

Big Spring Independent School District

Washington Elementary

2025-2026 Campus Improvement Plan

Accountability Rating: B

Distinction Designation

Academic Achievement in Mathematics

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness



Board Approval Date: September 16, 2025

Mission Statement

The mission at Washington Elementary is to provide a nurturing, safe, and diverse learning environment to create a tribe of scholars who OWN their learning.

Vision

The vision at Washington Elementary is to use data driven instruction and effective teaching strategies to promote student achievement.

Value Statement

#C.O.A.C.H.

Creating Ownership and Changing Habits

Translation Statements

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Comprehensive Needs Assessment

Revised/Approved: August 20, 2025

Demographics

Demographics Summary

Washington Elementary serves approximately **500 students** with a diverse population that reflects the broader community. The student body is comprised of:

Asian <1%

Black 4%

Hispanic 75%

Indian 0%

Pacific Islander <1%

Two or more races 4%

White 24%

Economically Disadvantaged 83%

At Risk 62%

Sped 29%

Gifted and Talented 4%

Military Connected 3%

Homeless <1%

Demographics Strengths

The campus housing all third and fourth graders for the district is a strength. This allows for the math and reading teams to become experts in their grade level expectations. We are able to develop academic goals and plans for students since they are all housed in the same building. The mobility that we do experience is from families moving to town or from town. The consistency in teaching, since both groups have 45 minutes per day to PLC, leads to strengthened planning and preparation. The PLC 4 questions are addressed at daily

PLC meetings. We also have compiled 4 years worth of curriculum mapping and lesson planning. The goal for this year is to utilize plans and improve upon them. Another PLC focus is modeling where each teacher takes turns modeling weekly and receive feedback and the group is then able to address improvements in the planning process to have better Tier 1 instruction in front of our students.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Washington missed target in sub-population of White.

Root Cause: This sub pop is often times dual coded as Eco Dis as well.

Problem Statement 2: While Math met all Academic Achievement interim targets and all student groups showed growth in Reading and Math, performance gaps remain. For example, the campus fell short of the High Focus target by one point, and although the White student group significantly outperformed their target, achievement for other subgroups did not demonstrate the same level of acceleration.

Root Cause: The campus fell just one point short of the High Focus target, indicating that students in higher-needs populations may not be receiving sufficient targeted interventions or differentiation to fully close achievement gaps.

Student Learning

Student Learning Summary

Washington Elementary has been rated a “**B**” campus for the third consecutive year based on Student Achievement data.

Highlights:

- Math met all Academic Achievement interim targets.
- High Focus was just one point shy of the target.
- White student group exceeded expectations, earning +2 points due to notable progress from last year.
- Strength: White students achieved a score of 89, surpassing the target of 74 (+15).
- All Students group exceeded the target by 10 points.

Washington Elementary provides a strong foundation for teaching and learning by aligning instruction to the district’s TEKS Resource scope and sequence. In math, teachers supplement with **Eureka application problems and fluency practice**, while reading instruction is supported by the **newly adopted Bluebonnett program**. To ensure instruction is data-driven, teachers utilize tools such as **DMAC, Dreambox, MindPlay, and NWEA** to assess student progress and guide intervention. Additionally, most staff members have been trained in the **Reading Academy**, further building campus expertise in literacy instruction. These resources and professional learning opportunities ensure that Washington Elementary teachers are well-equipped to meet the diverse needs of their students.

Washington Elementary is a 1:1 campus with each student being provided with a Chromebook. Teachers are all equipped with Promethean boards in their classrooms so that lessons can be more involved and more engaging. Google Classrooms are set up in every class so that students and teachers can become more familiar and adept at utilizing online programs, lessons, and teaching strategies. PLC's are sharing useful online platforms that will help prepare students for online testing

Student Learning Strengths

Washington Elementary continues to show growth in student achievement. STAAR results for 2024–2025 reflect significant gains in 4th grade math and steady improvement in 4th grade reading. While 3rd grade scores dipped at the end of the year, we remain confident that the instructional systems we have in place will drive progress forward. Washington will make data displays with our new poster maker to keep us on track.

Each year, our students arrive with greater academic capacity, and our teachers are working diligently to build on this foundation. Staff collaboration is a key strength: teachers are learning from one another and leveraging personal strengths to maximize instructional impact.

We are fortunate to have two Instructional Coaches whose work is divided between direct student support and teacher development. Their responsibilities include:

- Vertical alignment with 2nd grade PLCs to ensure more students arrive in 3rd grade on or closer to grade level.
- Instructional coaching within classrooms to strengthen teacher practice.

- Model teaching, where newer or struggling teachers observe lessons and debrief to refine skills.
- Mentoring of new or struggling 3rd grade teachers.

Washington also has a strong culture of data-driven instruction. Teachers use color-coded data sheets aligned to STAAR conversion standards to monitor progress on CFAs, NWEA checkpoints, and daily objectives. This allows teams to quickly identify student needs and adjust instruction. Weekly math data digs and reading unit reviews provide ongoing opportunities for collaboration and reflection.

Each classroom takes their Chromebooks to their specials/intervention classes in order to utilize the intervention programs that have been purchased by the district.

Finally, Washington is in its third year of Texas Instructional Leadership (TIL) training, continuing to partner with the same consultant for consistency. This year's focus areas include Guided Discourse and Teacher Action Steps, both of which will help refine instructional delivery and accelerate student growth.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Our students in the socio-economical group of learners are showing some growth or skills when entering third grade for the 2024-2025 school year. 52% on grade level.

Root Cause: Gaps in knowledge are created by a variety of causes. We have an influx of students arriving with no English language experience.

Problem Statement 2: While Math met all Academic Achievement interim targets and all student groups showed growth in Reading and Math, performance gaps remain. For example, the campus fell short of the High Focus target by one point, and although the White student group significantly outperformed their target, achievement for other subgroups did not demonstrate the same level of acceleration.

Root Cause: The campus fell just one point short of the High Focus target, indicating that students in higher-needs populations may not be receiving sufficient targeted interventions or differentiation to fully close achievement gaps.

Problem Statement 3: Although Washington Elementary has strong systems in place for collecting and analyzing student data through DAQs, CFAs, and NWEA checkpoints, the inconsistent application of data-driven instructional practices across classrooms limits the impact on student achievement. While data is reviewed in PLCs and through weekly "data digs," not all teachers consistently translate findings into targeted ins

Root Cause: Washington has strong systems for collecting and analyzing data (e.g., DAQs, CFAs, NWEA checkpoints), but the consistency with which data-driven instructional adjustments are applied may vary by teacher or grade level. Ensuring follow-through on teacher action steps is critical.

Problem Statement 4: Washington Elementary staff have successfully embraced the COACH framework by establishing consistent routines, shared expectations, and strong collaboration among teachers. However, opportunities remain to strengthen family partnerships in order to create a culture of ownership and positive habit-building that extends beyond the classroom and is reinforced at home and in the community.

Root Cause: While Washington Elementary staff have demonstrated strong collaboration and consistency in implementing the COACH framework, limited structures for engaging and partnering with families have prevented the full alignment of school and home efforts to support a unified culture of ownership and habit change.

Problem Statement 5: Knowledge of technology programs as well as on-boarding new staff sometimes hinders the implementation of learning support programs.

Root Cause: Roles and Responsibilities of who should be responsible for this and training.

Problem Statement 6: Washington Elementary has a strong foundation in curriculum and data-driven instruction. The next step is to build even greater consistency in how resources are used across classrooms so all students benefit equally from the tools and strategies available.

Root Cause: While teachers have access to high-quality programs and assessments, staff are still developing shared routines for maximizing these resources. Strengthening alignment and collaboration will ensure every student experiences the same high level of instruction and support.

School Processes & Programs

School Processes & Programs Summary

Staff retention has also been a positive factor this year. All six math teachers returned, and only one teacher is new to the third-grade reading team. Upon arrival, the administrative team prioritized building trust and collaboration by meeting with returning teachers to learn their strengths, challenges, and perspectives. This approach fostered a sense of ownership and buy-in among the staff, leading to a stronger, more unified team.

Administrators actively model commitment to instructional excellence by faithfully attending PLCs. This ensures alignment between planning conversations and classroom practices, while also allowing administrators to understand what they should expect during walk-throughs. Their consistent presence in classrooms demonstrates support for teachers and reinforces to students that administrators are invested in their learning. Both administrators and instructional coaches are trained in **Observation and Feedback Cycles**, which are actively implemented to improve instruction across the campus.

Washington Elementary is proud to have a strong system of shared leadership and collaboration. Our Site-Based Committee and IMPACT Leadership Team play a vital role in addressing high-priority areas of need, ensuring that decisions are aligned with campus goals and student success. The IMPACT Team serves as a communication bridge, helping information flow effectively across the campus so programs and systems remain consistent and efficient. In addition, all teachers have access to the resources and training they need to support classroom instruction, whether that means securing materials or engaging in professional learning. Beyond the campus, Washington Elementary staff actively contribute to district-level vertical alignment teams, providing leadership and ensuring alignment across grade levels and content areas. Together, these structures reflect a culture of collaboration, accountability, and shared ownership that drives continuous improvement.

School Processes & Programs Strengths

Washington Elementary continues to build on its traditions by keeping the same campus theme as in previous years. For 2024–2025, the theme is:

“GAME ON! C.O.A.C.H – Creating Ownership and Changing Habits.”

The COACH acronym is being branded across the school and incorporated into daily announcements, parent conversations, student interactions, and staff collaboration. This theme reflects our commitment to fostering a growth mindset, shared responsibility, and mutual accountability among all stakeholders.

Staff ownership of school routines and classroom procedures has been a major focus. Teachers and staff collaborated to establish consistent, school-wide expectations to ensure effective teaching and learning. As a result, classrooms run more smoothly, transitions are efficient, and students encounter common expectations across all areas of the campus.

The ultimate goal is to transform the culture and climate of Washington Elementary by building stronger partnerships among students, staff, and families. By working together, the campus will not only achieve higher academic outcomes but also create a more productive, supportive, and unified school environment.

Washington Elementary has a strong foundation of collaborative leadership. The campus benefits from an active Site-Based Committee, a focused IMPACT Leadership Team that addresses high-priority needs, and teacher representation on district-level vertical alignment teams. These structures promote effective communication, ensure alignment across grade levels, and provide teachers with access to the resources and training necessary to support instruction. Together, they create a culture of shared responsibility and continuous improvement.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Washington Elementary must not only maintain the hard-earned 'B' rating, but also continue building on this momentum with the goal of achieving an 'A.'

Root Cause: Monitoring local assessments and doing evaluative work through the PLC is a non-negotiable on this campus.

Problem Statement 2: Washington Elementary staff have successfully embraced the COACH framework by establishing consistent routines, shared expectations, and strong collaboration among teachers. However, opportunities remain to strengthen family partnerships in order to create a culture of ownership and positive habit-building that extends beyond the classroom and is reinforced at home and in the community.

Root Cause: While Washington Elementary staff have demonstrated strong collaboration and consistency in implementing the COACH framework, limited structures for engaging and partnering with families have prevented the full alignment of school and home efforts to support a unified culture of ownership and habit change.

Problem Statement 3: Teachers are given several programs to use, but lack the time and training to become proficient with these programs.

Root Cause: Consistency in the programs has not been achieved, and teachers are only trained once a year for the programs.

Problem Statement 4: With the addition of 4th grade, Washington's staff has doubled in size, and the paraprofessional team has experienced many changes. These shifts create both opportunities for collaboration and challenges in building consistency, culture, and cohesion across the campus.

Root Cause: Low pay makes it hard to find quality workers. The auxiliary positions are hard to fill. Combining grade levels required acclimation and merging of new staff with current staff.

Problem Statement 5: Knowledge of technology programs as well as on-boarding new staff sometimes hinders the implementation of learning support programs.

Root Cause: Roles and Responsibilities of who should be responsible for this and training.

Problem Statement 6: While Math met all Academic Achievement interim targets and all student groups showed growth in Reading and Math, performance gaps remain. For example, the campus fell short of the High Focus target by one point, and although the White student group significantly outperformed their target, achievement for other subgroups did not demonstrate the same level of acceleration.

Root Cause: The campus fell just one point short of the High Focus target, indicating that students in higher-needs populations may not be receiving sufficient targeted interventions or differentiation to fully close achievement gaps.

Problem Statement 7: Knowledge of technology programs as well as on-boarding new staff sometimes hinders the implementation of learning support programs.

Root Cause: Roles and Responsibilities of who should be responsible for this and training.

Problem Statement 8: Washington Elementary has strong leadership structures, but there is an opportunity to expand staff involvement in shared decision-making to further strengthen collaboration and campus culture.

Root Cause: The existing leadership structures are effective in guiding communication and addressing needs, but opportunities remain to more intentionally involve all staff in decision-making. By broadening leadership roles and developing teacher capacity, Washington Elementary can further strengthen collaboration, ownership, and long-term sustainability of campus initiatives.

Perceptions

Perceptions Summary

Washington Elementary is dedicated to building strong, lasting partnerships with both our families and our community. We believe student success is a shared responsibility, and we are committed to creating meaningful opportunities for collaboration.

We are proud to partner with **Howard College**, welcoming their students into our classrooms to enrich learning and inspire future educators. Parents are invited to participate in **parent-teacher conferences twice a year** to celebrate progress and set goals for continued growth. To support daily communication, we encourage families to connect with us through **Classroom Dojo**, where they can stay informed about classroom activities and school-wide updates.

In addition, we have partnered with our **local high school** to provide exciting experiences for our students. From **pep rally and football game rewards** to new events currently in the works, these activities tie directly into our **Accelerated Reader goals**, helping students stay motivated as they reach new milestones in reading achievement.

At Washington Elementary, our commitment goes beyond academics—we are creating a culture where **students, parents, educators, and community members work together** to help every child thrive.

Washington Elementary is committed to partnering with the parents of our students. We are also establishing a strong partnership within the community. We have various activities going on with nearby Howard College that involves bringing students from the college into the campus. Parents are invited to attend parent conferences 2x yearly to learn about their students progress. We encourage parents to sign up for Classroom Dojo to communicate with teachers and be able to view classroom activities and school-wide reminders. We have utilized partnerships with High School events. We have used a pep rally reward, a football game reward, we have others planned. These are tied to Accelerated Reading goals - points and percentages.

Perceptions Strengths

Washington Elementary values strong family engagement by inviting parents to biannual conferences and using Classroom Dojo for consistent communication. Community partnerships, including collaboration with Howard College, provide enriching experiences for students and connect them with positive role models. The campus also partners with the local high school to offer rewards and events that motivate students and celebrate progress, particularly through Accelerated Reader goals. These efforts highlight a culture of shared responsibility, strong communication, and meaningful partnerships that support student success.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Teacher turnover, and lack of applicants, have led to teaching vacancies being filled with non-certified or non-degreed people.

Root Cause: Filling open positions with non-degreed or non-certified people.

Problem Statement 2: While Washington Elementary has established strong partnerships with families and local organizations, there are still opportunities to increase community involvement in order to further enhance student experiences and support academic growth.

Root Cause: Community members may not always be fully aware of the opportunities available to partner with the school. School events and activities may not always align with community members' schedules, limiting participation. Partnerships have primarily focused on existing connections, leaving room to expand outreach to additional businesses, organizations, and volunteers.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data

- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Annual dropout rate data
- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data

Goals


Revised/Approved: August 20, 2025


Goal 1: By May 2026, Washington Elementary will increase the percentage of students in grades 3 and 4 meeting or mastering grade-level standards on STAAR Reading and Math to at least 60% Meets and 30% Masters, as measured by the official STAAR results.


Performance Objective 1: Washington will utilize checkpoint assessments every 3 weeks for data monitoring.


Evaluation Data Sources: Checkpoint reports; Benchmark Analysis; Interim testing; BOY/MOY/EOY data from NWEA.

Strategy 1 Details	Reviews		
<p>Strategy 1: Washington Elementary will group TEKS according to unit progression and will closely monitor student data is closely through checkpoints, daily exit tickets, and a variety of Texas Instructional Leadership (TIL) practices.</p> <p>Strategy's Expected Result/Impact: Strategic planning will be modified to increase or decrease amount of time needed per TEK according to data from 3 week checkpoints.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches, IMPACT team, Teachers.</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		Summative
	Nov	Apr	May

 No Progress

 Accomplished

 Continue/Modify





 Discontinue

Goal 1: By May 2026, Washington Elementary will increase the percentage of students in grades 3 and 4 meeting or mastering grade-level standards on STAAR Reading and Math to at least 60% Meets and 30% Masters, as measured by the official STAAR results.

Performance Objective 2: Washington Elementary will closely monitor data from checkpoints within the student data growth sheet to show improvements or declines in performance.

Evaluation Data Sources: 3 week data tracking, DMAC reports, Lead4Ward Reports





Strategy 1 Details	Reviews		
<p>Strategy 1: Washington Elementary will provide targeted lessons during the day, utilize programs such as Mindplay and Dreambox, and offer after-school tutorials.</p> <p>Strategy's Expected Result/Impact: Students will begin to perform better according to checkpoint data as well as informal manners.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal; Instructional Coaches; IMPACT team; teachers</p> <p>Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative		Summative
	Nov	Apr	May

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Goal 1: By May 2026, Washington Elementary will increase the percentage of students in grades 3 and 4 meeting or mastering grade-level standards on STAAR Reading and Math to at least 60% Meets and 30% Masters, as measured by the official STAAR results.

Performance Objective 3: Washington Elementary will perform Data Digs using TIL protocols within their PLCs to monitor progress.

Evaluation Data Sources: Data Dig information shared via email then in Data Digs at PLC meetings, PLC agendas and sign-in sheets, PLC discussion notes, DMAC Report, Lead4Ward Reports





Strategy 1 Details	Reviews		
<p>Strategy 1: At Washington Elementary, PLC groups will monitor testing on Checkpoints and CFA's throughout the year to track data. Strategy's Expected Result/Impact: We will spiral back through highly-tested and low-performing SE's as data indicated to monitor progress Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches, IMPACT team, Teachers.</p> <p>Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		Summative
	Nov	Apr	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 2: By May 2026, Washington Elementary will support high academic standards and improve student performance by implementing a strong system of tiered instruction aligned to MTSS protocols. Evidence of success will include 100% of teachers implementing MTSS intervention protocols with fidelity, at least 80% of students demonstrating growth on progress monitoring assessments, and STAAR results showing 60% Meets and 30% Masters in grades 3 and 4 Reading and Math.

Performance Objective 1: Washington Elementary will take steps so that lessons meeting specific targets will be provided during class time based on a master schedule that maximizes uninterrupted time for instruction.

High Priority





Evaluation Data Sources: Lesson Plans; Time spent in small groups

Strategy 1 Details	Reviews		
<p>Strategy 1: Washington Elementary will provide remediation during small group instruction in order to close learning gaps.</p> <p>Strategy's Expected Result/Impact: Students will improve performance; reduced loss of learning</p> <p>Staff Responsible for Monitoring: Teachers, Principal, Assistant Principal</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative		Summative
	Nov	Apr	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 2: By May 2026, Washington Elementary will support high academic standards and improve student performance by implementing a strong system of tiered instruction aligned to MTSS protocols. Evidence of success will include 100% of teachers implementing MTSS intervention protocols with fidelity, at least 80% of students demonstrating growth on progress monitoring assessments, and STAAR results showing 60% Meets and 30% Masters in grades 3 and 4 Reading and Math.

Performance Objective 2: Washington Elementary will implement WINning Wednesdays Intervention schedule beginning during the 2nd Six Weeks. Teachers will not have PLC on Wednesdays during the 2nd and 3rd six weeks and will pull strategic intervention groups during these times. During the Spring Semester, this will occur on Wednesdays and Thursdays.





Evaluation Data Sources: Checkpoint data; CFA data; lesson plans/activities for intervention groups; teacher observational notes on student progress; intervention schedule

Strategy 1 Details	Reviews		
<p>Strategy 1: At Washington Elementary, students will be pulled from Specials, as needed, to work with teacher on specific interventions.</p> <p>Strategy's Expected Result/Impact: Individual student improvements; reduction of learning gaps</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative		Summative
	Nov	Apr	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 3: By May 2026, Washington Elementary will increase parent/guardian engagement in academic support by providing at least four family academic nights/workshops (two per semester) with a minimum of 50% of families in attendance, as measured by event sign-in sheets and feedback surveys.

Performance Objective 1: Washington Elementary will provide surveys at MOY and EOY to establish feedback of how the perception of Washington is progressing.





Evaluation Data Sources: Surveys; survey results

Strategy 1 Details	Reviews		
<p>Strategy 1: Washington Elementary will develop a survey make it available to stakeholders.</p> <p>Strategy's Expected Result/Impact: Adjustments will be based on survey trends; improved stakeholder satisfaction; increased awareness of the perceptions of stakeholders</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, IMPACT team</p> <p>Title I: 2.51</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative		Summative
	Nov	Apr	May
<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: By May 2026, Washington Elementary will increase parent/guardian engagement in academic support by providing at least four family academic nights/workshops (two per semester) with a minimum of 50% of families in attendance, as measured by event sign-in sheets and feedback surveys.

Performance Objective 2: Washington Elementary will have opportunities averaging once per month for parents to be brought on campus for various involvement events.





Evaluation Data Sources: Fall Into Reading - Parent involvement/curriculum based; Trick the Hallways; Musical Performances; STEM Night; Reading Night; Math Night; parent sign in sheets; social media and website announcements

Strategy 1 Details	Reviews		
<p>Strategy 1: Washington Elementary will create events to bring parents and families into the building for various reasons.</p> <p>Strategy's Expected Result/Impact: Increased parent and family involvement; improved communication; better working relationships with stakeholders.</p> <p>Staff Responsible for Monitoring: Principals</p> <p>Title I: 2.51</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		Summative
	Nov	Apr	May
Strategy 2 Details	Reviews		
<p>Strategy 2: Washington Elementary will utilize parent digital and print newsletters and informational pamphlets (in English & Spanish) to provide parents and families information and strategies to support student learning.</p> <p>Strategy's Expected Result/Impact: Providing bilingual digital and print newsletters will help families stay informed and give them strategies to support learning at home, leading to stronger family engagement and improved student success.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p> <p>Title I: 2.51</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		Summative
	Nov	Apr	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 4: By May 2026, Washington Elementary will implement a zero-tolerance policy for bullying by ensuring 100% of staff receive annual training on bullying prevention and response, all reported incidents are documented and addressed within 48 hours, and student surveys show at least a 20% increase in the percentage of students who report feeling safe at school compared to the previous year.

Performance Objective 1: Washington Elementary has implemented iLead through our Science classes to help foster a culture of growth mindset.





Evaluation Data Sources: End of program survey of staff and students; Ascender discipline reports; counselor logs; student work from iLead lessons; inclusion of iLead activities in the lesson plan/PLC notes; iLead submitted reports

Strategy 1 Details	Reviews		
<p>Strategy 1: Washington Elementary will develop a tracking/monitoring tool and an intervention plan.</p> <p>Strategy's Expected Result/Impact: Increased awareness of student behavior patterns; better means to address inappropriate behaviors such as name calling, bullying, fighting as well as other off task classroom behaviors; improved overall learning environment.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative		Summative
	Nov	Apr	May
<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: By May 2026, Washington Elementary will implement a zero-tolerance policy for bullying by ensuring 100% of staff receive annual training on bullying prevention and response, all reported incidents are documented and addressed within 48 hours, and student surveys show at least a 20% increase in the percentage of students who report feeling safe at school compared to the previous year.

Performance Objective 2: At Washington Elementary, students and staff will participate in various Red Ribbon Week events to focus on healthy choices.





Evaluation Data Sources: List of activities; posts to social media and campus website; student samples; fliers home

Strategy 1 Details	Reviews		
<p>Strategy 1: Washington Elementary has planned in conjunction with the Big Spring High School Student Council, Red Ribbon Week Celebrations event days. School-wide poster developed and students placed hand prints to show their commitment to making healthy choices.</p> <p>Strategy's Expected Result/Impact: Increased awareness of the negative impact of drugs; Improved decision making</p> <p>Staff Responsible for Monitoring: Principal</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		Summative
	Nov	Apr	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 5: To coordinate services with Region 18 ESC, our Migrant Fiscal Agent, in order to provide all migrant students who met the Priority for Services (PFS) eligibility criteria with quality academic support programs to create a positive impact on student achievement. One hundred percent of PFS students will have access to supplemental instructional and support services.

Performance Objective 1: Region 18 Education Service Center (ESC) migrant staff participates in the training of trainers (TOT) and ID&R offered by the Texas Education Agency (TEA).

Evaluation Data Sources: NGS Reports
PFS Timeline Report Checklist
PFS Action Plan

Strategy 1 Details	Reviews		
<p>Strategy 1: Monthly, run TX-NGS Priority for Service (PFS) reports to identify migratory children and youth who require priority access to MEP services.</p> <p>Strategy's Expected Result/Impact: NGS Reports PFS Timeline Report Checklist</p> <p>Staff Responsible for Monitoring: Migrant Specialist</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative		Summative
	Nov	Apr	May
Strategy 2 Details	Reviews		
<p>Strategy 2: Before the first day of school, develop a PFS Action Plan for serving PFS students. The plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.</p> <p>Strategy's Expected Result/Impact: PFS Action Plan</p> <p>Staff Responsible for Monitoring: Migrant Consultant</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative		Summative
	Nov	Apr	May
<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>			

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Performance Objective 2: Communicate the progress and determine the needs of PFS migrant students.

Evaluation Data Sources: ESC Works
SSA Fulfilling Grant Requirements
MEP Overview Sessions

Strategy 1 Details	Reviews		
<p>Strategy 1: During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide campus principals and appropriate campus staff information on the Priority for Service criteria and updated TX-NGS Priority for Service (PFS) reports.</p> <p>Strategy's Expected Result/Impact: SSA fulfilling grant requirements.</p> <p>Staff Responsible for Monitoring: Migrant Consultant Migrant Specialist</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative		Summative
	Nov	Apr	May
Strategy 2 Details	Reviews		
<p>Strategy 2: During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide parents of PFS students information on the PFS criteria.</p> <p>Strategy's Expected Result/Impact: MEP overview sessions</p> <p>Staff Responsible for Monitoring: Migrant Consultant, Migrant Specialist</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative		Summative
	Nov	Apr	May

Strategy 3 Details	Reviews		
<p>Strategy 3: During the academic calendar, the district's Title I, Part C Migrant Coordinator or MEP staff will make individualized virtual, phone or home visits to update parents on the academic progress of their children.</p> <p>Strategy's Expected Result/Impact: Family Contact Log, Preliminary Needs Assessment</p> <p>Staff Responsible for Monitoring: MEP Staff</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative		Summative
	Nov	Apr	May

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Goal 5: To coordinate services with Region 18 ESC, our Migrant Fiscal Agent, in order to provide all migrant students who met the Priority for Services (PFS) eligibility criteria with quality academic support programs to create a positive impact on student achievement. One hundred percent of PFS students will have access to supplemental instructional and support services.

Performance Objective 3: Provide services to PFS migrant students.

Evaluation Data Sources: MEP Activities Sign-In Sheets
PFS Student Progress Review Form
Coordination

Strategy 1 Details	Reviews		
<p>Strategy 1: The district's Title I, Part C migrant coordinator or MEP staff will use the PFS reports to give priority placement to these students in missing subjects or migrant education program activities.</p> <p>Strategy's Expected Result/Impact: Priority placement of students.</p> <p>Staff Responsible for Monitoring: MEP Staff, District Migrant Contact</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p>	Formative		Summative
	Nov	Apr	May
Strategy 2 Details	Reviews		
<p>Strategy 2: The district's Title I, Part C migrant coordinator or MEP staff will ensure that PFS students receive priority access to instructional services as well as social workers and community social services/agencies.</p> <p>Strategy's Expected Result/Impact: Increased connections with necessary support programs</p> <p>Staff Responsible for Monitoring: MEP Staff, District Migrant Contact</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative		Summative
	Nov	Apr	May

Strategy 3 Details	Reviews		
<p>Strategy 3: The district's Title I, Part C migrant coordinator or MEP staff will determine what federal, state, or local programs serve PFS students.</p> <p>Strategy's Expected Result/Impact: Increased awareness of programs used to support PFS students</p> <p>Staff Responsible for Monitoring: MEP Staff</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative		Summative
	Nov	Apr	May



No Progress



Accomplished



Continue/Modify



Discontinue

State Compensatory

Budget for Washington Elementary

Total SCE Funds: \$191,787.00

Total FTEs Funded by SCE: 7.6

Brief Description of SCE Services and/or Programs

The goal of the State Compensatory Education (SCE) program is to provide funding to reduce disparity in performance on assessment instruments or disparity in the rates of high school completion between educationally disadvantaged students, at-risk students, and all other students. The purpose of the SCE program is to increase academic achievement and reduce the dropout rate for these students by providing supplemental programs and services. At Washington Elementary, SCE funds are utilized to provide instructional and intervention staff. SCE funds also contribute towards school counseling and administrative functions.

Personnel for Washington Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Duran, Justine	Assistant Principal	0.3
Esquivel, Marissa	Computer Lab Aide	1
Laguna, Francisco	Campus Technology	1
Lozano, Terrie	Computer Lab Aide	1
New Hire	Intervention Aide	1
Overton, Jamela	ISS Aide	1
Rios, Whitney	Classroom Aide	1
Salazar, Susan	Computer Lab Aide	1
Van Pelt, Matthew	Counselor	0.3

Title I

1. Comprehensive Needs Assessment (CNA) ESSA Section 1114(b)(6)

1.1: Description of CNA Process

Please see Title1Crate for the following documentation.

1.2: Location for Evidence of Multiple Meetings Held

Please see Title1Crate for the following documentation.

2. Schoolwide Program Plan/Campus Improvement Plan (CIP) ESSA Section 1114(b)

2.1: Timeline for Schoolwide Program/CIP Development 1114(b)(1)(A)

Please see Title1Crate for the following documentation.

2.2: Stakeholders 1114(b)(2)

Please see Title1Crate for the following documentation.

2.3: Description of Plan Availability, Format, and Language 1114(b)(4)

Please see Title1Crate for the following documentation.

2.4: Description of Plan Coordination (if Applicable) 1114(b)(5)

Please see Title1Crate for the following documentation.

2.5: Statutorily Required Descriptions 1114(b)(7)(A)

Please see Title1Crate for the following documentation.

3. Evaluation of Program Effectiveness ESSA Section 1114(b)(3)

3.1: Location and Confirmation for Evaluation of Program Effectiveness Documentation

Please see Title1Crate for the following documentation.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Fuller, Sterling	Intervention Aide	Intervention	1

Site Based Decision Making Committee

Committee Role	Name	Position
Administration	Justine Duran	Assistant Principal
Parent	Gabriela Gomez	Parent
Parent	Marissa SanMiguel	Parent
Community Member	Manny Negrón	Community Member
Teacher	Brittany Colby	SPED Teacher
Teacher	Rebecca Escobedo	RLA/ESL Teacher
Teacher	Bronson Gervasi	Math Teacher
Teacher and Instructional Support Specialist	Nichole Negrón	Instructional Coach Reading
Teacher and Instructional Support Specialist	Sharon Chancy	Instructional Coach Math
Administration	Kristin Tubb	Principal

Addendums

Washington Elementary 2025-2026 ESSA Consolidated Grant Funds

Title I

Title I funds are utilized in BSISD to improve school-wide programs for all students. Additionally, Title I funds are used encourage parent, family and community involvement by creating a welcoming environment meant to educate stakeholders on the policies and procedures that pertain to our schools. This includes federal and state policies that affect instruction across the district.

fund	func	obj	sobj	org	fscl_yr	pgm	ed_span	proj_dtl	Description	Appr
211	11	6129	26	113	6	30	0	00	Intervention Aide	\$15,348.96
211	11	6118	26	113	6	30	0	00	Extra Duty Pay (Tutoring/Vertical Alignment)	\$2800.00
211	11	6141	26	113	6	30	0	00	Medicare	\$272.56
211	11	6142	26	113	6	30	0	00	Insurance	\$5,400.00
211	11	6146	26	113	6	30	0	00	Teacher Retirement	\$1,579.66
211	13	6219	26	113	6	30	0	01	Professional Services	\$2,000.00
211	61	6499	26	113	6	30	0	00	Parent/Family Engagement	\$1861.00

Title II

Title II funds are utilized in BSISD to improve educator quality and effectiveness by providing high quality and proven effective professional development to all teachers. Additionally, campuses are provided funding to provide additional support to novice teachers in the form of mentors and instructional coaches. These efforts and supports are specific, job-embedded and on-going intended to improve instruction and retain teachers.

fund	func	obj	sobj	org	fscl_yr	pgm	ed_span	proj_dtl	Description	Appr
255	13	6119	26	113	6	24	0	00	Dept. Heads, Instructional Coaches/Mentors	\$19,600.00
255	13	6141	26	113	6	24	0	00	Medicare	\$284.20
255	13	6146	26	113	6	24	0	00	Teacher Retirement	\$1,666.00

Title III

Title III funds are utilized in BSISD to support the needs of our Emergent Bilingual population by providing the necessary resources and supplies that aid in English language acquisition. Additionally, funds are utilized to provide professional development to teachers who instruct our EB students as well as lessons and other parent involvement opportunities for our parents of EB students. All Title III money is utilized at the district level.

fund	func	obj	sobj	org	fscl_yr	pgm	ed_span	proj_dtl	Description	Appr

Title IV

Title IV funds are utilized in the same manner in which we use our Title I, Part A funds since we are a district that engages in a 100 % transfer of funds into Title I, Part A. At the district level, we provide all campus instructional technology support as well, Additionally funds are set aside professional development identified as a need at each campus.

fund	func	obj	sobj	org	fscl_yr	pgm	ed_span	proj_dtl	Description	Appr
289	12	6329	26	113	6	24	0	00	Instructional Resources/MediaServices	\$182.00

