

# Wichita Falls Independent School District

## Booker T Washington Elementary

### 2025-2026 Campus Improvement Plan



# Mission Statement

The mission of Booker T. Washington Elementary is to provide all students the opportunity to perform to their full potential so that they may become life-long learners who are productive, responsible, and participating members of society.

## Vision

We, as Booker T. Washington staff, are committed to creating a school that gives every student the opportunity to succeed. Every student will have the opportunity to be successful. Every student will have the opportunity to develop their character and their academic skills. The elementary education we provide our students will serve as the foundation that our students will build their lives upon.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

In the 2024-2025 school year, the total student enrollment has increased to **379 students**, compared to 357 in the previous year. African American students remain the largest demographic group with **177 students**, followed by Hispanic/Latino students at **107 students** and White students with **61 students**. Multi-Race students represent a smaller group at **32 students**, while American Indian and Asian students remain at **1 and 0 students**, respectively. Economically Disadvantaged students have increased to **335**, showing the school's strong focus on supporting diverse economic needs. Additionally, **92 students** are enrolled in Special Education, and **11 students** are classified as Emergent Bilingual/English learners.

### Demographics Strengths

Our school continues to thrive as a **community-centered school**, reflecting the diversity and economic composition of the families we serve. This alignment between the school and its community creates a strong bond, allowing us to better address the needs of all students. Importantly, the school has maintained a **96.2% attendance rate**, showcasing our students' dedication and engagement in their education. These strengths emphasize our role as an extension of the community, fostering a positive and supportive learning environment for every child.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** A significant portion of students from economically disadvantaged backgrounds and English Language Learners (ELLs) are not meeting grade-level expectations in reading and math.

**Root Cause:** Limited access to early intervention programs and resources tailored to the needs of economically disadvantaged students and ELLs has hindered their academic progress.

# Student Learning

## Student Learning Summary

For the 2024-2025 school year, Booker T. Washington has seen measurable progress in student learning, as demonstrated by STAAR performance trends. Significant improvements were noted in **Reading and Math** across various grade levels. In **Reading**, 92% of 3rd-grade students achieved proficiency, showcasing strong foundational skills. Additionally, **54%** of 4th-grade and **53%** of 5th-grade students demonstrated proficiency in Reading. In **Math**, 86% of 3rd-grade students achieved proficiency, while results in 4th and 5th grades highlight areas for further growth. Early learning assessment data and intervention programs continue to provide targeted support to ensure academic success for all students.

## Student Learning Strengths

One of the key strengths of Booker T. Washington's student learning outcomes is the **notable success in foundational skills**, particularly in the 3rd grade, where students demonstrated high proficiency in both Reading (92%) and Math (86%). This strong start sets a solid trajectory for future academic growth. To ensure continued improvement, the school has implemented **daily interventions, student recognition programs, and mentorship opportunities**. These strategies, alongside rigorous curriculum implementation like Amplify Texas and Eureka Math, have contributed to the growth of student performance. Additionally, frequent teacher observations and targeted instructional support have strengthened teaching effectiveness and student engagement.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** Student performance on NWEA MAP and STAAR assessments indicates low proficiency levels in reading and math, with substantial gaps for low-performing and special populations (e.g., ELLs, SPED).

**Root Cause:** Instructional practices are not consistently differentiated or aligned with students' individual learning needs, and there is a lack of effective monitoring and timely interventions.

# School Processes & Programs

## School Processes & Programs Summary

Booker T. Washington continues to implement comprehensive programs and processes to support student growth and success. All classrooms are equipped with **Chromebooks**, ensuring students have access to digital resources and learning tools. Teachers deliver rigorous instruction using the **Amplify Texas** curriculum for reading and **Eureka Math**, with frequent monitoring to ensure effective implementation. The school conducts **daily intervention sessions** for each grade level, allowing targeted support for struggling students. Programs like **Capturing Kids' Hearts (CKH)** foster a positive learning environment and build strong student-teacher relationships. Additionally, Booker T. offers student recognition programs, including weekly "Students of the Week" celebrations and nine-week award ceremonies, celebrating academic and behavioral achievements.

## School Processes & Programs Strengths

A significant strength at Booker T. Washington is the consistent support provided to teachers and staff to improve instruction and learning outcomes. **Weekly PLC meetings** involve grade-level teachers, instructional coaches, and administrators working collaboratively to review data and align instruction with student goals. Instructional coaches provide individualized support by assisting teachers with **lesson planning** during conference periods and offering targeted coaching based on teacher needs. Leadership coaching for administrators further enhances school processes, ensuring effective decision-making and instructional leadership. Additionally, strong collaboration with **Region 9 specialists** provides guidance, modeling, and feedback to support both classroom management and curriculum implementation. These processes strengthen instructional consistency, promote student success, and cultivate a culture of continuous improvement.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1 (Prioritized):** Current intervention programs and instructional schedules are not effectively addressing the needs of struggling students, leading to insufficient academic growth.

**Root Cause:** Ineffective use of data and inconsistent implementation of evidence-based interventions result in gaps in targeting students' specific academic needs.

# Perceptions

## Perceptions Summary

Booker T. Washington continues to prioritize building strong relationships with students, staff, parents, and the broader community. **Capturing Kids' Hearts (CKH)**, now in its fourth year of full implementation, has further strengthened the connection between staff and students by fostering trust, empathy, and a positive campus culture. The administrative team continues to collaborate with CKH facilitators to enhance implementation, ensuring it aligns with the needs of students, including trauma-informed strategies. Parental involvement has shown improvement, with increased participation in events such as **parent conferences, goal-setting discussions, and quarterly family engagement nights**. Feedback collected through surveys and student recognition programs highlights the value of these initiatives in improving the overall school climate.

## Perceptions Strengths

Booker T. Washington maintains a strong and supportive relationship with the surrounding community, which plays a vital role in helping students and families succeed. While the school no longer has a formal PTA, parental involvement has increased through goal-setting meetings, family nights, and open lines of communication with teachers and staff. Community partnerships with local businesses and volunteers remain a key strength, demonstrating the community's investment in the success of the school. Additionally, programs such as **CKH** have significantly improved the school culture and climate, fostering a sense of belonging and emotional well-being for all students and staff. Staff surveys and student feedback further affirm a shared belief in the school's values and its commitment to student success.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** Parent and community engagement levels are low, with many families feeling uninformed or disconnected from their child's academic and behavioral progress.

**Root Cause:** Limited communication and outreach efforts, as well as a lack of accessible and culturally responsive parent education programs, have contributed to low levels of family involvement.

# Priority Problem Statements

**Problem Statement 1:** A significant portion of students from economically disadvantaged backgrounds and English Language Learners (ELLs) are not meeting grade-level expectations in reading and math.

**Root Cause 1:** Limited access to early intervention programs and resources tailored to the needs of economically disadvantaged students and ELLs has hindered their academic progress.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** Student performance on NWEA MAP and STAAR assessments indicates low proficiency levels in reading and math, with substantial gaps for low-performing and special populations (e.g., ELLs, SPED).

**Root Cause 2:** Instructional practices are not consistently differentiated or aligned with students' individual learning needs, and there is a lack of effective monitoring and timely interventions.

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 3:** Current intervention programs and instructional schedules are not effectively addressing the needs of struggling students, leading to insufficient academic growth.

**Root Cause 3:** Ineffective use of data and inconsistent implementation of evidence-based interventions result in gaps in targeting students' specific academic needs.

**Problem Statement 3 Areas:** School Processes & Programs

**Problem Statement 4:** Parent and community engagement levels are low, with many families feeling uninformed or disconnected from their child's academic and behavioral progress.

**Root Cause 4:** Limited communication and outreach efforts, as well as a lack of accessible and culturally responsive parent education programs, have contributed to low levels of family involvement.

**Problem Statement 4 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
- 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
- Federal Report Card and accountability data
- Local Accountability Systems (LAS) data

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Prekindergarten Self-Assessment Tool
- 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
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- STEM and/or STEAM data

#### **Student Data: Behavior and Other Indicators**

- Completion rates and/or graduation rates data
- 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
- T-PESS 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:** Increase the percentage of students meeting grade-level reading expectations as measured by reading assessments.

**Performance Objective 1:** By the end of the school year, 80% of students will show adequate growth in reading proficiency.


**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** NWEA MAP GROWTH TEST  
 READING STAAR SCORES  
 UNIT/MODULE ASSESSMENT TRACKING

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Targeted reading intervention programs (RTI) for students below grade level.</p> <p><b>Strategy's Expected Result/Impact:</b> Students participating in reading interventions will demonstrate a measurable increase in reading proficiency by the end of the school year, as measured by the NWEA MAP Growth test and STAAR reading assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Synquis Lewis            Sandy Leger            Mary Spangler            K-5 Classroom Teachers</p> <p><b>TEA Priorities:</b>            Build a foundation of reading and math, Improve low-performing schools  <b>- ESF Levers:</b>            Lever 4: High-Quality Instructional Materials and Assessments  <b>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b></p>	Formative			Summative
	Nov	Feb	May	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Professional development on literacy instruction for teachers to strengthen teaching methods for struggling readers.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will implement effective reading strategies in the classroom, leading to improved reading scores for at least 80% of struggling readers, as evidenced by classroom assessments and state test results.</p> <p><b>Staff Responsible for Monitoring:</b> Synquis Lewis Sandy Leger Mary Spangler K-5 Classroom Teachers</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b></p>	Formative			Summative
	Nov	Feb	May	June
	Review cells are empty			



**Goal 2:** Raise student proficiency in math, with a focus on numerical fluency as measured by classroom assessments, MAP and the state's math assessments





**Performance Objective 1:** By the end of the school year, 80% of students will demonstrate proficiency in grade-level math standards.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** NWEA MAP GROWTH TEST  
MATH STAAR SCORES  
UNIT/MODULE ASSESSMENT TRACKING

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Small-group targeted math interventions focusing on foundational skills in number sense, operations, and problem-solving.</p> <p><b>Strategy's Expected Result/Impact:</b> 80% of students in small-group interventions will show a 10% or greater improvement in math proficiency, as measured by NWEA MAP Growth tests and STAAR math results.</p> <p><b>Staff Responsible for Monitoring:</b> Synquis Lewis Sandy Leger Mary Spangler K-5 Classroom 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 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b></p>	Formative			Summative
	Nov	Feb	May	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Data-driven math instruction with regular analysis of student performance to adjust lessons.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will adjust instruction based on data, resulting in at least 80% of students achieving proficiency in grade-level math standards by the end of the year, as measured by STAAR and NWEA MAP Growth.</p> <p><b>Staff Responsible for Monitoring:</b> Synquis Lewis Sandy Leger Mary Spangler K-5 Classroom Teachers</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b></p>	Formative			Summative
	Nov	Feb	May	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 3:** Increase the percentage of low-performing students as tracked through targeted interventions and assessments





**Performance Objective 1:** By the end of the school year, 90% of low-performing students will show measurable academic growth.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** UFLI ASSESSMENTS  
 TXKEA, CIRCLE TESTING  
 NWEA MAP GROWTH TEST  
 MATH STAAR SCORES  
 UNIT/MODULE ASSESSMENT TRACKING

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Use individualized learning plans (ILPs) for low-performing students, outlining specific interventions and supports.</p> <p><b>Strategy's Expected Result/Impact:</b> 70% of low-performing students will show at least one year's worth of academic growth in reading and math, as measured by pre- and post-assessments on the NWEA MAP Growth test and STAAR.</p> <p><b>Staff Responsible for Monitoring:</b> Synquis Lewis                      Sandy Leger                      Mary Spangler                      K-5 Classroom Teachers</p> <p><b>TEA Priorities:</b>                      Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b>                      Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b></p>	Formative			Summative
	Nov	Feb	May	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Increased teacher collaboration in PLCs to share best practices and monitor student progress.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved instructional practices in classrooms, with at least 65% of low-performing students showing measurable growth in both behavioral and academic outcomes by the end of the year.</p> <p><b>Staff Responsible for Monitoring:</b> Synquis Lewis Sandy Leger Mary Spangler K-5 Classroom Teachers</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b></p>	Formative			Summative
	Nov	Feb	May	June
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**Goal 4:** Increase parent engagement in school activities, conferences, and communication regarding student progress as measured by attendance records, survey responses, and participation in school events or meetings.





**Performance Objective 1:** By the end of the school year, 60% of parents of students identified as needing academic or behavioral support will participate in at least two parent-teacher conference, two school events, and five communication sources regarding their child's progress.

**High Priority**

**Evaluation Data Sources:** ATTENDANCE RECORDS  
SIGN IN SHEETS  
COMMUNICATION LOGS

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Develop a school-wide communication plan that includes regular updates for parents on their child's academic and behavioral progress, with actionable steps to support at home.</p> <p><b>Strategy's Expected Result/Impact:</b> 60% of parents will engage in regular communication regarding their child's academic and behavioral progress, as tracked through communication logs, emails, and attendance at meetings or conferences.</p> <p><b>Staff Responsible for Monitoring:</b> Synquis Lewis Denise Dorzab Sandy Leger</p> <p><b>TEA Priorities:</b> Connect high school to career and college, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b></p>	Formative			Summative
	Nov	Feb	May	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Increase parent education programs to equip families with strategies to support student learning and behavior at home, ensuring alignment between school and home expectations.</p> <p><b>Strategy's Expected Result/Impact:</b> At least 50% of parents will attend parent education workshops, with 80% of those reporting an increased ability to support their child's academic and behavioral needs at home.</p> <p><b>Staff Responsible for Monitoring:</b> Synquis Lewis Denise Dorzab Sandy Leger</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Feb	May	June
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  Accomplished     
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# State Compensatory

## Budget for Booker T Washington Elementary

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 4

Brief Description of SCE Services and/or Programs

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## Personnel for Booker T Washington Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Alexandra Mace	Para	1
Allexus Aguilar	Para	1
Judy Wiggins	Para	1
Rosario Jimenez	Para- PE	1

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Clara Shirley	Instructional Coach	School Wide	1

# Site Based Decision Making Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Parent	Cassie Ervin	Parent
Para	Allexus Aguilar	Paraprofessional
Community Member	Jeremy Dorzab	Community Member
Teacher	Dara Hiremath	3rd Grade Reading Teacher
Teacher	Avery Baird	Kindergarten Teacher
Teacher	Shamekia Smith	1st Grade Teacher
SPED	Contina McNeely	SPED Teacher
SC	Dernise Dorzab	School Counselor
IC	Mary Spangler	Instructional Coach
AP	Sandy Leger	Assistant Principal
Principal	Synquis Lewis	Principal