

Spring Branch Independent School District

Wilchester Elementary School

2024-2025



Mission Statement

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

Vision

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

Core Values

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

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

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

Limitless Curiosity: We never stop learning and growing.

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

Core Characteristics of a T-2-4 Ready Graduate

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

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

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

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

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

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

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

Enrollment trends showed an increase of 59 students from the 2021–2022 school year to the 2023–2024 school year.

Enrollment Trends:

2023-2024: Enrollment – 862

2022-2023: Enrollment – 844

2021-2022: Enrollment – 803

Source: *PEIMS OnDataSuite Fall Dashboard*

The demographic profile of the students at Wilchester Elementary School has remained relatively consistent during the past three years. The majority of the students are White, followed by Hispanic. During the 2023-2024 school year, 11.6% of the students were identified as Emergent Bilingual/English Learner (EB/EL); 15.2% At-Risk; 10.9% Economically Disadvantaged; 7.3% Immigrant; 0.8% Homeless; 14.3% of students were identified for special education services; and 17.2% were identified for gifted and talented services.

Demographic Trends: Race/Ethnicity

2023-2024: African American – 18 (2.1%)

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

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

2023-2024: American Indian-Alaskan Native – 0 (0.0%)

2022-2023: American Indian-Alaskan Native – *

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

2023-2024: Asian – 75 (8.7%)

2022-2023: Asian – 84 (10.0%)

2021-2022: Asian – 84 (10.5%)

2023-2024: Hispanic – 116 (13.5%)

2022-2023: Hispanic – 99 (11.7%)

2021-2022: Hispanic – 103 (12.8%)

2023-2024: Native Hawaiian-Pacific Islander – 0 (0.0%)
2022-2023: Native Hawaiian-Pacific Islander – 0 (0.0%)
2021-2022: Native Hawaiian-Pacific Islander – 0 (0.0%)

2023-2024: White – 624 (72.4%)
2022-2023: White – 606 (71.8%)
2021-2022: White – 581 (72.4%)

2023-2024: Two-or-more – 29 (3.4%)
2022-2023: Two-or-more – 29 (3.4%)
2021-2022: Two-or-more – 20 (2.5%)

Source: PEIMS OnDataSuite Fall Dashboard

**Fewer than five students not shown*

Additional Student Information:

2023-2024: At-Risk – 131 (15.2%)
2022-2023: At-Risk – 149 (17.7%)
2021-2022: At-Risk – 158 (19.7%)

2023-2024: Economically Disadvantaged – 94 (10.9%)
2022-2023: Economically Disadvantaged – 74 (8.8%)
2021-2022: Economically Disadvantaged – 64 (8.0%)

2023-2024: Emergent Bilingual/English Learner – 100 (11.6%)
2022-2023: Emergent Bilingual/English Learner – 84 (10.0%)
2021-2022: Emergent Bilingual/English Learner – 72 (9.0%)

2023-2024: Gifted and Talented – 148 (17.2%)
2022-2023: Gifted and Talented – 138 (16.4%)
2021-2022: Gifted and Talented – 121 (15.1%)

2023-2024: Homeless – 7 (0.8%)
2022-2023: Homeless – 10 (1.2%)
2021-2022: Homeless – 10 (1.3%)

2023-2024: Immigrant – 63 (7.3%)
2022-2023: Immigrant – 52 (6.2%)
2021-2022: Immigrant – 29 (3.6%)

2023-2024: Migrant – 0 (0.0%)
2022-2023: Migrant – 0 (0.0%)
2021-2022: Migrant – 0 (0.0%)

2023-2024: Special Education – 123 (14.3%)

2022-2023: Special Education – 99 (11.7%)
2021-2022: Special Education – 68 (8.5%)
Source: PEIMS OnDataSuite Fall Dashboard
**Fewer than five students not shown*

Attendance Rates:

2021-2022: 96.1%
2020-2021: 97.9%
2019-2020: 99.1%

Source: Texas Academic Performance Report (TAPR)

Chronic Absenteeism:

2021-2022: 4.9%
2020-2021: 2.1%
2019-2020: 0.9%

Source: Texas Academic Performance Report (TAPR)

Demographics Strengths

Wilchester Elementary is a beautifully diverse school with growing numbers of families from various parts of the world. Students have a variety of abilities, as well as needs which contribute to that diversity. While enrollment has steadily increased over the past few years, the demographic profile has remained rather consistent.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Wilchester Elementary has an increased need for teaching foundational English language skills to students in all grade levels with varied educational experiences. **Root Cause:** Unrest in the world has created an increase of refugees coming to Houston. Catholic Charities has partnered with apartment complexes in our area to assist these families in need.

Problem Statement 2: Diverse cultural backgrounds and norms have created some challenges for student relationships and parent connections. **Root Cause:** Language barriers and different life experiences make it especially hard to assist families in assimilating.

Student Achievement

Student Achievement Summary

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

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

Below is a summary of the STAAR Redesign Reading passing rates for 2023 (Baseline Year):

3rd Grade Reading - 100% Approaches; 92% Meets; 63% Masters

4th Grade Reading - 99% Approaches; 91% Meets; 69% Masters

5th Grade Reading - 95% Approaches; 92% Meets; 74% Masters

SPED All Grades Reading - 88% Approaches; 72% Meets; 35% Masters

EB/EL All Grades Reading - 96% Approaches; 81% Meets; 48% Masters

Source: 2022-2023 Texas Academic Performance Report (TAPR)

Below is a summary of the STAAR Redesign Mathematics passing rate for 2023 (Baseline Year):

3rd Grade Mathematics - 97% Approaches; 86% Meets; 58% Masters

4th Grade Mathematics - 93% Approaches; 83% Meets; 61% Masters

5th Grade Mathematics - 97% Approaches; 90% Meets; 80% Masters

SPED All Grades Mathematics - 84% Approaches; 58% Meets; 40% Masters

EB/EL All Grades Mathematics - 98% Approaches; 77% Meets; 63% Masters

Source: 2022-2023 Texas Academic Performance Report (TAPR)

Student Achievement Strengths

Over half of the students tested on state exams reached masters level achievement in all areas.

A significant number of our Emergent Bilingual students (81% in reading; 77% in math) met expectation on these assessments.

Collaborative planning for student growth is consistent throughout the year

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: There is a large span of needs in each classroom between our high performing/GT students and our at risk and EB students, creating a need for targeted differentiation. **Root Cause:** The changing demographic and the expectation of new arrivals to the country taking the state assessment.

Problem Statement 2: Wilchester Elementary has an increased need for teaching foundational English language skills to students in all grade levels with varied educational experiences. **Root Cause:** Unrest in the world has created an increase of refugees coming to Houston. Catholic Charities has partnered with apartment complexes in our area to assist these families in need.

Staff Recruitment and Retention

Staff Recruitment and Retention Summary

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

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

Teacher by years of experience:

2023-2024: Beginning – 0.0 FTE (0.0%)

2022-2023: Beginning – 3.0 FTE (6.6%)

2021-2022: Beginning – 2.0 FTE (4.5%)

2023-2024: 1-5 Years – 15.0 FTE (31.4%)

2022-2023: 1-5 Years – 10.0 FTE (22.0%)

2021-2022: 1-5 Years – 6.0 FTE (13.5%)

2023-2024: 6-10 Years – 5.0 FTE (10.5%)

2022-2023: 6-10 Years – 6.0 FTE (13.2%)

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

2023-2024: 11-20 Years – 11.8 FTE (24.7%)

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

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

2023-2024: Over 20 Years – 16.0 FTE (33.5%)

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

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

2023-2024: Total – 47.8 FTE (100%)

2022-2023: Total – 45.4 FTE (100%)

2021-2022: Total – 44.3 FTE (100%)

Source: PEIMS OnDataSuite, Fall Core Teacher Summary Report

Staff Recruitment and Retention Strengths

Wilchester Elementary is a highly sought after employment location. The school's reputation of high performance and opportunities for growth and development of teachers and staff mean we have a deep pool of candidates from which to pull.

28 staff members have more than 10 years experience which is helpful in onboarding teachers to the campus as well as teachers with fewer than 3 years experience.

Problem Statements Identifying Staff Recruitment and Retention Needs

Problem Statement 1: Wilchester Elementary is experiencing more teacher turn over than is typical for the school. **Root Cause:** The growing demands of teaching school, teachers reaching retirement age and a feeling of little support both emotionally and financially.

Problem Statement 2: Veteran teachers who have retired with double digit years of experience have been replaced with mostly new or like-new teachers. **Root Cause:** There are fewer and fewer experienced teachers looking for new teaching positions.

Family and Community Engagement

Family and Community Engagement Summary

FAMILY ENGAGEMENT

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

COMMUNITY ENGAGEMENT

Wilchester Elementary School works closely with the SBISD Community Engagement Division to support meaningful, strategic two-way engagement of families, community members, partners, and volunteers. The district traditionally has a large and very committed network of partners and 12,000+ volunteers. During the summer, the Community Engagement team conducts a needs assessment with our campus to determine community engagement strengths and areas of support. We welcome and value volunteers who serve on our campus as mentors and tutors to support student success.

Family and Community Engagement Strengths

Wilchester has prioritized creating an inclusive and welcoming environment for all students and families. The addition of a Family Engagement specialist has allowed for targeted support of our new families - particularly with our EB families in the area of translation/communication services. Collaboration with the PTA has allowed for the creation of several committees to support this work both financially and emotionally.

Problem Statements Identifying Family and Community Engagement Needs

Problem Statement 1: A growing number of our families speak a language other than English and Spanish which proves difficult for building strong relationships and supporting the needs of those families. Additionally, Wilchester is a difficult place to infuriate as a new family because many of our families have been here for several generations. **Root Cause:** Growing number of refugees moving into our attendance zone.

Problem Statement 2: Established Wilchester families sometimes struggle to know how best to support immigrant and refugee families. **Root Cause:** The language differences, as well as a vast difference in life experiences and cultural norms, make it very difficult to find common ground/connections for our families.

Goals

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

Performance Objective 1: ACHIEVEMENT: By June 2025, Wilchester Elementary School will maintain student performance on STAAR Redesign Grades 3-5 exams at the approaches level and increase in reading and math by 3 percentage points in meets, and 5 percentage points in masters.

2023-24: Reading: 97% (approaches), 90% (meets), 65% (masters); Math: 97% (approaches), 89% (meets), 59% (masters)

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

Evaluation Data Sources: 2023 Texas Academic Performance Report and 2024 Texas Education Agency Data Tables

Strategy 1 Details

Strategy 1: Teachers will spend time unpacking units, identify essential standards, and develop essential skill plans to ensure strong TIER I instruction in all classrooms.

Strategy's Expected Result/Impact: Consistency across grade level classroom instruction and common understanding of what proficiency looks like.

Staff Responsible for Monitoring: All grade level teachers, instructional support staff and administrators

TEA Priorities:

Build a foundation of reading and math

- **ESF Levers:**

Lever 5: Effective Instruction

Strategy 2 Details

Strategy 2: Weekly team planning meetings will be held to plan addressing all PLC questions, with an emphasis on Q3 and Q4 in response to data collected during each unit.

Strategy's Expected Result/Impact: Differentiated instruction using a MTSS will ensure high levels of learning for all students.

Staff Responsible for Monitoring: Classroom teachers, Instructional Support Staff and Administrators

TEA Priorities:

Build a foundation of reading and math

- **ESF Levers:**

Lever 5: Effective Instruction

Funding Sources: - 199 PIC 25 - ESL/Bilingual - \$1,000, - 199 PIC 23 - Special Education - \$500

Strategy 3 Details

Strategy 3: Campus wide Assessment and Data Study Team Calendar will be built to ensure timely analysis and response to student performance.

Strategy's Expected Result/Impact: Consistent collection of student data with time for analysis and planning.

Staff Responsible for Monitoring: Classroom teachers, Instructional Support Staff and Administrators

ESF Levers:

Lever 5: Effective Instruction

Funding Sources: - 199 PIC 24 - At Risk - \$1,200

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

Performance Objective 2: STUDENT GROWTH: By June 2025, Wilchester Elementary School will increase the percentage of students demonstrating STAAR Redesign academic growth in reading and math by 2 percentage points or \geq to 85%.

2023-24: School Progress-Annual Growth /Accelerated Learning: 90%/67% (Reading); 90%/82% (Math)

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

Evaluation Data Sources: 2023 Texas Academic Performance Report and 2024 Texas Education Agency Data Tables

Strategy 1 Details

Strategy 1: Spend time at the start of the school year analyzing STAAR data from the 23-24 school year. Familiarize teacher teams with the strengths and areas of need for the students coming into their classes, and identify trends in the grade level data to inform TIER I instruction.

Strategy's Expected Result/Impact: Teachers begin the year with foundational understanding of student needs to plan meaningful instruction.

Staff Responsible for Monitoring: Classroom teachers, Support Staff

ESF Levers:

Lever 5: Effective Instruction

Strategy 2 Details

Strategy 2: Take time to identify high focus student groups for accountability at each grade level .

Strategy's Expected Result/Impact: Equipping teachers with knowledge about their students and the impact they will have on accountability ratings.

Staff Responsible for Monitoring: Classroom teachers, Instructional Coaches

ESF Levers:

Lever 5: Effective Instruction

Strategy 3 Details

Strategy 3: Use the SSC/RTI process to identify students not making progress in meeting growth goals.

Strategy's Expected Result/Impact: In-depth analysis of student performance data to ensure growth for all students.

Staff Responsible for Monitoring: Classroom teachers, Instructional Leadership Team

TEA Priorities:

Build a foundation of reading and math

- **ESF Levers:**

Lever 5: Effective Instruction

Funding Sources: - 199 PIC 24 - At Risk - \$500, - 199 PIC 23 - Special Education - \$300, - 199 PIC 25 - ESL/Bilingual - \$500

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

Performance Objective 3: CLOSING THE GAPS: By June 2025, Wilchester Elementary School will maintain or increase the percentage of academic achievement indicators on track to meet or exceed interim targets in the redesigned closing the gaps domain.

2023-24: 31 of 32 Academic Achievement Points Met; 96.9% Component Points

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

Evaluation Data Sources: 2023 Federal Identification of Schools and 2024 Texas Education Agency Data Tables

Strategy 1 Details
<p>Strategy 1: Take time to identify high focus student groups for accountability at each grade level .</p> <p>Strategy's Expected Result/Impact: Equipping teachers with knowledge about their students and the impact they will have on accountability ratings.</p> <p>Staff Responsible for Monitoring: Classroom teachers, Instructional Leadership Team</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>
Strategy 2 Details
<p>Strategy 2: Spend time with teachers analyzing student performance data on the 23-24 STAAR assessment to understand where students must perform in order to show growth on the current year assessment.</p> <p>Strategy's Expected Result/Impact: Growth for all students, not just some.</p> <p>Staff Responsible for Monitoring: All instructional staff</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>

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

Performance Objective 4: ENGLISH LANGUAGE ACQUISITION PROGRESS: By June 2025, the rate of Emergent Bilingual/English Learners increasing at least one composite score level on TELPAS will meet or exceed the expected growth target for English Language Proficiency Status.

2023-24: TELPAS Progress Rate 84%

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

Evaluation Data Sources: 2023 Federal Identification of Schools and 2024 Texas Education Agency Data Tables

Strategy 1 Details

Strategy 1: Identify EB learners in each classroom and their starting proficiency level for the year, and set projected growth measures for each student based on expected growth in one year based on that starting level.

Strategy's Expected Result/Impact: Knowledge of student abilities and goals for projected growth.

Staff Responsible for Monitoring: Classroom teachers, Instructional Leadership Team

TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Strategy 2 Details

Strategy 2: Participate in 5 week book study as a staff on instructional practices relevant to EB learners.

Strategy's Expected Result/Impact: Equip teachers with tools for meeting the needs of EB students.

Staff Responsible for Monitoring: All instructional staff

ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Funding Sources: - 199 PIC 11 - Instructional Services - \$2,500

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

Performance Objective 5: EARLY LITERACY: By June 2025, Wilchester Elementary School will increase the percentage of K-2 students on track to read at grade level by 3 percentage points or $\geq 80\%$.

Evaluation Data Sources: Kindergarten: TxKEA - Letter Names, Vocabulary, and Spelling (Baseline Year)
Grades 1 and 2: Spring Branch Literacy Checkpoints (Baseline Year)

Strategy 1 Details

Strategy 1: Teachers will meet in collaborative meetings to review instructional data, plan common assessments, and determine student needs with the support of administration and instructional specialists.

Strategy's Expected Result/Impact: Planning for strong TIER I instruction

Staff Responsible for Monitoring: Instructional Staff

TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 5: Effective Instruction

Strategy 2 Details

Strategy 2: Teachers will continue to develop their understanding of the components of foundational literacy and the strategies that best support growth as readers and writers, and actively monitor student progress to inform instruction, intervention and extension.

Strategy's Expected Result/Impact: Systematic and structured literacy instruction, aligned with the Science of Reading body of research, will build a strong foundation for early readers and writers.

Staff Responsible for Monitoring: All literacy instructional staff

TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 5: Effective Instruction

Strategy 3 Details

Strategy 3: Teachers will use Literacy Checkpoint Data and regular data analysis meetings to monitor student growth toward grade level expectations. Students not meeting expected benchmarks will be supervised through the SSC process.

Strategy's Expected Result/Impact: Active monitoring of student data will ensure timely responsive action for students not meeting expectation.

Staff Responsible for Monitoring: Classroom teachers, Interventionists

TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 5: Effective Instruction

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

Performance Objective 6: EARLY NUMERACY: By June 2025, Wilchester Elementary School will increase the percentage of K-2 students on track to be on grade level in foundational math skills by 3 percentage points or $\geq 80\%$.

Evaluation Data Sources: K-2 Math Progress Monitoring (Baseline Year)

Strategy 1 Details

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

Strategy's Expected Result/Impact: Strong TIER I and II instruction in all classrooms.

Staff Responsible for Monitoring: Classroom teachers and Instructional Support staff

ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Strategy 2 Details

Strategy 2: Teachers will use adaptive software (IXL, Dreambox) to differentiate instruction and target specific student needs.

Strategy's Expected Result/Impact: Individualized instruction will target specific student needs.

Staff Responsible for Monitoring: Classroom teachers and Instructional staff

TEA Priorities:

Build a foundation of reading and math

- **ESF Levers:**

Lever 5: Effective Instruction

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

Performance Objective 7: ADVANCED COURSES: By June 2025, Wilchester Elementary School will increase the number of students prepared for sixth grade advanced coursework in reading and math.

Evaluation Data Sources: 2024 Texas Education Agency Data Tables

Strategy 1 Details
<p>Strategy 1: Teachers will build strong foundations in literacy and numeracy through depth of instruction on essential standards.</p> <p>Strategy's Expected Result/Impact: Build a strong foundation for all students.</p> <p>Staff Responsible for Monitoring: All classroom teachers.</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>

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

Performance Objective 1: CORE CHARACTERISTICS OF A T-2-4 READY GRADUATE: By June 2025, Wilchester Elementary School will implement at least three strategies that advance the focus on Core Characteristics for every child.

Evaluation Data Sources: Campus calendar and newsletters

Strategy 1 Details
<p>Strategy 1: Counselor will send out a monthly newsletter to all staff and families that names one core characteristic and gives ideas for conversation and activities related.</p> <p>Strategy's Expected Result/Impact: Build knowledge and understanding of these characteristics among all stakeholders.</p> <p>Staff Responsible for Monitoring: Counselor</p> <p>ESF Levers: Lever 3: Positive School Culture</p>
Strategy 2 Details
<p>Strategy 2: Dedicated time built into the master schedule for schoolwide morning announcements and morning meeting to build positive school culture and time to address core characteristics with all students.</p> <p>Strategy's Expected Result/Impact: Civic responsibility among students and staff, positive school climate, creation of productive members of society</p> <p>Staff Responsible for Monitoring: All instructional staff</p> <p>ESF Levers: Lever 3: Positive School Culture</p>
Strategy 3 Details
<p>Strategy 3: Grade level rallies and morning announcements will be used to highlight core characteristic behaviors through shout outs and celebrations.</p> <p>Strategy's Expected Result/Impact: Encourage positive behavior</p> <p>Staff Responsible for Monitoring: All staff</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>

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

Performance Objective 2: INTERVENTIONS: By June 2025, Wilchester Elementary School will implement TIER interventions with students identified as needing academic or behavioral supports.

Evaluation Data Sources: Multiple measures

Strategy 1 Details
<p>Strategy 1: During data study meetings, the team will set specific goals for all students receiving Tier II and Tier III interventions and will progress monitor to ensure growth.</p> <p>Strategy's Expected Result/Impact: All students receiving Tier II and Tier III interventions will experience growth.</p> <p>Staff Responsible for Monitoring: Classroom teachers and Instructional Leadership Team</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>

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

Performance Objective 3: STUDENT ATTENDANCE: By June 2025, student attendance at Wilchester Elementary School will increase or will be $\geq 98\%$.

Evaluation Data Sources: Skyward data and Texas Academic Performance Report

Strategy 1 Details
<p>Strategy 1: Campus administrators will meet with the families of any students with excessive excused and/or unexcused absences to develop an Attendance Improvement Plan (AIP).</p> <p>Strategy's Expected Result/Impact: Attendance Improvement Plans will result in increased attendance for any students with excessive excused and/or unexcused absences.</p> <p>Staff Responsible for Monitoring: Assistant Principal</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>
Strategy 2 Details
<p>Strategy 2: Campus administrators will work on educating families about the direct correlation between attendance and school funding.</p> <p>Strategy's Expected Result/Impact: Understanding of the impact unnecessary absences have on school funding.</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning</p>

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

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

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

Strategy 1 Details
<p>Strategy 1: Implementation of PBIS matrix and WOW ticket system will encourage and reinforce positive behavior expectations.</p> <p>Strategy's Expected Result/Impact: Positive behavior will positively impact student academic achievement</p> <p>Staff Responsible for Monitoring: All staff</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>

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

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

Evaluation Data Sources: Campus Safety Committee roster and calendar

Strategy 1 Details
<p>Strategy 1: The campus safety officer will invite the Campus Safety Committee to attend/observe two drills during the year. Feedback will be obtained.</p> <p>Strategy's Expected Result/Impact: Outside perspective given on effectiveness of drill processes.</p> <p>Staff Responsible for Monitoring: Campus Safety Officer</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning</p>

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

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

Evaluation Data Sources: Campus Emergency Operation Procedures Documents

Strategy 1 Details
<p>Strategy 1: Campus EOP will align to the best practices from the Texas School Safety Center and the Standard Operating Procedures.</p> <p>Strategy's Expected Result/Impact: Campus EOP is turned in and filed by September 1st.</p> <p>Staff Responsible for Monitoring: Campus Safety Officer</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning</p>

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

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

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

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

Campus Funding Summary

199 PIC 11 - Instructional Services					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	2			\$2,500.00
Sub-Total					\$2,500.00
Budgeted Fund Source Amount					\$29,026.00
+/- Difference					\$26,526.00
199 PIC 23 - Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$500.00
1	2	3			\$300.00
Sub-Total					\$800.00
Budgeted Fund Source Amount					\$1,270.00
+/- Difference					\$470.00
199 PIC 24 - At Risk					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3			\$1,200.00
1	2	3			\$500.00
Sub-Total					\$1,700.00
Budgeted Fund Source Amount					\$1,920.00
+/- Difference					\$220.00
199 PIC 25 - ESL/Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$1,000.00
1	2	3			\$500.00
Sub-Total					\$1,500.00
Budgeted Fund Source Amount					\$2,060.00
+/- Difference					\$560.00

199 PIC 36 - Early Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$4,500.00
+/- Difference					\$4,500.00
199 PIC 99 - Undistributed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$18,750.00
+/- Difference					\$18,750.00
Grand Total Budgeted					\$57,526.00
Grand Total Spent					\$6,500.00
+/- Difference					\$51,026.00