Action Step 6: First grade and Kindergarten teachers will integrate decoding skills into small group instruction using decodable readers, Reading Horizons phonics patterns and assessment checks.</p> <p>Measures: Campus, district, and benchmark assessments.</p> <p>Staff Responsible for Monitoring: Campus administration and instructional coach.</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levels: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 1</p> | Progress | | |
| | Dec | Apr | July |
| | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div> | | | |

Performance Objective 1 Problem Statements:

| Demographics |
|--|
| <p>Problem Statement 1: There has been a significant increase in students enrolled in programs which require specialized support to address varying academic, behavior, and emotional needs. Root Cause: Many students moved from 504 plans to IEPs; an additional self-contained STARS unit was added to the campus, and students need more academic and emotional/behavioral support than in years past.</p> |
| Student Learning |
| <p>Problem Statement 1: Campus-wide, the percentage of students who fall within the average to above average RIT ranges is increasing, but the percentage of students who meet projected growth is stagnant. Root Cause: Teachers require professional development in Small group instruction in order to address individual student needs in all performance level bands.</p> |
| School Processes & Programs |
| <p>Problem Statement 1: Student achievement and growth were inconsistent across classrooms and grade levels. Root Cause: There are not clear processes for assessment planning/review, data analysis, or small group intervention.</p> |





Goal 1: Increase Student Achievement.

Performance Objective 2: By June of 2025, 60% of third and fourth grade students will score "Meets" on the state math assessment with improved performance on whole number operations.

| Action Step 1 Details | Progress Reviews | | |
|---|------------------|-----|------|
| <p>Action Step 1: Teachers will meet with the campus instructional coach regularly to preview and review district and campus assessments, analyze data, and develop math small-group instructional plans.</p> <p>Measures: Grade level instructional plans and student growth and achievement data.</p> <p>Staff Responsible for Monitoring: Campus administration, teachers, and instructional coach.</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 1</p> | Progress | | |
| | Dec | Apr | July |
| | | | |
| Action Step 2 Details | Progress Reviews | | |
| <p>Action Step 2: Provide targeted intervention support for students performing below level in math and reading using small group instruction, Intervention Support Teachers (IST), and campus instructional staff.</p> <p>Measures: MTSS data, MAP Growth Data, ISIP, District Common Assessments</p> <p>Staff Responsible for Monitoring: Teachers, ISTs, instructional coach and campus administration.</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1</p> | Progress | | |
| | Dec | Apr | July |
| | | | |

| Action Step 3 Details | Progress Reviews | | |
|---|------------------|-----|------|
| <p>Action Step 3: Fourth grade teachers will require students to provide an "I need to find" statement along with an equation when problem solving.</p> <p>Measures: Campus, district, benchmark, and state assessments.</p> <p>Staff Responsible for Monitoring: Campus administration and instructional coach.</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 1</p> | Progress | | |
| | Dec | Apr | July |
| | | | |
| Action Step 4 Details | Progress Reviews | | |
| <p>Action Step 4: Third grade teachers will use data to drive responsive small group instruction to scaffold whole number operations using concrete models and multiple representations.</p> <p>Measures: Campus, district, benchmark, and state assessments.</p> <p>Staff Responsible for Monitoring: Campus administration and instructional coach.</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 1</p> | Progress | | |
| | Dec | Apr | July |
| | | | |

| Action Step 5 Details | Progress Reviews | | |
|---|------------------|-----|------|
| <p>Action Step 5: Second grade teachers will reinforce the use of concrete models to solve addition and subtraction problems during whole and small group instruction.</p> <p>Measures: Campus, district, and benchmark assessments.</p> <p>Staff Responsible for Monitoring: Campus administration and instructional coach.</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 1</p> | Progress | | |
| | Dec | Apr | July |
| | | | |
| Action Step 6 Details | Progress Reviews | | |
| <p>Action Step 6: First grade teachers will focus on building an understanding of whole numbers up to 120 using place value, and the action of joining and separating numbers up to 20 during small group instruction.</p> <p>Measures: Campus, district, and benchmark assessments.</p> <p>Staff Responsible for Monitoring: Campus administration and instructional coach</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 1</p> | Progress | | |
| | Dec | Apr | July |
| | | | |

| Action Step 7 Details | Progress Reviews | | |
|--|------------------|-----|------|
| <p>Action Step 7: Kindergarten teachers will focus on building an understanding of how to make 10 and the action of joining and separating numbers up to 10 using small group instruction.</p> <p>Measures: Campus, district, and benchmark assessments.</p> <p>Staff Responsible for Monitoring: Campus administration and instructional coach.</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levels: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 1</p> | Progress | | |
| | Dec | Apr | July |
| | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | |





Performance Objective 2 Problem Statements:

| Demographics |
|--|
| <p>Problem Statement 1: There has been a significant increase in students enrolled in programs which require specialized support to address varying academic, behavior, and emotional needs. Root Cause: Many students moved from 504 plans to IEPs; an additional self-contained STARS unit was added to the campus, and students need more academic and emotional/behavioral support than in years past.</p> |
| Student Learning |
| <p>Problem Statement 1: Campus-wide, the percentage of students who fall within the average to above average RIT ranges is increasing, but the percentage of students who meet projected growth is stagnant. Root Cause: Teachers require professional development in Small group instruction in order to address individual student needs in all performance level bands.</p> |
| School Processes & Programs |
| <p>Problem Statement 1: Student achievement and growth were inconsistent across classrooms and grade levels. Root Cause: There are not clear processes for assessment planning/review, data analysis, or small group intervention.</p> |

Goal 2: Overall Excellence in Student, Parent, and Community Relations.

Performance Objective 1: By June of 2025, 90% of families will report feeling that the campus maintains regular and systematic communication as measured by the end-of-year campus survey.

| Action Step 1 Details | Progress Reviews | | |
|--|------------------|------------|-------------|
| <p>Action Step 1: By the end of the first 9 weeks and every month thereafter, teachers and students will create, update, and analyze student data in data binders to communicate academic progress and performance through student-led conferences with teachers and parents.</p> <p>Measures: Communication Logs in AWARE, Parent-teacher conferences, newsletters, data binder checks.</p> <p>Staff Responsible for Monitoring: Teachers, Campus Administration</p> <p>Title I: 2.5, 4.1</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 1</p> | Progress | | |
| | Dec | Apr | July |
| | | | |
| Action Step 2 Details | Progress Reviews | | |
| <p>Action Step 2: Provide opportunities for feedback from students, parents, and staff on school operations, culture, and climate.</p> <p>Measures: Parent, Student, and Staff surveys, focus groups and collaborative committees, data binders</p> <p>Staff Responsible for Monitoring: Teachers, Campus administration</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: School Processes & Programs 1</p> | Progress | | |
| | Dec | Apr | July |
| | | | |





| Action Step 3 Details | Progress Reviews | | |
|--|------------------|-----|------|
| <p>Action Step 3: Offer (three at minimum) after-school activities, interactions, and support to increase family involvement in students' social and academic growth.</p> <p>Measures: Campus calendar of events, Title I Night sign-in logs</p> <p>Staff Responsible for Monitoring: Campus Administration, counseling, teachers</p> <p>Title I: 2.5, 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: Demographics 1</p> <p>Funding Sources: Extra Duty Pay for Parent Involvement Title I Night Events - 211 - Title I Pt A Impr BSC Prg - \$5,793</p> | Progress | | |
| | Dec | Apr | July |
| | | | |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Performance Objective 1 Problem Statements:

| Demographics |
|---|
| <p>Problem Statement 1: There has been a significant increase in students enrolled in programs which require specialized support to address varying academic, behavior, and emotional needs Root Cause: Many students moved from 504 plans to IEPs; an additional self-contained STARS unit was added to the campus, and students need more academic and emotional/behavioral support than in years past.</p> |
| School Processes & Programs |
| <p>Problem Statement 1: Student achievement and growth were inconsistent across classrooms and grade levels. Root Cause: There are not clear processes for assessment planning/review, data analysis, or small group intervention.</p> |

Goal 3: Employee Excellence and Organizational Improvement.

Performance Objective 1: By June of 2025, 100% of staff members will help establish and promote consistent school-wide classroom management and behavior expectations as measured by the end-of-year campus survey.

| Action Step 1 Details | Progress Reviews | | |
|---|------------------|-----|------|
| <p>Action Step 1: Provide support to students who demonstrate behaviors that impede the learning of themselves and others using Title I paraprofessional support.</p> <p>Measures: FBA Data tracking, Discipline and classroom data</p> <p>Staff Responsible for Monitoring: Administration, counseling, and teachers.</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1 - Perceptions 1</p> <p>Funding Sources: Behavioral and Instructional Paraprofessional Support - 211 - Title I Pt A Impr BSC Prg - \$27,320, Instructional Materials and Supplies - 211 - Title I Pt A Impr BSC Prg - \$979</p> | Progress | | |
| | Dec | Apr | July |
| | | | |
| Action Step 2 Details | Progress Reviews | | |
| <p>Action Step 2: Create campus PBIS handbook that encompasses routines, procedures, and expectations for students and staff.</p> <p>Measures: Discipline data, academic growth and achievement data, classroom data.</p> <p>Staff Responsible for Monitoring: Teachers, administration, behavior support personnel.</p> <p>Title I: 2.4, 2.5</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Perceptions 1</p> | Progress | | |
| | Dec | Apr | July |
| | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div> | | | |

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: There has been a significant increase in students enrolled in programs which require specialized support to address varying academic, behavior, and emotional needs. **Root Cause:** Many students moved from 504 plans to IEPs; an additional self-contained STARS unit was added to the campus, and students need more academic and emotional/behavioral support than in years past.

Perceptions

Problem Statement 1: Our End-of-Year meetings determined 50% of teachers believe that classroom and campus-wide PBIS expectations need to be revisited in order to improve student behavior. **Root Cause:** Classroom expectations, routines, and student discipline are not consistent across the school, and teacher training is needed for classroom management and student de-escalation.

State Compensatory

Budget for Whitley Road Elementary School

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 0.5

Brief Description of SCE Services and/or Programs

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| |
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Personnel for Whitley Road Elementary School

| <u>Name</u> | <u>Position</u> | <u>FTE</u> |
|-------------|-----------------|------------|
| Kaye Garza | IST | 0.5 |

Title I Personnel

| <u>Name</u> | <u>Position</u> | <u>Program</u> | <u>FTE</u> |
|--------------------|-----------------------------------|----------------|------------|
| Kaye Garza | IST | | .5 |
| Pat Schneider | Behavior Support Paraprofessional | | 1.0 |
| Whitney Scarbrough | Campus Instructional Coach | | 1.0 |

Campus Funding Summary

| 211 - Title I Pt A Impr BSC Prg | | | | | |
|---------------------------------|-----------|-------------|--|--------------|---------------------|
| Goal | Objective | Action Step | Resources Needed | Account Code | Amount |
| 1 | 1 | 1 | Prepaid Instructional Materials | | \$884.00 |
| 1 | 1 | 1 | Substitutes for three teacher planning days | | \$4,897.00 |
| 1 | 1 | 1 | Instructional Coach | | \$81,880.00 |
| 1 | 1 | 2 | Instructional Support Teacher | | \$36,408.00 |
| 2 | 1 | 3 | Extra Duty Pay for Parent Involvement Title I Night Events | | \$5,793.00 |
| 3 | 1 | 1 | Behavioral and Instructional Paraprofessional Support | | \$27,320.00 |
| 3 | 1 | 1 | Instructional Materials and Supplies | | \$979.00 |
| Sub-Total | | | | | \$158,161.00 |