

# Wichita Falls Independent School District

## West Foundation Elementary

### 2025-2026 Campus Improvement Plan

Accountability Rating: A



# Mission Statement

The Mission of West Foundation Elementary is to prepare all students to be productive, responsible and participating members of society.

## Vision

1. Develop a culture of continuous improvement and accountability that fosters student success.
2. Produce students that are globally competitive.
3. Provide safe and secure facilities that support instructional programs.
4. Promote a culture of mutual support, collaboration and community engagement.
5. Demonstrate fiscal responsibility and operating efficiency

## Value Statement

Integrity

Safety

Responsibility

Opportunity

Caring

Success in Learning

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

**Based on the 2023-24 Texas Academic Performance Report and PEIMS Data West Foundation Elementary Student Demographics are:**

#### Gender:

- Female 47.1% (178 students)
- Male 52,9% (200 students)

#### Ethnic Distribution:

- 0% American Indian-Alaskan Native
- 8.7% (33 students) are Asian
- 7.1% (27 students) are Black - African American
- 0% Pacific Islander
- 50.5% (191 students) White
- 23.8% (90 students) Hispanic
- 9.8% (37 students) two-or-more races

#### Student by Program:

- 23.3% (88 students) Special Education
- 13.5% (51 students) Gifted & Talented
- 9.3%% (35 students) are identified at Emergent Bilingual
- 9.0% (34 students) Bilingual/ESL Education
- 3.7% Dyslexia (14 students)
- 6.3% (24 students) 504

#### Other Student Information:

- 36.0% (136 students) Economically Disadvantaged
- 64.0% (242 students) Non-Educationally Disadvantaged
- 40.5% (153 students) At-Risk
- 9.0% (34 students) of the student population are Limited English Proficient (LEP)
- 17.5% (66 students) Military Connected

## Demographics Strengths

West Foundation Elementary has a large number of "neighborhood" students that return from year to year. West attendance rate remains high at approximately 96%. At-Risk students receive targeted assistance in reading and math. West serves grades K-5. West also serves grades K-5 WFISD LEAP (Language Enrichment Academic Program) students who are identified with autism.

Students at West Foundation will be provided with multiple learning opportunities when learning new concepts. All taught concepts will be aligned with the districts scope and sequence and curriculum. All students will participate in meaningful lessons with reteach opportunities available as needed. A strong focus is on improving academic gains and filling in learning gaps with all students. Our goal is to show growth on STAAR and MAP assessment results with all students. We will also continue to focus on improved assessment scores for all students including the percentage of students scored "masters" on the STAAR test. Overall, solid steps are in place to improve the academic achievement for all students at West Foundation.

District support is given to administrators, teachers, and paraprofessionals to assist the community of diverse learners that we serve. Each teacher is accountable for posting and adhering to the English Language Proficiency Standards (ELPS), which target the required curriculum for each subject including proficiency standards and level descriptors. The special education teachers work collaboratively with the general education teachers to strengthen learning for special education students. All teachers teach with depth and rigor that goes beyond the traditional textbook. All students engage in studies of complex topics based on real-world issues.

## Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** Approximately forty percent of West student population is economically disadvantaged resulting in the need for additional support.

**Root Cause:** West attendance zone continually changes and a more diverse population of students are enrolling.

**Problem Statement 2 (Prioritized):** West is experiencing an increase in students who exhibit serious behavior issues.

**Root Cause:** Campus demographics are continually changing. Social and emotional issues due to living environments.

# Student Learning

## Student Learning Summary

### Grade 3 STAAR Results:

#### Reading

- Approaches: 87%
- Meets: 77%
- Masters: 48%

#### Math

- Approaches: 78%
- Meets: 80%
- Masters: 31%

### Grade 4 STAAR Results:

#### Reading

- Approaches: 96%
- Meets: 88%
- Masters: 36%

#### Math

- Approaches: 80%
- Meets: 61%
- Masters: 20%

### Grade 5 STAAR Results:

#### Science

- Approaches: 71%
- Meets: 48%
- Masters: 32%

#### Reading

- Approaches: 91%
- Meets: 71%

- Masters: 40%

## **Math**

- Approaches: 89%
- Meets: 84%
- Masters: 22%

## **Student Learning Strengths**

Overall our students showed growth. We experienced academic gains this school year. We continue to strive to fill in learning gaps for all students.

West staff is committed to continued student growth and academic achievement.

## **Problem Statements Identifying Student Learning Needs**

**Problem Statement 1 (Prioritized):** West is continuing to fill in learning gaps while providing support for students who are experiencing additional social and emotional needs.

**Root Cause:** Increase in students needed additional academic support.

**Problem Statement 2 (Prioritized):** Our campus struggles daily to find substitute teachers when staff is out. This often results in combining classes for the school day.

**Root Cause:** Finding enough substitute teachers to serve campus needs.

# School Processes & Programs

## School Processes & Programs Summary

- To promote safety our campus regularly practices drills, all visitors and staff wear name badges, and outside doors are kept locked. West Foundation has many activities for students to participate in including clubs, UIL, Honor Choir, Craft Club, Earth Club, and Good News Club.
- West Foundation will continue to implement Amplify Reading and Bluebonnet Math with fidelity and follow WFISD scope and sequence for all other subjects.
- Our staff received Capturing Kids Hearts training in July 2021. We were awarded National Showcase status in May of 2024 and 2025. We have a positive behavior program and character education to increase appropriate behavior and reduce the threat of bullying, as well as grade level discipline plans with set consequences for inappropriate behavior. Occasionally, disciplinary removals happen due to severe disruptions in the classroom and serious inappropriate interactions between students.
- West Leadership Behavior Team helps monitor and adjust the Campus Behavior Plan/Procedures.
- The Instructional Coach will provide instructional support for all teachers at West Foundation. All teachers new to West are also provided professional learning opportunities were provided to staff through campus professional learning communities. Our Instructional Coach will provide new teachers with support and make them a priority. Our Instructional Coach provide instructional support for all teachers at West. Our Instructional Coach will also utilize our three instructional paras to assist teachers in providing academic interventions for At Risk and struggling students.
- All new teachers paired with experienced, skilled teachers.
- Professional development focused on increased academic achievement.

## School Processes & Programs Strengths

- Highly qualified staff is a strength for West Foundation Elementary.
- All new teachers are mentored by an experienced campus teacher. Research-based professional development is provided for growth and development. Teachers in need of assistance are provided support from mentor teachers and campus Instructional Coaches.
- Strong professional development programs are in place through the WFISD Curriculum Dept., Region 9 ESC, WFISD Technology Dept. and PD centered around campus goals. This contributes to the retention of teachers as well as the quality of their job performance. High teacher retention.
- Weekly PLC meetings are held during conference periods. Conferences were lengthened to 55 minutes allow for 1 conference to be utilized each week.
- Weekly Math Internalizations for Bluebonnet Curriculum
- Our Instructional Coach is available to provide assistance to teachers.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1 (Prioritized):** A separate WFISD Curriculum person for each content subject.

**Root Cause:** WFISD Budget restraints.

**Problem Statement 2 (Prioritized):** More campus support for students with severe behavior problems.

**Root Cause:** WFISD budget restraints.

# Perceptions

## Perceptions Summary

- West Foundation staff will provide a safe and secure environment for all students. The focus will be on improving student achievement and student academic success. Our campus provides opportunities for students to become involved through UIL and after-school enrichment clubs. West Foundation provides a friendly and nurturing learning environment for all students. Our goal is to empower students to become lifelong learners. All teachers will provide students with data-driven instruction. Our students participate in a school-wide Character Ed Program.
- The staff at West Foundation will continue to have high standards for students. Common Assessments will be administered. Assessment scores will be disaggregated to determine strengths and areas in need of improvement. Targeted instruction will take place based on assessment results. MTSS meetings will be held monthly. Daily Response to Intervention time will be scheduled and utilized. All interventions will be targeted and skill based. West staff is committed to improved student academic achievement.
- Technology will be used in every classroom by teachers for instructional purposes. Teachers will utilize the computer lab at scheduled times for students. All grade levels are participating in the district "Technology in the Classroom" initiative.
- Classrooms will continue to use Viewsonic interactive technology boards to assist with instruction.

## Perceptions Strengths

- West Foundation provides a friendly and nurturing learning environment for all students. West strategically places staff in areas of our building before school, during lunch, and after school to ensure the safety of all students. All students are greeted by staff each morning as they arrive. The new security doors are used daily and of benefit regarding campus security. Our students participate in a school-wide Character Ed Program. West follows the WFISD bullying policy. A large percentage of our students participate in after-school clubs/UIL.
- West Foundation has a large amount of parent involvement. PTO assists in planning school activities and volunteering. They provide a tremendous amount of support to the school. PTO sponsors Field Day, funds teacher wish lists, class parties, field trips, and helps support other financial needs that arise. Weekly newsletters are sent home, Parentlink reminders are sent, Meet the Teacher takes place each August, ESL parent meeting, individual GT parent meetings on campus, end of year Awards assemblies, and student music programs.
- PTO has several fundraisers throughout the school year in order to raise money to support our school.
- West Foundation has supportive PIE partners.
- PALS/Mentors for students.
- Monthly PTO board meetings that include school administration.
- Our master schedule maximize instructional time. Common planning times are scheduled for all grade levels. Teachers participate in weekly PLC meetings with the principal and instructional coaches. After school student enrichment programs are available to students. West Foundation staff is committed to continually improving student academic achievement.
- West received a full time police officer this school year.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** West would like to have our PIE partners more involved on campus and financially through donations.

**Root Cause:** PIE partner availability. Difficult time recruiting new/additional PIE partners. Current economy.

**Problem Statement 2 (Prioritized):** Our campus struggles daily to find substitute teachers when staff is out. This often results in combining classes for the school day.

**Root Cause:** Finding enough substitute teachers to serve campus needs.

# Priority Problem Statements

**Problem Statement 1:** West is continuing to fill in learning gaps while providing support for students who are experiencing additional social and emotional needs.

**Root Cause 1:** Increase in students needed additional academic support.

**Problem Statement 1 Areas:** Student Learning

**Problem Statement 2:** Approximately forty percent of West student population is economically disadvantaged resulting in the need for additional support.

**Root Cause 2:** West attendance zone continually changes and a more diverse population of students are enrolling.

**Problem Statement 2 Areas:** Demographics

**Problem Statement 3:** West is experiencing an increase in students who exhibit serious behavior issues.

**Root Cause 3:** Campus demographics are continually changing. Social and emotional issues due to living environments.

**Problem Statement 3 Areas:** Demographics

**Problem Statement 4:** Our campus struggles daily to find substitute teachers when staff is out. This often results in combining classes for the school day.

**Root Cause 4:** Finding enough substitute teachers to serve campus needs.

**Problem Statement 4 Areas:** Student Learning - Perceptions

**Problem Statement 5:** A separate WFISD Curriculum person for each content subject.

**Root Cause 5:** WFISD Budget restraints.

**Problem Statement 5 Areas:** School Processes & Programs

**Problem Statement 6:** More campus support for students with severe behavior problems.

**Root Cause 6:** WFISD budget restraints.

**Problem Statement 6 Areas:** School Processes & Programs

**Problem Statement 7:** West would like to have our PIE partners more involved on campus and financially through donations.

**Root Cause 7:** PIE partner availability. Difficult time recruiting new/additional PIE partners. Current economy.

**Problem Statement 7 Areas:** Perceptions

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- 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
- Accountability Distinction Designations
- Alternative Education Accountability (AEA) data
- Local Accountability Systems (LAS) data
- Community Based Accountability System (CBAS)

## 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
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved PreK - 2nd grade assessment data
- Other PreK - 2nd grade assessment data

- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

### **Student Data: Student Groups**

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- 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
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by 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
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- 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
- Action research results

# Goals





**Goal 1:** Recruit, retain, and support teachers and principals.

**Performance Objective 1:** Provide additional support for staff on campus through developed teams, instructional coach, and administration due to instructional staff cuts at the Ed Center.

**High Priority**

**Evaluation Data Sources:** PLC's, End of Year Staff Survey





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> The campus will meet all guidelines regarding the Highly Qualified status requirements for teachers and paraprofessionals. If needed, the campus will provide notification to parents if the staff does not meet Highly Qualified status. Any non-qualified staff member will follow a district developed certification plan.</p> <p><b>Strategy's Expected Result/Impact:</b> HR certified teacher report Principal Attenuation</p> <p><b>Staff Responsible for Monitoring:</b> Principal, assistant principal</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p>- <b>ESF Levers:</b> Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p>- <b>Additional Targeted Support Strategy</b></p>	Formative			Summative
	Nov	Feb	May	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Professional development will be provided for all staff. It will be designed to support improved student achievement. To include but not limited to Inclusion/Special Education, TBSI, and the support of English Learners.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved Academic Growth on MAP Assessments Higher STAAR scores</p> <p><b>Staff Responsible for Monitoring:</b> Principal, assistant principal, instructional coaches, lead teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p>- <b>Additional Targeted Support Strategy</b></p>	Formative			Summative
	Nov	Feb	May	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Increase the number of certified teachers receiving TIA.</p> <p><b>Strategy's Expected Result/Impact:</b> Provide teachers with additional support and training to improve their teaching skills.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Coach</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> - General - \$1,246</p>	Formative			Summative
	Nov	Feb	May	June
<p style="text-align: center;">  No Progress       Accomplished       Continue/Modify       Discontinue </p>				

**Goal 1:** Recruit, retain, and support teachers and principals.

**Performance Objective 2:** Increase the number of parent PTO membership by 2% . The campus will utilize parent volunteers for additional support.





**Evaluation Data Sources:** PTO membership data.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> West Foundation Parent/Teacher Organization will be more active on campus for the 2024-25 school year.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased parent involvement.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture - <b>Additional Targeted Support Strategy</b></p>	Formative			Summative
	Nov	Feb	May	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:** Recruit, retain, and support teachers and principals.

**Performance Objective 3:** Core teams have been developed to provide support and collaboration amongst staff (i.e. Discipline, Morale, Site Base).





**Evaluation Data Sources:** Campus Leadership Teams

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Core teams will provide extra support an leadership on campus.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased support and overall campus implementation consistency.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Counselor, Instructional Coach</p> <p><b>ESF Levels:</b> Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	May	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:** Recruit, retain, and support teachers and principals.

**Performance Objective 4:** Campus safety will be a priority. All staff will be trained on safety protocols and procedures. All staff will complete TEA modules regarding Bullying Prevention, Sexual Harassment/Dating Violence, Internet Safety, Conflict Resolution, Prevention of Unwanted Physical or Verbal Aggression, and Anti-Violence Techniques.

**Evaluation Data Sources:** Routine Campus Safety Checks by Administration, Staff Completion of TEA Safety Professional Development Videos

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Staff will routinely use safety protocols and procedures.</p> <p><b>Strategy's Expected Result/Impact:</b> West will remain safe for all students and staff.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Staff</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Feb	May	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 2:** Build a foundation of literacy and numeracy.





**Performance Objective 1:** 95% of students show one years growth or more in ELAR by the end of the school year.

**High Priority**

**Evaluation Data Sources:** K- 5 MAP assessments for BOY, MOY, and EOY. Gr. 3-5 STAAR assessment results.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> District created Unit Tests will be given to track progress for all students in reading, math, writing, and science.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased STAAR scores.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, assistant principal (testing coordinator, instructional coaches, and teachers).</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- <b>Additional Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> Tutoring - Title 1 Part A - \$4,744, Tutoring - SCE - \$5,930</p>	Formative			Summative
	Nov	Feb	May	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Tutorials will be provided. Campus funds will be used for tutorials.</p> <p>*Students will be identified for and enrolled in accelerated instruction classes based on prior state assessments and the district screener. The classes will provide intensive remediation in preparation for upcoming exams.</p> <p><b>Strategy's Expected Result/Impact:</b> MAP, STAAR results and district test, and screeners.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, assistant principal (testing coordinator, instructional coaches, and teachers).</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- <b>Additional Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> Supplemental Classroom Aides - 35% - SCE, - Title 1 Part A</p>	Formative			Summative
	Nov	Feb	May	June

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> UIL and After School Clubs will be provided to increase academic progress for students in grades 3-6. District and Campus Funds will be utilized when available.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be exposed to higher order learning activities after school during clubs.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, assistant principal, teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- <b>Additional Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> - General</p>	Formative			Summative
	Nov	Feb	May	June
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> The TELPAS will be utilized to assess LEP students' achievement measured against the state achievement standards. LEP students will receive specialized instruction by qualified personnel in an effort to meet their specific needs, and ultimately improve their overall academic success</p> <p><b>Strategy's Expected Result/Impact:</b> All ELAR teachers are ESL certified.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, assistant principal, ELL instructor.</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- <b>Additional Targeted Support Strategy</b></p>	Formative			Summative
	Nov	Feb	May	June

Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> District created unit tests will be given to track progress for all students in reading, math, writing, and science.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in STAAR Advanced scores</p> <p><b>Staff Responsible for Monitoring:</b> Testing Coordinator, Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- <b>Additional Targeted Support Strategy</b></p>	Formative			Summative
	Nov	Feb	May	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				





**Goal 2:** Build a foundation of literacy and numeracy.

**Performance Objective 2:** 95% of student show one years growth in math by the end of the year.

**High Priority**

**Evaluation Data Sources:** K-5 MAP assessments for BOY, MOY, and EOY. Gr. 3-5 STAAR assessment results.





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Our campus will use MAP data to track students progress and growth.</p> <p><b>Strategy's Expected Result/Impact:</b> 95% of our students will show one years growth in math by the end of the school year.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Coaches, Teachers.</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> - Title 1 Part A, - SCE</p>	Formative			Summative
	Nov	Feb	May	June

 No Progress     
  Accomplished     
  Continue/Modify     
  Discontinue

**Goal 2:** Build a foundation of literacy and numeracy.

**Performance Objective 3:** HB1416: Provide all students in grades 4 and 5 that did not pass STAAR with a minimum of 15-30 hours tutoring from a trained tutor. Tutoring will be specific and intentional.

**Evaluation Data Sources:** Increased STAAR passing percentage in grades 4 and 5. Each student will show at least one years growth.





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Tutorials will be provided by campus staff and hired tutors.                      *Students will be identified for and enrolled in accelerated instruction classes based on prior state assessments and the district screener. The classes will provide intensive remediation in preparation for upcoming exams.</p> <p><b>Strategy's Expected Result/Impact:</b> 90% of our students will show one years growth this school year.  <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Coaches, Teachers.</p> <p><b>TEA Priorities:</b>                      Build a foundation of reading and math                      - <b>ESF Levers:</b>                      Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction                      - <b>Targeted Support Strategy</b>  <b>Funding Sources:</b> - SCE</p>	Formative			Summative
	Nov	Feb	May	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 2:** Build a foundation of literacy and numeracy.

**Performance Objective 4:** Targeted interventions and tutoring will be provided for struggling students. Students will be identified through MTSS, Data, RTI, and At Risk. Teachers and tutors will provide specific targeted interventions and instructions in areas of skill weakness. This student group will be fluid and continually change based on progress and results.

**High Priority**

**Evaluation Data Sources:** Each student will show at least one years academic growth.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Paid tutors will provide struggling students with additional support and interventions.</p> <p><b>Strategy's Expected Result/Impact:</b> Each student will gain at least one years academic growth.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Coach, Teachers.</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> - SCE, - Title 1 Part A</p>	Formative			Summative
	Nov	Feb	May	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:** Connect high school to career and college.

**Performance Objective 1:** Increase the percentage of students who score advanced on all STAAR tests by 3%.





**High Priority**

**Evaluation Data Sources:** End of year STAAR results.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Students will be identified for and enrolled in accelerated instruction classes based on prior state assessments and the district screener. The classes will provide intensive remediation in preparation for upcoming exams. This will primarily be done in the reading and math block as well as during station work with teacher group.</p> <p><b>Strategy's Expected Result/Impact:</b> Reading and math data CBA scores Benchmarks</p> <p><b>Staff Responsible for Monitoring:</b> Principal, AP, Instructional Coaches, Classroom teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- <b>Additional Targeted Support Strategy</b></p>	Formative			Summative
	Nov	Feb	May	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> The campus will monitor students who are identified as at-risk. Support for these students may be provided through counseling and accelerated instruction</p> <p><b>Strategy's Expected Result/Impact:</b> SST meeting info</p> <p><b>Staff Responsible for Monitoring:</b> At-risk coordinator, Principal, AP, SCE Paras</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- <b>Additional Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> - SCE</p>	Formative			Summative
	Nov	Feb	May	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> SCE funds will be used to for tutoring. Teachers will use assessment data to fill in gaps in learning for students.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student academic performance.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Teachers, Instructional Coaches</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p>- <b>Additional Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> - SCE</p>	Formative			Summative
	Nov	Feb	May	June





Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Teachers will meet in PLCs to analyze and discuss student data with a focus on student improvement and success. Teachers will maintain data trackers that they update with each common assessment.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved student performance</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Instructional coaches Principal &amp; AP MTSS</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- <b>Additional Targeted Support Strategy</b></p>	Formative			Summative
	Nov	Feb	May	June

 No Progress     
  Accomplished     
  Continue/Modify     
  Discontinue

**Goal 3:** Connect high school to career and college.

**Performance Objective 2:** Students and staff will wear college or technical school shirts every Wednesday.

**Evaluation Data Sources:** Student and staff weekly participation.





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Students will begin identifying and recognizing higher learning colleges and technical schools.</p> <p><b>Strategy's Expected Result/Impact:</b> High percentage of student participation.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Teachers.</p> <p><b>TEA Priorities:</b> Connect high school to career and college</p> <p><b>- ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Feb	May	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 4:** Improve low performing schools.

**Performance Objective 1:** Increase the percentage of students passing the STAAR Reading, Math, and Science by 3%

**High Priority**





**Evaluation Data Sources:** End of year STAAR results.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Students will receive differentiated instruction during class and RTI. Teachers will utilize stations and project-based learning to challenge students and meet their individual needs.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased STAAR Reading scores.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Administrators Instructional Coaches</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- <b>Additional Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> Curriculum Facilitators - SCE</p>	Formative			Summative
	Nov	Feb	May	June
	Empty review cells			
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Students in all grade levels will participate in weekly writing activities.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	May	June
	Empty review cells			
<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:** Improve low performing schools.

**Performance Objective 2:** We will identify and monitor students with chronic attendance issues. Parents will be contacted daily, missed student work will be provided for parents to pick up, and family support will be offered if needed.





**Evaluation Data Sources:** Increased campus attendance rate by 2%.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Students and parents will be encouraged to attend school regularly without unnecessary absences and tardies.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased campus attendance rate of 2%.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Attendance Clerk</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Feb	May	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 4:** Improve low performing schools.

**Performance Objective 3:** Efforts will be made to address students social and emotional needs. School counselor will be providing additional support by providing Character Education lessons for all students.

**Evaluation Data Sources:** Number of student counselor referrals and threat assessments.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> All students will participate in weekly Capturing Kids Hearts Character Education lessons.</p> <p><b>Strategy's Expected Result/Impact:</b> All students will learn techniques to address social and emotional needs.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Counselor, Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	May	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

# State Compensatory

## Budget for West Foundation Elementary

**Total SCE Funds:** \$5,930.00

**Total FTEs Funded by SCE:** 1.75

### Brief Description of SCE Services and/or Programs

West uses these funds for targeted assistance student tutoring who are identified as At Risk.

## Personnel for West Foundation Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Clark, Kindra	Para	0.35
Edgemon, Linda	Para	0.35
Hunt, Cheryl	Curriculum Facilitator	0.35
Jackson Kohl	Para	0.35
Shortt, Angelia	Para	0.35

# Campus Funding Summary

Title 1 Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	Tutoring		\$4,744.00
2	1	2			\$0.00
2	2	1			\$0.00
2	4	1			\$0.00
<b>Sub-Total</b>					\$4,744.00
<b>Budgeted Fund Source Amount</b>					\$5,544.00
<b>+/- Difference</b>					\$800.00
SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	Tutoring		\$5,930.00
2	1	2	Supplemental Classroom Aides - 35%		\$0.00
2	2	1			\$0.00
2	3	1			\$0.00
2	4	1			\$0.00
3	1	2			\$0.00
3	1	3			\$0.00
4	1	1	Curriculum Facilitators		\$0.00
<b>Sub-Total</b>					\$5,930.00
<b>Budgeted Fund Source Amount</b>					\$5,930.00
<b>+/- Difference</b>					\$0.00
General					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3			\$1,246.00
2	1	3			\$0.00
<b>Sub-Total</b>					\$1,246.00
<b>Budgeted Fund Source Amount</b>					\$1,246.00

General					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
				+/- Difference	\$0.00
				Grand Total Budgeted	\$12,720.00
				Grand Total Spent	\$11,920.00
				+/- Difference	\$800.00