

Pflugerville Independent School District
Windermere Elementary School
2024-2025 Campus Improvement Plan



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Mission Statement

Our Windermere community focuses on providing students with quality instruction, encouragement, and academic excellence in a safe, enriching, and nurturing environment as they continue to grow, thrive, and develop into successful, productive members of our community.

Vision

We envision that our students will become:

- Enthusiastic, life-long learners,
- Effective problem solvers, decision makers, and future leaders
- Enabled to achieve their personal potential, as well as work with others using effective, Win-Win communication
- Empathetic to others' aspirations, needs, and cultures
- Empowered to achieve excellence in all aspects of life equipped with technological knowledge and skills.

Core Beliefs

We believe that:

Our community embraces a superior, quality education as integral to student success. We celebrate and incorporate diversity and individuality in the WES family. Our diverse student population mandates that individual potential be met with unlimited opportunities. Dedication to an effective work ethic maximizes educational and life impact. A safe campus enhances our educational environment. Recognition of achievement motivates greater student learning.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

In 2018, Windermere Elementary served third through fifth graders while Windermere Primary School served pre-kindergarten through second grade students. In 2019, the two campuses merged to form Windermere Elementary School, which serves PK-3 through fifth grade. Windermere Elementary School is a Title I campus nestled near the boundary of Pflugerville and Round Rock. The school serves over 700 diverse students. In addition to our core instruction, Windermere Elementary offers a variety of extra-curricular activities, including Destination Imagination and University Interscholastic League (UIL) as well as student council, broadcast team, chess, and robotics. Additionally, Windermere Elementary is becoming a Unified Champion School for the 2024 - 2025 school year.

Students

Over the last few years, Windermere Elementary's total student enrollment numbers have remained above 700 students. Furthermore, Windermere is proud to be one of the most diverse campuses in PflISD. Our students who identify as Two or More Races has declined significantly over the past two years from 10.9% to 5.97% while our students who identify as White has increased from 13.6% to 24%. The other student racial demographics have remained stable.

The student racial demographics are summarized in the chart below.

Student Demographics - Windermere Elementary School			
Source: TAPR & OnDataSuite			
	2021-2022	2022-2023	2023-2024
Total Enrollment	683	756	705
African American	25.3%	21.9%	22.5%
Hispanic	41.7%	40.2%	41%
White	13.6%	23.8%	24%
American Indian	1.7%	0.1%	0.1%
Asian	7.0%	6.8%	5.8%
Pacific Islander	0.4%	0.5%	0.4%
Two or More Races	10.1%	6.4%	5.97%

Special Programs

In the last few years, Windermere Elementary's economically disadvantaged student group has had a significant increase from 53.75% to 60%. The identification of students who are economically disadvantaged is determined by the free and reduced lunch applications. Windermere Elementary is committed to having all families complete this application in order

to get the most accurate economic picture of our school community, which in turn allows us to better serve our students and their families.

Windermere Elementary has had a decrease in students served through Section 504 from 7.2% to 6.1%. Section 504 prohibits discrimination on the basis of disability, and Section 504 students are students with a disability that results in a substantial limitation of one or more major life activities. The decrease in the number of Section 504 students is likely due to students with direct dyslexia services now being served through special education. This change in evaluation methods also appears to have impacted campus dyslexia numbers. Students identified as having dyslexia has decreased from 5.5% to 4.11%.

The number of students served through special education has consistently increased over the last few years from 14.7% to 18.1%. Windermere Elementary is proud to serve all students. Most of our students in special education are served through the resource and inclusion setting, which involves serving the student in the regular education classroom with special education support with small-group help in the special education classroom. We also have three self-contained special education classrooms: a Communications classroom, which provides services for students who have a significant communication deficit and challenging behaviors associated with the lack of communication skills; and two Essential Academics classrooms, which provide services for students who have a significant cognitive deficit and access grade-level standards through prerequisite skills. Additionally, Windermere Elementary has several Early Childhood Special Education (ECSE) classrooms that serve children between the ages of three and five with an identified disability and need for special education service. This includes Walk-on Speech Therapy, Preschoolers Acquiring Articulation Skills (PAAS), Preschoolers Acquiring Language Skills (PALS), Pegasus, and Phoenix.

Finally, the student mobility has increased from 12.8% to 17.1%. This means over 15% of the student body changes over the course of one school year. While the cause of this change is unknown, it is worth noting.

The special program identification and participation summary is summarized in the chart below.

Student Special Program Identification/Participation - Windermere Elementary School			
Source: TAPR & OnDataSuite			
	2021-2022	2022-2023	2023-2024
Economically Disadvantaged	52%	53.75%	60%
Emergent Bilingual	12.6%	14.5%	13%
At-Risk	54%	49.28%	53.9
Special Education	14.7%	17.1%	18.01%
Gifted & Talented	10%	11.2%	12.7%
Dyslexia	5.5%	5.76%	4.11%
Section 504	7.2%	6.2%	6.1%
Immigrant	0.9%	1.44%	1.3%
Homeless	1.1%	1.15%	2.7%
Migrant	0.0%	0.0%	0.0%
Intervention Indicator	14.7%	9.3%	14.3%
Campus Mobility Rate	12.8%	not yet reported	not yet reported

Staff

The last few school years we have retained a significant number of our teachers. For the 2023 - 2024 school year, we retained 79% of our teachers from the previous school year. For the 2024 - 2025 school year, we retained 80% of our teachers from the previous school year. This teacher retention is a testament to our campus culture and climate. Additionally, seven out of the ten new-to-Windermere teachers have over 5 years of experience. For the 2024-2025 school year, Windermere Elementary has only two teachers with 0 years of experience and three teachers with under 3 years of experience. This means only 10% of our teachers has less than 3 years of experience.

The teaching staff compared to the student demographics are progressing to be representative of all students at WES. There were several staff members that were hired for the 22-23 school year which allows for representation and diversity amongst the entire campus. During the 2023-2024 school year we increased diversity in our staff 8 out of the 17 newly hired staff identify as a person of color.

Our most recent teacher demographics are summarized in the table below.

Teacher Demographics - Windermere Elementary School		
Source: TAPR		
	2021-2022	2022-2023
Total Teachers	47.1	46.5
African American	4.2%	10.7%
Hispanic	14.8%	8.6%
White	76.7%	76.4%
American Indian	0.0%	0%
Asian	4.2%	4.3%
Pacific Islander	0.0%	0%
Two or More Races	0.0%	0%

Demographics Strengths

We are proud to be a comprehensive pre-kindergarten (3 & 4 year olds) through 5th grade campus with a diverse community that is supported and celebrated.

We have a Campus Culture Committee, which strives to celebrate every culture in our community to ensure every student feels seen and has a sense of belonging.

At Windermere Elementary, we believe every student should receive the best public education, including differently abled students. We are proud to offer a continuum of special education programs, including several Early Childhood Special Education (ECSE) classrooms, two Essential Academics classrooms and a Communications class as well as resource and inclusion services.

We are also proud to extend our students' learning. We serve gifted and talented students through a range of services. This year we have G/T Enrichment for our gifted and talented students. We also host the district's Accelerated Student Curriculum to Engage and Nurture Student Development, or ASCEND program. This program is a full-time GT service for 22 fourth and 22 fifth graders selected from all around PfISD. The ASCEND program offers accelerated math instruction as well as added depth, complexity, and extensions in science, English, and social studies curriculum as well as debate.

Teacher demographics at WES are increasingly matching student population. We will continue to make that a priority moving forward.

About 90% of our teaching staff has more than three years of experience. Our early career teachers are supported by our increasingly veteran teaching staff and the teacher mentor

program to help build strong teaching practices, support, and retention throughout their first three years of the profession.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Over 18% of our student population is served through special education, and some of our general education teachers lack the necessary training to respond to the increasing complexity of student needs. **Root Cause:** Previously, our students served through special education could be clustered into one class in each grade-level. For the 2024-2025 school year, this has increased to three classrooms on each grade-level. This means the number of teachers requiring training has increased from 6 to 18.

Problem Statement 2 (Prioritized): Our students identified with dyslexia has decreased from 5% to 4%, which signals that the current identification processes may not fully capture all students who exhibit characteristics of dyslexia, potentially leading to delays in receiving targeted assistance. **Root Cause:** Previously, students were evaluated for dyslexia through Section 504. These evaluations are now conducted under special education through an FIIE. Parents seem more reluctant to consent to a referral to special education.

Student Learning

Student Learning Summary

2023-2024 Universal Screener Results

Students in grades K-5th are assessed with universal screeners/progress monitoring instruments in reading and math at beginning (BOY), middle (MOY), and end (EOY) of the year to identify students who are at-risk for reading and/or math readiness, or who need intervention. In Kindergarten made huge gains in Math last school year, but stayed the same for reading. We are addressing this by making sure that high quality instructional materials are being utilized for reading. First and second grade both showed big jumps in both reading and math from beginning of the year to the end of the year.

Kindergarten				
TX-KEA Results: 2023-2024				
	% On Track		% Monitor/Support	
	BOY	EOY	BOY	EOY
	23-24	23-24	23-24	23-24
Reading	69	70	28	30
Math	45	83	51	17

Reading								
TPRI 1st & 2nd Grade Results: 2022-2023 and 2023-2024								
	% Developed				% Still Developing			
	BOY		EOY		BOY		EOY	
	22-23	23-24	22-23	23-24	22-23	23-24	22-23	23-24
1st Grade	38	36	60	60	58	64	39	38
2nd Grade	51	50	72	73	47	50	28	26

Math				
Star 360 1st & 2nd Grade Results: 2022-2023 and 2023-2024				
	% At/Above Benchmark (Green)		% At Risk (Blue, Yellow, Red)	
	BOY	EOY	BOY	EOY

Math								
	22-23	23-24	22-23	23-24	22-23	23-24	22-23	23-24
1st Grade	59	59	67	67	36	41	33	32
2nd Grade	48	47	49	62	50	53	50	38

2024 STAAR Results by Subject Area - Overall Combined 3rd-5th Grades

Overall, STAAR Reading scores have maintained for Approaches, Meets and Masters when looking at percentages of all 3rd, 4th and 5th graders combined. This has been consistent for the last 3 years. STAAR Math shows a decrease in Approaches from the last 2 previous years but maintains or improves in both Meets and Masters. 5th grade STAAR Science scores have fluctuated for Approaches but have stayed relatively the same for both Meets and Masters.

STAAR RESULTS BY SUBJECT AREA									
	READING			MATH			SCIENCE (5th Only)		
	2022	2023	2024	2022	2023	2024	2022	2023	2024
Approaches	73%	80%	79%	68%	68%	60%	57%	73%	66%
Meets	54%	59%	56%	44%	40%	41%	35%	45%	42%
Masters	34%	32%	32%	22%	19%	22%	21%	21%	21%

2024 Accountability Ratings (Anticipated):

The Texas Education Agency has not officially released accountability ratings for schools in the state. The projected accountability rating for Windermere is as follows:

Domain 1:

Student Achievement - C

Domain 2:

Academic Growth - C

Relative Performance - C

Domain 3:

Closing the Gaps - C

Overall Anticipated Rating: C

2024 Closing the Gaps Outcomes (Anticipated):

Academic Achievement: Academic Achievement targets for reading were met in all areas. No targets were met for math.

Growth: Growth targets for reading were met in all areas. No targets were met for math.

English Language Proficiency: The long term target was met for English Language Proficiency.

Student Success: Student Success targets were met in the All Students and African American groups, but were not met in the Hispanic and High Focus student groups.

2024 TELPAS Composite Ratings and Yearly Progress

The data below represents the 2024 TELPAS outcomes for Windermere. Students who have a first language other than English are assessed through TELPAS every year to determine their growth and progress. English language proficiency is assessed through TELPAS in the following 4 domains: Reading, Listening, Speaking and Writing. The TELPAS overall composite scores indicate that students are progressing from beginning to advanced high appropriately as we met our long term target for English Language Proficiency. However, the data indicates that students in their second year didn't make any progress last year.

TELPAS Overall Composite Scores by Years in U.S. Schools for Windermere EL for 2023 - 2024

Years in U.S. Schools	Beginning	Intermediate	Advanced	Advanced High
	% Total	% Total	% Total	% Total
First Year	0.00%	16.67%	25.00%	58.33%
Second Year	12.50%	75.00%	12.50%	0.00%
Third Year	10.00%	30.00%	40.00%	20.00%
Fourth Year	0.00%	42.86%	14.29%	42.86%
Five or More Years	0.00%	0.00%	27.27%	72.73%

TELPAS Composite Rating by Progress - Students in U.S. Schools Multiple Years for Windermere EL for 2023 - 2024

Years in U.S. Schools	Students with no Progress	Students Progressing 1 lvl	Students Progressing more than 1 lvl
	% Total	% Total	% Total
First Year	25.00%	66.67%	8.33%
Second Year	100.00%	0.00%	0.00%
Third Year	60.00%	40.00%	0.00%

Years in U.S. Schools	Students with no Progress	Students Progressing 1 lvl	Students Progressing more than 1 lvl
	% Total	% Total	% Total
Fourth Year	42.86%	57.14%	0.00%
Five or More Years	9.09%	90.91%	0.00%

Student Learning Strengths

- Kindergarten students last school year who were on track in math grew from 45% to 83% from the beginning to the end of the year.
- First and Second grade students last school year who were on track in reading grew over 20% from the beginning to the end of the year.
- Reading overall has continued to be a strength for 3rd - 5th grade as noted in the 2024 STAAR results.
- Our Meets and Masters performance, while lower than what we would like to see (and in Math we missed targets), for STAAR have held around the same percentage in all subject areas and have not dropped much if at all.
- Out of 48 Emergent Bilingual students who took TELPAS, only 2 were rated as Beginners by the end of the year. 12 students were rated as Advanced and 20 received ratings of Advanced High. This allowed us to meet all our long term target for English Language Proficiency.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): WES saw a decrease in the approaches performance level for STAAR in all areas, with math seeing the largest decrease of 8%. **Root Cause:** There's a general lack of hands-on instruction for math and a lack of small group instruction across all subject areas.

Problem Statement 2: WES students in 3rd-5th taking STAAR Math did not meet any targets in any of the following student groups: all students, African American, Hispanic or High Focus. **Root Cause:** There's a lack of small group instruction and hands-on learning in math.

Problem Statement 3: Kindergarten students on track in reading only grew 1% as noted in the TX-KEA results from beginning of the year to the end of the year for the 2023-2024 school year. **Root Cause:** There was a lack of extension of the curriculum for on grade level Kindergarten readers.

Problem Statement 4: According to math Star360 results, first & second grade students who were at or above benchmark at the of the 23-24 school year were 67% (1st) and 62% (2nd). **Root Cause:** There's a lack of small group instruction and hands-on learning in math.

School Processes & Programs

School Processes & Programs Summary

Campus Leadership and Decision-Making Committees

Windermere Elementary has several leadership committees, including Team Leaders, Campus Climate and Culture Team, Culture Committee, Reading and Language Arts Vertical Learning Community, and Math Vertical Learning Community. Additionally, Windermere Elementary has a few other committees, including CAAC and PTO.

Our Team Leaders represent each grade-level team as well as our special education team, intervention team, and specials team. The Team Leaders meet the second Wednesday of every month review campus academic data and assess current campus needs to make decisions regarding instructional programs. In addition, they troubleshoot current campus problems to create solutions that benefit our students and teachers. At the end of the year, the Team Leaders plan for the upcoming school year by creating the following year's school-wide schedule, establishing dates for campus-wide events, and updating the staff handbook.

Our Campus Climate and Culture Team has a member from each grade-level team as well as our special education team, intervention team, and specials team. The Campus Climate and Culture Team meets the fourth Wednesday of every month. This committee integrates current district initiatives of PBIS, Trauma Informed SEL, Restorative Practices and Attendance into a blended model that is supported by one campus based team. The intended outcome is to work smarter, not harder to implement schoolwide systems that support the whole child.

Our Campus Culture Team has a member from each grade-level team. This committee meets the fourth Wednesday of every month and is committed to ensuring all students' cultures are celebrated throughout the school year. This committee identifies all relevant cultural celebrations and then helps decorate a main hallway bulletin board and showcase for the various cultural celebrations. Additionally, this committee creates videos to share information about these cultural celebrations, which are streamed on our school-wide morning broadcast.

Our Reading and Language Arts Vertical Learning Community meets on the fourth Wednesday of every month. This team consists of a representative from kindergarten through fifth grade as well as a special education teacher and interventionists. This committee is focused on ensuring our reading and language arts instruction is aligned throughout all grade-levels so that students receive consistent academic vocabulary and strategies throughout their time at Windermere Elementary. For the 2024-2025 school year, this committee's primary focus is on aligning written reading responses. Members will analyze student writing samples from each grade-level to improve instructional practices and student learning outcomes.

Our Math Vertical Learning Community also meets on the fourth Wednesday of every month. This team consists of a representative from kindergarten through fifth grade as well as a special education teacher and an interventionist. This committee is focused on ensuring our math instruction is aligned throughout all grade-levels so that students receive consistent academic vocabulary and strategies throughout their time at Windermere Elementary. For the 2024 - 2025 school year, this committee's primary focus is in aligning our campus-wide math problem solving strategies. Members will analyze student problem solving samples from each grade-level to improve instructional practices and student learning outcomes.

The Campus Academic Advisory Council (CAAC) continues to meet quarterly to help inform decisions and the campus leadership team meets monthly. The campus leadership team shares concerns and problem solves together so that there is shared decision-making.

The Parent-Teacher Organization (PTO) meets once a month. PTO is a volunteer group of parents and teachers that work together to plan family-fun events, build a strong community and raise funds for school needs. All meetings offer an in-person and virtual option for participants.

Professional Development

Professional development needs are based on campus assessment data and discipline data. Individual professional development needs are based on T-TESS appraisals and student performance data. Additionally, Windermere Elementary strives to give teachers voice and choice in professional development. Our campus professional development plan includes our Windermere Flight School, Professional Learning Communities, and self-selected professional development.

Our Windermere Flight School occurs on the third Wednesday of every month afterschool. Teachers learn strategies to ensure their instructional practices and our student outcomes soar. Our targeted objectives for this time include strategies for teaching reading, campus-wide math problem solving strategies, implementing small group instruction, cooperative learning strategies, and analyzing student data.

For the 2023 - 2024 school year, teachers completed the Upbeat Survey. On this survey, only 72% of teachers stated the PD available to them helped improve their teacher and 75% said the PD available was a good use of their time. For the 2024-2025 school year, Windermere teachers will be able to request professional development based on their own instructional goals, which are created through the T-TESS goal setting process.

Our Professional Learning Communities (PLCs) meet every two weeks with administrators. During this designating PLC time, grade-level teachers, special education teachers, interventionists, and administrators work together to identify essential student learning objectives, decide how to evaluate student learning, and analyze student data. Then, the PLC decides how to support struggling students as well as extend learning for students who understand the concepts. For the 2024 - 2025 school year, our PLCs are focusing on math instruction in response to the 2023 - 2024 math data. Team will create common assessments to evaluate students' understanding and respond to students' needs based on the resulting data.

Scheduling

The school wide schedule was developed to ensure that every grade level has the appropriate amount of instructional minutes. Furthermore, the schedule designates whole group and small group instruction times, which allows administration to strategically plan walk-throughs and observations. This designated time also ensures Tier III pull-outs, including intervention and special education, do not occur during whole group instruction.

The Special Areas teachers have a rotating schedule that allows students to obtain their required special areas and P.E. minutes. We will prioritize students needing support regarding HB1416 through required accelerated instruction for math and reading. If students did not attend summer school, after school tutoring will be provided for additional support. The school wide schedule has been arranged in a way that will allow for interventions to take place during the required intervention times.

Student Support Services

Our behavior expectations are posted throughout the building. Students caught "soaring" by meeting the hallway, cafeteria, classroom expectations are rewarded with a SOAR buck. These "bucks" may be used for in class SOAR store with tangible and other exciting incentives, or saved for campus wide events. Additionally, these "bucks" are being tracked digitally. This digital system allows administration to ensure all staff members are implementing the school-wide PBIS system with fidelity. Teachers are also able to recognize students who exceed campus expectations by nominating a student for the Golden Feather Award. Students nominated for this award receive a certificate that is displayed in the main hallway and are featured on our campus morning broadcast. Finally, a behavior flowchart and an immediate help request form have both been linked on a staff site in order to help with behavior needs. For the 2024-2025 school year, we will emphasize the difference between minor and major behaviors. We will remind teachers throughout the year to refer to the flowchart and ask some accountability questions to ensure prior steps have been addressed.

Our students experiencing homelessness is over 2%, and 60% of our students are considered economically disadvantaged. To support these students, we provide a variety of services. Our students experiencing homelessness are served through McKinney Vento, which provides transportation and school supplies. In addition to these services, our campus has a clothing closet. This closet also has additional school supplies and is available to our students as well as their families. Finally, our school counselor coordinates the Backpack Friends program. This program works with the surrounding community to provide food to our families in need.

Our Problem Solving Support Team (PSST) reviews student academic and behavior data to support students and teachers. This team creates plans to support student learning outcomes based on the Multi Tiered System of Support approach.

Communication

All stakeholders will receive timely communication. The principal will continue to send out the Windermere Weekly to parents and guardians every Sunday. This digital newsletter includes important information and upcoming campus dates. The administrative team will continue to send out the Talon Times to parents every Sunday. This website includes important information, upcoming campus data, and weekly action items.

Teachers are expected to work in active partnership with parents and guardians. Teacher communication includes in-person conferences, emails, and phone calls.

School Processes & Programs Strengths

Exemplary and Master Designated Teachers

In the state of Texas, House Bill 3 established the Teacher Incentive Allotment, whereby outstanding Texas teachers can earn a designation – a distinction awarded to highly effective public school teachers. The three levels of designation are Recognized, Exemplary, and Master.

Windermere Elementary is proud to have four teachers designated as Exemplary teachers and nine teachers designated as Master teachers.

Vertically Aligned Instruction

Windermere Elementary has been a pre-kindergarten through fifth grade campus for five years. Prior, pre-kindergarten through second grade and third through fifth grade were on two separate campuses. We are dedicated to aligning our reading and math instruction. This alignment continues to improve through our Reading and Language Arts Learning Vertical Community and Math Vertical Learning Community. Our Reading and Language Arts Vertical Community has improved student writing outcomes, which was evident in our STAAR RLA scores.

Professional Development

Windermere Elementary has designated the third Wednesday of every month toward our staff's professional development. The Windermere Flight School will improve our instructional practices and student outcomes through targeted professional development.

Extracurricular Opportunities

At Windermere Elementary, we are committed to growing the whole child. We have a multitude of extracurricular programs and enrichment opportunities for our students and families, including:

- Destination Imagination
- University Interscholastic League
- Math Pentathlon
- Broadcast Team
- Chess Team
- Robotics Team
- Student Council
- Choir
- Academic Night
- Art Show and Diversity Night

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Around 25% of Windermere teachers have indicated professional development is not helpful and has not been an effective use of their time. **Root Cause:** Professional development has been provided at the district level or campus level. Teachers have not been provided an opportunity to select meaningful professional development based on their individual needs.

Problem Statement 2 (Prioritized): Teacher engagement (ex. being in the power zone, facilitating student lead instruction, etc.) is a concern across all grade levels based on administrator and instructional coach walkthroughs throughout the year. **Root Cause:** Due to behavior needs, administrators have not been able to complete walkthroughs as often as needed to create change.

Perceptions

Perceptions Summary

Windermere Elementary continues to provide parent engagement opportunities as parents have asked for more of this, including the opportunity to be involved in volunteer opportunities. This includes helping in the library, helping teachers in their classrooms, organizing events through PTO and serving as members of the CAAC. We have two academic nights and a fine arts/diversity night planned for the year.

The principal continues to provide weekly communication to staff and parents regarding upcoming events and initiatives in the Windermere Weekly. This Smore newsletter is sent out by email, is posted on the school Facebook site and is listed on the school website under Principal's Weekly Update.

As evidenced in survey data, teachers at Windermere feel that they work hard on building trusting relationships with parents, but don't always feel like parents have confidence in their abilities.

According to the upbeat survey data, teacher perception is that behaviors are not consistently enforced by campus teachers and are not fairly applied across the campus.

During the 2023-2024 school year, an average 93.6% of our student population attended school on a daily basis. However, 21% of students missed 10% or more school days.

Windermere has a new system to track positive interventions for students. Administrators will look for trends in rewarding and/or not rewarding students of color for positive behavior. This information will continue to be addressed with staff. Over the course of 2 years, referrals to administrators for behavior assistance has decreased, from 88 referrals in the 2022-2023 school year to 57 in the 2023-2024 school year.

Perceptions Strengths

We continue striving to be a campus that promotes kindness and safety through No Place for Hate and our PBIS committee. Communication with our parents continues to be strong as parents have given feedback stating that they like being up-to-date as much as possible. Using the new app the school purchased, parents and teachers have a way to communicate with each other in a more efficient way. Windermere has been a community school for so many years and we continue to have multiple families that have gone through the school and come back either as parents or as employees. It creates a true community family feeling that can be felt all over the school.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): The average daily attendance rate for Windermere has gone from 95.7% in 2020-2021 to 93.7% in the 2023-2024 school year. **Root Cause:** The lack of time to address attendance plans with families and follow up with them regularly has lead to a decline in the average daily attendance rate.

Problem Statement 2: Many WES teachers perceive that behavior practices are not being consistently enforced among staff across the campus. This inconsistency contributes to an unequal distribution of behavior challenges throughout the school. **Root Cause:** Alignment of practices amongst teachers and grade level to grade level have not always been consistent.

Problem Statement 3: Parent Engagement is a concern at WES as noted in a decrease of participation in academic nights, PTO meeting attendance sheets and Upbeat survey data. **Root Cause:** We have not provided enough opportunities for parents to get involved at Windermere.

Priority Problem Statements

Problem Statement 1: The average daily attendance rate for Windermere has gone from 95.7% in 2020-2021 to 93.7% in the 2023-2024 school year.

Root Cause 1: The lack of time to address attendance plans with families and follow up with them regularly has led to a decline in the average daily attendance rate.

Problem Statement 1 Areas: Perceptions

Problem Statement 2: Our students identified with dyslexia has decreased from 5% to 4%, which signals that the current identification processes may not fully capture all students who exhibit characteristics of dyslexia, potentially leading to delays in receiving targeted assistance.

Root Cause 2: Previously, students were evaluated for dyslexia through Section 504. These evaluations are now conducted under special education through an FIIE. Parents seem more reluctant to consent to a referral to special education.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Teacher engagement (ex. being in the power zone, facilitating student lead instruction, etc.) is a concern across all grade levels based on administrator and instructional coach walkthroughs throughout the year.

Root Cause 3: Due to behavior needs, administrators have not been able to complete walkthroughs as often as needed to create change.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: WES saw a decrease in the approaches performance level for STAAR in all areas, with math seeing the largest decrease of 8%.

Root Cause 4: There's a general lack of hands-on instruction for math and a lack of small group instruction across all subject areas.

Problem Statement 4 Areas: Student Learning

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- 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 benchmark or common assessments data
- Running Records results
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten 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
- 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
- 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

Support Systems and Other Data





- Organizational structure data
- Budgets/entitlements and expenditures data

Goals

Goal 1: PfISD will recruit, support, and retain teachers and principals.

Performance Objective 1: WES will provide a fair and equitable hiring practice that is inclusive of the input of current WES staff and utilizes a rubric that supports the vision of PfISD with a decrease from 20% turnover at the end of 2024 to 5% teacher turnover by the end of 2025.

Evaluation Data Sources: Upbeat climate survey results will indicate staff input in hiring quality teaching staff.





Strategy 1 Details	Reviews			
<p>Strategy 1: WES will use effective interview techniques including establishing a committee of administrators and peers using quality questions that focus on effective teaching practices 100% of the time.</p> <p>Strategy's Expected Result/Impact: Quality teachers hired</p> <p>Staff Responsible for Monitoring: Administrators and appropriate staff for hiring</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: WES will grow a core group of Educational Assistants who may eventually apply to become teachers at the school.</p> <p>Strategy's Expected Result/Impact: Evidenced in the number of teaching staff hired who were previous substitutes and Educational Assistance personnel at WES.</p> <p>Staff Responsible for Monitoring: Administrators</p>	Formative			Summative
	Nov	Jan	Mar	June
<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>				

Goal 1: PfISD will recruit, support, and retain teachers and principals.

Performance Objective 2: WES will support and develop all campus staff by providing monthly ongoing professional development which will increase teacher satisfaction from 72% to 90% as evidenced in teacher Upbeat survey at the end of 2024-2025.

Evaluation Data Sources: Fewer than 5% of the staff leave at the end of the 2024-2025 school year due to reasons other than moving/retiring
Quality staff hired as evident through T-TESS data

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will receive tiered support from admin to support the individual teacher identified and admin identified areas of growth. Specific feedback including modeling, conferencing, walk through feedback, co-teaching, and classroom observations of peers will be part of the teacher's tiered supports available.</p> <p>Strategy's Expected Result/Impact: Teachers will be tiered by the 1st 9 weeks of school. Tiered support ranging from weekly, bi-weekly and as needed. Increased teacher efficacy as evident through walk-through forms, student performance on district and formative assessments, teacher survey results, limited teacher attrition. All as evidenced in less turnover and teacher's feeling supported in campus climate surveys.</p> <p>Staff Responsible for Monitoring: Administrators</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: New staff will receive Tiered Support from district Instructional Coaches and administrators specific to the following: standards alignment, curriculum access, student achievement data tracking through PLC's, and monthly meetings for new-to-campus staff.</p> <p>Strategy's Expected Result/Impact: Curriculum deep dive training for new staff within the first few weeks of school. Admin walk throughs with implementation feedback completed within the first 10 weeks of school. Increased rate of speed in which new staff will be acclimated in a supported way with standards alignment, student achievement, and campus culture through targeted support. All of the named above strategies as evidenced by less turnover and teacher's feeling supported in campus climate survey results.</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will participate in Teacher Observing Teacher opportunities, including Instructional Rounds, once in the Fall and once in the Spring.</p> <p>Strategy's Expected Result/Impact: Teachers build rapport with one another, get to share best practices, see exemplar lessons, encourage the on the ground teaching and learning happening in a non evaluative manner</p> <p>Staff Responsible for Monitoring: Administrators Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
<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>				

Goal 2: PfISD will build a foundation of reading and math.

Performance Objective 1: By June 2025, there will be increases in both Growth and Meets Grade Level performance on STAAR Math tests across grades 3-5 for all student groups to meet all Closing the Gaps interim targets.

Improved Spring 2025 STAAR outcomes from Spring 2024 at each performance level will be:

- Math Academic Growth from 52% to 70%
- Approaches from 60% to 70%
- Meets from 41% to 49%
- Masters from 22% to 38%

To meet HB3 Early Childhood Math Goals:





The percent of 3rd grade students scoring at Meets Grade Level or above on STAAR Math will increase from 32% in June 2024 to 41% by June 2025 and to 62% by June 2030.

HB3 Goal

- Evaluation Data Sources:** STAAR Math Assessment
 Campus and District Assessments
 Walk-through feedback
 Progress Monitoring Data
 Accountability reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Ensure Professional Learning Community (PLC) practices are implemented (Norms, Critical Standards, Plan for Intervention and Enrichment, Master Schedule, etc.) that will enhance intervention and enrichment in math.</p> <p>Strategy's Expected Result/Impact: Quality Tier I instruction and improved student performances in math.</p> <p>Staff Responsible for Monitoring: Administrators Instructional Coaches Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: All grade levels will have representation in the campus math vertical team that meets monthly with a focus on small group instructional strategies and the use of UPS Check.</p> <p>Strategy's Expected Result/Impact: Alignment of assignments relative to the TEKS and alignment across and amongst grade levels.</p> <p>Staff Responsible for Monitoring: Administration Instructional Coaches Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Classroom teachers will provide targeted Tier II intervention in math through data driven small group instruction and will monitor students' progress with appropriate assessment tools (Star 360).</p> <p>Strategy's Expected Result/Impact: Fewer students needing Tier II and III instruction</p> <p>Staff Responsible for Monitoring: Administrators Instructional Coaches Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: PLC processes will be developed and implemented by administrators and teachers to ensure data for all groups is being monitored in math. Teachers will dissect TEKS, create common assessments, monitor data and plan for intervention and extension in math with backward design planning in mind.</p> <p>Strategy's Expected Result/Impact: Improvement in math scores in all grade levels as measured through common formative and summative assessments. All student groups will score at grade level or above as measured by each grade level's universal screener.</p> <p>Meet HB3 Early Childhood Math Goals of grade level or above performance: (see also addendums for HB3 goals by student group)</p> <p>-PK: from 93% in June 2024 to 94% by June 2025 and 97% by June 2030, as measured by C-PALLS+</p> <p>-Kindergarten: from 69% in June 2024 to 72% by June 2025 and by 86% June 2030, as measured by TX-KEA</p> <p>-1st-3rd Grade: from 53% in June 2024 to 58% by June 2025 and by 71% June 2030, as measured by TPRI, Star360 Math and STAAR</p> <p>Staff Responsible for Monitoring: Administrators Instructional coaches Interventionists Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
<p>Strategy 5: WES will purchase software to support math fluency.</p> <p>Strategy's Expected Result/Impact: Students will get better at learning math facts.</p> <p>Staff Responsible for Monitoring: Administrators Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2: PfISD will build a foundation of reading and math.

Performance Objective 2: By June 2025, there will be an 11% increase in both Growth and Meets Grade Level performance on STAAR Reading Language Arts (RLA) tests across grades 3-5 for all student groups to meet all Closing the Gaps interim targets.

Improved Spring 2025 STAAR outcomes from Spring 2024 at each performance level will be:

- RLA Academic Growth from 74% to 75%
- Approaches from 79% in 2024 to 85% in 2025
- Meets from 47% in 2024 to 58% in 2025
- Masters from 32% in 2024 to 35% in 2025

To meet HB3 Early Childhood Literacy Goals:





The percent of 3rd grade students scoring at Meets Grade Level or above on STAAR RLA will increase from 47% in June 2024 to 58% by June 2025 and to 68% by June 2030.

HB3 Goal

Evaluation Data Sources: STAAR Reading Assessment
 Campus and District Assessments
 Walk-through feedback
 Progress Monitoring Data

Strategy 1 Details	Reviews			
Strategy 1: Ensure Professional Learning Community (PLC) practices are implemented (Norms, Critical Standards, Plan for Intervention and Enrichment, Master Schedule, etc.) that enhances intervention and enrichment in reading and math. Strategy's Expected Result/Impact: Quality Tier I instruction and improved student performance in reading. Staff Responsible for Monitoring: All Staff TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: WES will ensure Social Studies content is taught daily. In addition, teachers will incorporate additional opportunities for Social Studies reading during the ELA block to promote the varied required genres of study.</p> <p>Strategy's Expected Result/Impact: Increased opportunities for students to read social studies text and develop the skills for success around the Social Studies TEKS.</p> <p>Staff Responsible for Monitoring: Administrators Instructional Coaches Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Individual student reading data and progress through small group reading instruction (students on a tiered system of support) and Star360 (testing monthly) will be tracked by both teachers and students.</p> <p>Strategy's Expected Result/Impact: Students will know their reading levels and progress at all times Teachers will have two points of progress measure Increased responsiveness to Reading Improved student achievement in the area of reading language arts/literacy. All student groups will score at grade level or above as measured by each grade level's universal screener. Meet HB3 Early Childhood Literacy Goals of grade level or above performance: (see also addendums for HB3 goals by student group) -PK: from 24% in June 2024 to 30% by June 2025 and 60% by June 2030, as measured by C-PALLS+ -Kindergarten: from 36% in June 2024 to 40% by June 2025 and by 60% June 2030, as measured by TX-KEA -1st-3rd Grade: from 46% in June 2024 to 56% by June 2025 and by 66% June 2030, as measured by TPRI, Star360 Reading and STAAR</p> <p>Staff Responsible for Monitoring: Administrators Teachers Students</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: All grade levels will have representation in the campus reading vertical team that meets monthly with a focus on small group instructional strategies, including the use of RACER for writing responses.</p> <p>Strategy's Expected Result/Impact: Alignment of assignments relative to the TEKS and alignment across and amongst grade levels. The ability to answer reading response questions in writing.</p> <p>Staff Responsible for Monitoring: Administrators Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Implement a systematic, district supported, research based phonics program in grades PK-3.</p> <p>Strategy's Expected Result/Impact: All students reading on grade level by the end of 2nd grade.</p> <p>Staff Responsible for Monitoring: All instructional staff in grades PK-3.</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
<p>Strategy 6: WES will purchase a software program that will support vocabulary in all subjects and grade levels. Strategy's Expected Result/Impact: Students will get a deeper understanding of vocabulary in a fun way. Staff Responsible for Monitoring: Administrators</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
<p>Strategy 7: We will retain an interventionist and hire a new interventionist to help support Tier II and Tier III students in reading, math and behavior. Strategy's Expected Result/Impact: Increase of Tier II and Tier III students exiting intervention. Tier II and Tier III students showing at least one year's growth on STAAR assessments. Staff Responsible for Monitoring: Administrators Interventionists</p> <p>Funding Sources: - 211 - Title I - \$160,740</p>	Formative			Summative
	Nov	Jan	Mar	June
<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>				

Goal 2: PfISD will build a foundation of reading and math.





Performance Objective 3: By June 2025, there will be a 6% increase in Meets Grade Level performance on 5th grade STAAR Science tests for all student groups to meet all Closing the Gaps Student Success Status interim targets.

Improved Spring 2025 STAAR outcomes from Spring 2024 at each performance level will be:

- Approaches from 66% to 76%
- Meets from 42% to 48%
- Masters from 21% to 35%

Evaluation Data Sources: STAAR Science results
 Campus and District Assessments
 Walk-through feedback
 Progress Monitoring Data
 Accountability reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement TEKS aligned Science lessons in 5th grade as determined by Unit Maps and other STAAR aligned resources provided to staff.</p> <p>Strategy's Expected Result/Impact: All students taking the STAAR science exam will score higher than they did on the STAAR science interim exam.</p> <p>Staff Responsible for Monitoring: Administrators Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: 1st-4th grade teachers will deliver aligned Science instruction daily to support the grade level TEKS that are foundational skills to the 5th grade Science curriculum. The Unit Maps and other STAAR aligned resources will be used to determine pacing and instructional alignment.</p> <p>Strategy's Expected Result/Impact: Increased knowledge of foundational skills by incoming 5th grade students, increased 5th grade STAAR results</p> <p>Staff Responsible for Monitoring: Administrators Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: All 5th grade students will attend Texas STARBASE Austin at Camp Mabry for 5 days in which certified instructors paid for by the Department of Defense will lead students through hands on labs and learning with science TEKS.</p> <p>Strategy's Expected Result/Impact: A better understanding of the science curriculum. Improved outcomes on the STAAR Science test.</p> <p>Staff Responsible for Monitoring: Administrators Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
<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>				

Goal 2: PfISD will build a foundation of reading and math.

Performance Objective 4: Throughout the 2024-2025 school year to meet HB3 Goals, WES K-5 teachers will increase their knowledge of best practices in tiered reading and math interventions resulting in increases in on-level students from EOY universal screeners in 2024 to EOY 2025, specifically:

- Kinder Reading: from 36% to 40%
- Kinder Math: from 69% to 72%
- 1st - 3rd Grade Reading: from 46% to 56%
- 1st - 3rd Grade Math: from 53% to 58%

HB3 Goal





Evaluation Data Sources: STAAR

Progress Monitoring

Star360 data

TX-KEA





Strategy 1 Details	Reviews			
<p>Strategy 1: Interventionists will utilize a research based tiered reading intervention for Tiered 2 & 3 intervention.</p> <p>Strategy's Expected Result/Impact: Closing achievement gaps for reading in grade K-5</p> <p>Staff Responsible for Monitoring: Administrators Interventionists Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Interventionists will utilize a research based tiered math intervention for Tiered 2 & 3 intervention.</p> <p>Strategy's Expected Result/Impact: Closing achievement gaps for math in grade K-5</p> <p>Staff Responsible for Monitoring: Administrators Instructional Coach Interventionists</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Utilize PLC's to discuss reading and math data from universal screeners to ensure alignment, best practices and create action plans in response to data discussions.</p> <p>Strategy's Expected Result/Impact: Increased awareness of student achievement levels and more efficient processes for intervention and identification of learning needs.</p> <p>Staff Responsible for Monitoring: All instructional staff</p>	Formative			Summative
	Nov	Jan	Mar	June
<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>				

Goal 3: PfISD will connect high school to career and college.

Performance Objective 1: By May 2025, WES will promote College and Career Readiness with students and parents by wearing college shirts each Wednesday of the school year and measured by observation of participation.





Evaluation Data Sources: Conversations with students about colleges and careers discussed.
College/Career T-shirt participation.

Strategy 1 Details	Reviews			
<p>Strategy 1: College Bound Wednesdays will include all students and staff wearing college T-shirts and staff representing their college or university to increase awareness of programs, degrees, and postsecondary options inside and outside of Texas.</p> <p>Strategy's Expected Result/Impact: Increase student awareness of postsecondary options.</p> <p>Staff Responsible for Monitoring: Administrators Teachers Staff</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Career Day will be held in the Spring to include all students PK-5th grade.</p> <p>Strategy's Expected Result/Impact: The Counselor will have an in person career day where professionals present their careers to expose students to the variety of post secondary options.</p> <p>Staff Responsible for Monitoring: Counselor Administrators Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
<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>				

Goal 4: PfISD will improve low performing schools.

Performance Objective 1: During the 2024-2025 school year, WES will increase the student attendance rate from 93.7% in the prior year to 96%. The Chronic Absenteeism rate will decrease from 21% to 16%.





Evaluation Data Sources: Attendance Daily average at or above 96%, Chronic Absenteeism rate

Strategy 1 Details	Reviews			
Strategy 1: Monitor Daily Attendance and Tardy rates to identify specific students in need of attendance attention. Strategy's Expected Result/Impact: Increase in student attendance and decrease in student tardies Staff Responsible for Monitoring: Administrators	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: WES will recognize and reward students who have good attendance and good behavior through PBIS. Strategy's Expected Result/Impact: Increase in Attendance and Positive Student Behavior Staff Responsible for Monitoring: Administrators	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: WES will monitor student attendance and communicate to parents through the weekly newsletter, the importance of being in school at least 90% of the instructional school year. Strategy's Expected Result/Impact: Increase in attendance Staff Responsible for Monitoring: Administrators Registrar Teachers	Formative			Summative
	Nov	Jan	Mar	June
<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>				

Goal 4: PfISD will improve low performing schools.

Performance Objective 2: During the 2024-2025 school year, WES will utilize Restorative Practices/PBIS Rewards and SOAR bucks through an online app to encourage positive behavior and reduce the number of office referrals from 57 in the prior school year to no more than 47.





Evaluation Data Sources: Office referral data
Student climate survey data

Strategy 1 Details	Reviews			
Strategy 1: Students will be able to cash in SOAR bucks (points) for rewards in classroom and schoolwide. Strategy's Expected Result/Impact: Improved culture and positive student behavior Staff Responsible for Monitoring: Administrators Teachers Staff	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 4: PfISD will improve low performing schools.

Performance Objective 3: During the 2024-2025 school year, WES will collaborate with parents and the community in meaningful ways to improve the culture, climate, relationships and improved student academic outcomes as shown by a 10% increase in positive responses on the Family Engagement survey.





Evaluation Data Sources: Climate Surveys
 School Feedback via Email
 Improved student academic outcomes

Strategy 1 Details	Reviews			
<p>Strategy 1: The administrative team will send weekly newsletters to parents and the community with positive information, pictures of student learning and smiles to build relationships with all. Parent meetings will be offered for meet and greets with admin.</p> <p>Strategy's Expected Result/Impact: Parents and community will be aligned with what's going on in WES and understand upcoming events</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: An academic night in which parents can attend and learn strategies to take home and use with their children is planned for November 2024.</p> <p>Strategy's Expected Result/Impact: An increase in number fluency and reading fluency amongst all students.</p> <p>Staff Responsible for Monitoring: All instructional staff.</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: An Art Show & Diversity night is planned for February 2025 in which we will showcase what's happening in Art while focusing on the cultural diversity within our community.</p> <p>Strategy's Expected Result/Impact: Increased awareness of our own diversity. Increased awareness of what students are doing in art.</p> <p>Staff Responsible for Monitoring: Administrators and Art Teacher</p>	Formative			Summative
	Nov	Jan	Mar	June
<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>				

Goal 4: PfISD will improve low performing schools.

Performance Objective 4: By Spring 2025, to ensure Coordinated School Health, 100% of eligible students will participate in the FitnessGram assessment.

Evaluation Data Sources: Fitnessgram results

Strategy 1 Details	Reviews			
<p>Strategy 1: 100% of students will participate in Physical Education activities to increase health and fitness.</p> <p>Strategy's Expected Result/Impact: Engaging students in health and fitness will allow them to enjoy healthy lifestyles and healthy futures.</p> <p>Staff Responsible for Monitoring: PE Teacher Administrators</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				





Goal 4: PfISD will improve low performing schools.

Performance Objective 5: Windermere Elementary's 2025 A-F campus accountability ratings for overall and each domain will improve from the prior year as follows:

- Overall Rating will improve from C to B or above
- Domain 1 Rating will improve from C to B or above
- Domain 2 Rating will improve from C to B or above
- Domain 3 Rating will improve from C to B or above

Evaluation Data Sources: Accountability reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Professional development throughout the year will be focused on improving both math and reading skills in all grade levels. We will meet monthly for targeted and differentiated PD with teachers.</p> <p>Strategy's Expected Result/Impact: Improvement in teacher knowledge of content. Improvement in student engagement. Improvement in overall math and reading scores.</p> <p>Staff Responsible for Monitoring: Teachers Instructional Coaches Administrators</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: During PLC's, we will monitor data from common and formative assessments and address how to intervene appropriately. We will also discuss & model instructional strategies that will enhance student learning.</p> <p>Strategy's Expected Result/Impact: Improvement in teacher knowledge of content and understanding of data Improvement in student engagement Improvement in overall math and reading scores</p> <p>Staff Responsible for Monitoring: Teachers Instructional Coaches Administrators</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: We will have teachers tutor after school to address areas of need in math and reading in grades 2nd - 5th.</p> <p>Strategy's Expected Result/Impact: Increases in on level students in math and reading</p> <p>Staff Responsible for Monitoring: Teachers Administrators</p> <p>Funding Sources: - 199 - State Comp Ed - \$5,851</p>	Formative			Summative
	Nov	Jan	Mar	June
<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>				

State Compensatory

Budget for Windermere Elementary School

Total SCE Funds: \$5,851.00

Total FTEs Funded by SCE: 2

Brief Description of SCE Services and/or Programs

WES utilizes its SCE funds to support intervention and tutoring efforts for identified at-risk students. This is best discussed in Goal 2 - Performance Objective 1 - Strategy 7.

Personnel for Windermere Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Brenna Link	SCE-Intervention	1
Deborah Loving	SCE-Intervention	1

Title I

1.1: Comprehensive Needs Assessment

Our comprehensive needs assessment was developed by dissecting the staff climate survey and looking for specific areas to improve upon. We had the campus leadership team along with CAAC look at problem statements, root causes and specific areas needing improvement.

2.1: Campus Improvement Plan developed with appropriate stakeholders

CIP development started in the Spring of 2024. The campus leadership team began diving into what we wanted to focus on in the 2024-2025 school year. Along with the leadership team meeting multiple times to give input, the CAAC also discussed the CIP multiple times so that all input is being considered.

2.2: Regular monitoring and revision

As a leadership team, we will continue to monitor the CIP, perform formative reviews and update as necessary. The CAAC will also continue to monitor throughout the year.

2.3: Available to parents and community in an understandable format and language

The Campus Improvement Plan has been made accessible to all parents and it will continue to be posted on the school website.

2.4: Opportunities for all children to meet State standards

Our focus on implementing PLC's this year will allow us to drill down on student needs. Also, we're tightening our Tier 1 and Tier 2 instruction with updated PD and resources for teachers.

2.5: Increased learning time and well-rounded education

We have made sure to not pull teachers for meetings (including professional development) unless absolutely necessary. We're also pushing for all teachers to be utilizing all district required High Quality Instructional Materials.

2.6: Address needs of all students, particularly at-risk

Through PLC's and creating strong common assessments, we will be able to determine student academic needs right away. Intervening in Tier 1 and Tier 2 will help address needs early instead of waiting until the end of units. Tutoring will be offered to students who need extra intervention.

4.1: Develop and distribute Parent and Family Engagement Policy

We will continue to provide academic parent engagement nights for different grade levels. Parents come up, teachers show them how to play the games or do the activities and then parents go home and use the materials with their children. The Parent and Family Engagement policy was developed with CAAC and will be posted for parents to see.

4.2: Offer flexible number of parent involvement meetings

Along with the academic nights, we will be looking for ways to include parents more often and during different parts of the day. We will be having an Art Show and Cultural Diversity Night along with other various ways to include parents.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Amber Eskew	Intervention Teacher		1
Lindsay Smart	Intervention Teacher		1

Campus Funding Summary

199 - State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	5	3			\$5,851.00
Sub-Total					\$5,851.00
Budgeted Fund Source Amount					\$5,851.00
+/- Difference					\$0.00
211 - Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	7			\$160,740.00
Sub-Total					\$160,740.00
Budgeted Fund Source Amount					\$162,314.00
+/- Difference					\$1,574.00
Grand Total Budgeted					\$168,165.00
Grand Total Spent					\$166,591.00
+/- Difference					\$1,574.00

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Executive Director of Student Affairs	9/3/2024	Karen Shah	9/3/2024
Child Abuse and Neglect	Chief Human Resources Officer	9/3/2024	Karen Shah	9/3/2024
Coordinated Health Program	Chief Academic & Innovation Officer	9/3/2024	Karen Shah	9/3/2024
Decision-Making and Planning Policy Evaluation	Chief Academic & Innovation Officer	9/3/2024	Karen Shah	9/3/2024
Disciplinary Alternative Education Program (DAEP)	Executive Director of Student Affairs	9/3/2024	Karen Shah	9/3/2024
Dropout Prevention	Executive Director of Student Affairs, Assistant Superintendent	9/3/2024	Karen Shah	9/3/2024
Dyslexia Treatment Program	Executive Director of Special Education	9/3/2024	Karen Shah	9/3/2024
Title I, Part C Migrant	Director of Federal & State Programs	9/3/2024	Karen Shah	9/3/2024
Pregnancy Related Services	Executive Director of Health, Safety, and Emergency Management	9/3/2024	Karen Shah	9/3/2024
Post-Secondary Preparedness	Chief Academic & Innovation Officer	9/3/2024	Karen Shah	9/3/2024
Recruiting Teachers and Paraprofessionals	Chief Human Resources Officer	9/3/2024	Karen Shah	9/3/2024
Student Welfare: Crisis Intervention Programs and Training	Executive Director of Health, Safety, Emergency, and Crisis Management	9/3/2024	Karen Shah	9/3/2024
Student Welfare: Discipline/Conflict/Violence Management	Executive Director of Student Affairs	9/3/2024	Karen Shah	9/3/2024
Texas Behavior Support Initiative (TBSI)	Executive Director of Student Affairs	9/3/2024	Karen Shah	9/3/2024
Technology Integration	Chief Academic & Innovation Officer	9/3/2024	Karen Shah	9/3/2024
Job Description for Peace Officers, Resource Officers & Security Personnel	Chief Human Resources Officer	9/3/2024	Karen Shah	9/3/2024

Addendums

Early Childhood Literacy Plan Campus Goal - Windermere ES

The percent of 3rd grade students that score Meets Grade Level or Above on STAAR RLA will increase from 47% in Spring 2024 to 68% by June 2030.

Yearly Target Goal

2023-2024 <small>(Actual Outcome for Goal-Setting)</small>	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	
47%	55%	58%	61%	63%	65%	68%	

Yearly Target Goals -- by Student Group

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Economically Disadvantaged	Special Ed (Former)	Emergent Bilingual	Continuously Enrolled	Non-Continuously Enrolled
2023-2024 <small>(Actual Outcomes for Goal-Setting)</small>	38%	31%	75%	n/a	n/a	n/a	n/a	17%	42%	n/a	n/a	n/a	n/a
2024-2025	40%	35%	76%	n/a	n/a	n/a	n/a	25%	43%	n/a	n/a	n/a	n/a
2025-2026	42%	39%	77%	n/a	n/a	n/a	n/a	29%	44%	n/a	n/a	n/a	n/a
2026-2027	43%	45%	78%	n/a	n/a	n/a	n/a	35%	45%	n/a	n/a	n/a	n/a
2027-2028	45%	49%	79%	n/a	n/a	n/a	n/a	39%	46%	n/a	n/a	n/a	n/a
2028-2029	47%	52%	80%	n/a	n/a	n/a	n/a	40%	47%	n/a	n/a	n/a	n/a
2029-2030	49%	55%	81%	n/a	n/a	n/a	n/a	41%	48%	n/a	n/a	n/a	n/a

Data Source: Baseline 2023-2024 to set 6-year goals from Eduphoria - Spring 2024 Grade 3 Reading STAAR results at Meets Grade Level Performance or above in either English or Spanish (unduplicated) - All students tested (where they were view)

Note: Student Groups that do not meet minimum group size of 10 students are marked with "n/a"

Early Childhood Literacy Progress Measure 1 - Windermere ES

The percent of PreK students that score on grade level or above in Literacy on the C-PALLS+ assessment will increase from 24% in Spring 2024 to 60% by June 2030.

Yearly Target Goals

2023-2024 <small>(Actual Outcome for Goal-Setting)</small>	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	
24%	30%	35%	40%	45%	50%	60%	

Yearly Target Goals -- by Student Group

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Economically Disadvantaged	Special Ed (Former)	Emergent Bilingual	Continuously Enrolled	Non-Continuously Enrolled
2023-2024 <small>(Actual Outcomes for Goal-Setting)</small>	n/a	14%	n/a	n/a	n/a	n/a	n/a	n/a	16%	n/a	40%	n/a	n/a
2024-2025	n/a	20%	n/a	n/a	n/a	n/a	n/a	n/a	20%	n/a	42%	n/a	n/a
2025-2026	n/a	22%	n/a	n/a	n/a	n/a	n/a	n/a	22%	n/a	44%	n/a	n/a
2026-2027	n/a	24%	n/a	n/a	n/a	n/a	n/a	n/a	24%	n/a	46%	n/a	n/a
2027-2028	n/a	26%	n/a	n/a	n/a	n/a	n/a	n/a	26%	n/a	48%	n/a	n/a
2028-2029	n/a	28%	n/a	n/a	n/a	n/a	n/a	n/a	28%	n/a	50%	n/a	n/a
2029-2030	n/a	30%	n/a	n/a	n/a	n/a	n/a	n/a	30%	n/a	52%	n/a	n/a

Data Source: Baseline 2023-2024 to set 6-year goals from Tango - EOY C-PALLS+ Phonological Awareness Overall, Rapid Letter Naming, Rapid Vocabulary Naming - All students tested

Of all students, number of students at "Making Acceptable Progress" in all three subtests (Phonological Awareness Overall, Rapid Letter Naming, Rapid Vocabulary Naming) in either English or Spanish (unduplicated)

Note: Student Groups that do not meet minimum group size of 10 students are marked with "n/a"

Early Childhood Literacy Progress Measure 2 - Windermere ES

The percent of Kindergarten students that score on grade level ("On Track") in Reading on the TX-KEA assessment will increase from 36% in Spring 2024 to 60% by June 2030.

Yearly Target Goals

2023-2024 <small>(Actual Outcome for Goal-Setting)</small>	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
36%	40%	42%	45%	50%	55%	60%

Yearly Target Goals -- by Student Group

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Economically Disadvantaged	Special Ed (Former)	Emergent Bilingual	Continuously Enrolled	Non-Continuously Enrolled
2023-2024 <small>(Actual Outcomes for Goal-Setting)</small>	27%	38%	50%	n/a	n/a	n/a	n/a	21%	28%	n/a	44%	n/a	n/a
2024-2025	30%	40%	52%	n/a	n/a	n/a	n/a	23%	30%	n/a	46%	n/a	n/a
2025-2026	32%	42%	54%	n/a	n/a	n/a	n/a	25%	32%	n/a	48%	n/a	n/a
2026-2027	34%	44%	56%	n/a	n/a	n/a	n/a	27%	34%	n/a	50%	n/a	n/a
2027-2028	36%	46%	58%	n/a	n/a	n/a	n/a	29%	36%	n/a	52%	n/a	n/a
2028-2029	38%	48%	60%	n/a	n/a	n/a	n/a	30%	38%	n/a	54%	n/a	n/a
2029-2030	40%	50%	62%	n/a	n/a	n/a	n/a	32%	40%	n/a	56%	n/a	n/a

Data Source: Baseline 2023-2024 to set 5-year goals from Eduphoria - EOY TX-KEA Vocabulary, Letter Names, Spelling - All students tested (where they were view) Of all students, number of students "On Track" in all three subtests (Vocabulary, Letter Names and Spelling) in either English or Spanish (unduplicated)

Note: Student Groups that do not meet minimum group size of 10 students are marked with "n/a"

Early Childhood Literacy Progress Measure 3 - Windermere ES

The percent of 1st through 3rd grade students that score on grade level or above in Reading on the TPRI and STAAR Reading assessments will increase from 46% in Spring 2024 to 66% by June 2030.

Yearly Target Goals

2023-2024 <small>(Actual Outcome for Goal-Setting)</small>	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
46%	56%	58%	60%	62%	64%	66%

Yearly Target Goals -- by Student Group

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Economically Disadvantaged	Special Ed (Former)	Emergent Bilingual	Continuously Enrolled	Non-Continuously Enrolled
2023-2024 <small>(Actual Outcomes for Goal-Setting)</small>	34%	36%	68%	n/a	73%	n/a	68%	25%	53%	n/a	71%	n/a	n/a
2024-2025	36%	38%	69%	n/a	74%	n/a	69%	27%	55%	n/a	72%	n/a	n/a
2025-2026	38%	40%	70%	n/a	75%	n/a	70%	29%	57%	n/a	73%	n/a	n/a
2026-2027	40%	42%	71%	n/a	76%	n/a	71%	31%	59%	n/a	74%	n/a	n/a
2027-2028	42%	44%	72%	n/a	77%	n/a	72%	33%	61%	n/a	75%	n/a	n/a
2028-2029	44%	46%	73%	n/a	78%	n/a	73%	35%	63%	n/a	76%	n/a	n/a
2029-2030	46%	48%	74%	n/a	79%	n/a	74%	37%	65%	n/a	77%	n/a	n/a

Data Source: Baseline 2023-2024 to set 6-year goals from Eduphoria - EOY 1st & 2nd Grade TPRI & Tejas LEE results - All students tested (where they were view) Of all students, number of students at "No Intervention Needed" in either TPRI or Tejas LEE (unduplicated) + Spring 2024 Grade 3 Reading STAAR results at Meets Grade Level Performance in either English or Spanish (unduplicated) - All students tested (where they were view)

Note: Student Groups that do not meet minimum group size of 10 students are marked with "n/a"

EC Literacy Targeted Professional Development Plan

Strategies are included in the Campus Improvement Plan

Early Childhood Math Plan Campus Goal - Windermere ES

The percent of 3rd grade students that score Meets Grade Level or Above on STAAR Math will increase from 32% in Spring 2024 to 62% by June 2030.

Yearly Target Goals

2023-2024 <small>(Actual Outcome for Goal-Setting)</small>	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
32%	41%	49%	54%	58%	60%	62%

Yearly Target Goals -- by Student Group

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Economically Disadvantaged	Special Ed (Former)	Emergent Bilingual	Continuously Enrolled	Non-Continuously Enrolled
2023-2024 <small>(Actual Outcomes for Goal-Setting)</small>	25%	19%	50%	n/a	n/a	n/a	n/a	8%	26%	n/a	n/a	n/a	n/a
2024-2025	29%	31%	55%	n/a	n/a	n/a	n/a	18%	33%	n/a	n/a	n/a	n/a
2025-2026	33%	44%	60%	n/a	n/a	n/a	n/a	29%	40%	n/a	n/a	n/a	n/a
2026-2027	38%	49%	63%	n/a	n/a	n/a	n/a	35%	45%	n/a	n/a	n/a	n/a
2027-2028	44%	53%	67%	n/a	n/a	n/a	n/a	41%	50%	n/a	n/a	n/a	n/a
2028-2029	50%	55%	69%	n/a	n/a	n/a	n/a	46%	52%	n/a	n/a	n/a	n/a
2029-2030	54%	57%	71%	n/a	n/a	n/a	n/a	51%	54%	n/a	n/a	n/a	n/a

Data Source: Baseline 2023-2024 to set 6-year goals from Eduphoria - Spring 2024 Grade 3 Math STAAR results at Meets Grade Level Performance or above in either English or Spanish (unduplicated) - All students tested (where they were viewed)

Note: Student Groups that do not meet minimum group size of 10 students are marked with "n/a"

Early Childhood Math Progress Measure 1 - Windermere ES

The percent of PreK students that score on grade level or above in Math on the C-PALLS+ assessment will increase from 93% in Spring 2024 to 97% by June 2030.

Yearly Target Goals

2023-2024 <small>(Actual Outcome for Goal-Setting)</small>	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
93%	94%	94%	95%	95%	96%	97%

Yearly Target Goals -- by Student Group

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Economically Disadvantaged	Special Ed (Former)	Emergent Bilingual	Continuously Enrolled	Non-Continuously Enrolled
2023-2024 <small>(Actual Outcomes for Goal-Setting)</small>	n/a	95%	n/a	n/a	n/a	n/a	n/a	n/a	94%	n/a	100%	n/a	n/a
2024-2025	n/a	95%	n/a	n/a	n/a	n/a	n/a	n/a	94%	n/a	100%	n/a	n/a
2025-2026	n/a	95%	n/a	n/a	n/a	n/a	n/a	n/a	95%	n/a	100%	n/a	n/a
2026-2027	n/a	96%	n/a	n/a	n/a	n/a	n/a	n/a	95%	n/a	100%	n/a	n/a
2027-2028	n/a	96%	n/a	n/a	n/a	n/a	n/a	n/a	96%	n/a	100%	n/a	n/a
2028-2029	n/a	97%	n/a	n/a	n/a	n/a	n/a	n/a	96%	n/a	100%	n/a	n/a
2029-2030	n/a	97%	n/a	n/a	n/a	n/a	n/a	n/a	97%	n/a	100%	n/a	n/a

Data Source: Baseline 2023-2024 to set 6-year goals from Tango - EOY C-PALLS+ Math - All students tested Of all students, number of students at "Making Acceptable Progress" in Math in either English or Spanish (unduplicated)

Note: Student Groups that do not meet minimum group size of 10 students are marked with "n/a"

Early Childhood Math Progress Measure 2 - Windermere ES

The percent of Kindergarten students that score on grade level ("On Track") in Math on the TX-KEA assessment will increase from 69% in Spring 2024 to 86% by June 2030.

Yearly Target Goals

2023-2024 <small>(Actual Outcome for Goal-Setting)</small>	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
69%	72%	75%	78%	81%	84%	86%

Yearly Target Goals -- by Student Group

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Economically Disadvantaged	Special Ed (Former)	Emergent Bilingual	Continuously Enrolled	Non-Continuously Enrolled
2023-2024 <small>(Actual Outcomes for Goal-Setting)</small>	50%	73%	85%	n/a	n/a	n/a	n/a	36%	66%	n/a	78%	n/a	n/a
2024-2025	52%	74%	86%	n/a	n/a	n/a	n/a	38%	68%	n/a	80%	n/a	n/a
2025-2026	54%	75%	87%	n/a	n/a	n/a	n/a	40%	70%	n/a	82%	n/a	n/a
2026-2027	56%	76%	88%	n/a	n/a	n/a	n/a	42%	72%	n/a	84%	n/a	n/a
2027-2028	58%	77%	89%	n/a	n/a	n/a	n/a	44%	74%	n/a	86%	n/a	n/a
2028-2029	60%	78%	90%	n/a	n/a	n/a	n/a	46%	76%	n/a	88%	n/a	n/a
2029-2030	62%	79%	91%	n/a	n/a	n/a	n/a	48%	78%	n/a	90%	n/a	n/a

Data Source: Baseline 2023-2024 to set 5-year goals from Eduphoria - EOY TX-KEA Math - All students tested (where they were view) Of all students, number of students "On Track" in math in either English or Spanish (unduplicated)

Note: Student Groups that do not meet minimum group size of 10 students are marked with "n/a"

Early Childhood Math Progress Measure 3 - Windermere ES

The percent of 1st through 3rd grade students that score on grade level or above in math on Star360 and STAAR math assessments will increase from 53% in Spring 2024 to 71% by June 2030.

Yearly Target Goals

2023-2024 <small>(Actual Outcome for Goal-Setting)</small>	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
53%	58%	63%	65%	67%	69%	71%

Yearly Target Goals -- by Student Group

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Economically Disadvantaged	Special Ed (Former)	Emergent Bilingual	Continuously Enrolled	Non-Continuously Enrolled
2023-2024 <small>(Actual Outcomes for Goal-Setting)</small>	45%	44%	71%	n/a	73%	n/a	74%	27%	45%	n/a	61%	n/a	n/a
2024-2025	47%	46%	73%	n/a	74%	n/a	75%	29%	47%	n/a	63%	n/a	n/a
2025-2026	49%	48%	75%	n/a	75%	n/a	76%	31%	49%	n/a	65%	n/a	n/a
2026-2027	51%	50%	76%	n/a	77%	n/a	77%	33%	51%	n/a	67%	n/a	n/a
2027-2028	53%	52%	77%	n/a	79%	n/a	78%	35%	53%	n/a	68%	n/a	n/a
2028-2029	55%	54%	78%	n/a	81%	n/a	79%	37%	55%	n/a	69%	n/a	n/a
2029-2030	57%	56%	80%	n/a	83%	n/a	80%	39%	56%	n/a	70%	n/a	n/a

Data Source: Baseline 2023-2024 to set 6-year goals from Eduphoria - EOY 1st & 2nd Grade Star360 math results - All students tested (where they were view) Of all students, number of students "At/Above Benchmark" in either English or Spanish (unduplicated) + Spring 2024 Grade 3 Math STAAR results at Meets Grade Level Performance or above in either English or Spanish (unduplicated) - All students tested (where they were view)

Note: Student Groups that do not meet minimum group size of 10 students are marked with "n/a"

EC Math Targeted Professional Development Plan

Strategies are included in the Campus Improvement Plan