Angleton Independent School District

Westside Elementary

2023-2024 Campus Improvement Plan

Mission Statement

Our mission is to educate and prepare each student academically and socially through supportive relationships to maintain our thriving community.

Vision

Angleton ISD

Achieving Excellence Because We're Wildcats

Core Beliefs

We believe:

All students can learn

The learning environment must be positive, genuine, caring and safe for students and staff to reach their potential

In clearly defined goals that set high expectations for student success

In the value of parents and families as involved decision-makers

In viable curriculum and future-oriented programs

In developing and retaining staff who positively affect student achievement

Actively engaging the community results in development of our children

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Comprehensive Needs Assessment

Demographics

Demographics Summary

WS has approximately 1,100 students and all of the district's special populations on our campus, including bilingual, gifted and talented, and special education behavioral and Autism structured learning class. Approximately 79% of our students are free and reduced lunch and over 60% of our students meet at-risk criteria. We have approximatley 450 bilingual learners. WS is constructed of 135 staff members. Of the 135 staff members 70 are certified professionals and the remainder are paraprofessionals, cafeteria, and custodial. Each grade level has an equal mix of ESL certified teachers and Bilingual certified teachers. We have a class size of approximately 21:1.

Ethnic Distribution:

AA- 11%

Hisp- 65%

White- 18%

Other- 6%

Demographics Strengths

Due to the lack of preliminary STAAR information, listed below are the ethnicities that were below our average raw score of the total student population in each tested area:

Grade 3- Reading (All Sts. Average RAW score)- 28

Hispanic-27

Two or More- 26

Grade 3- Math (All Sts. Average RAW score)- 20

Af. Am- 17

Two or More-18

Grade 4- Reading (All Sts. Average RAW score)- 28

Hisp- 27

Grade 4- Math (All Sts. Average RAW score)- 25

White-24

Grade 5- Reading (All Sts. Average RAW score)- 33

Hispanic-32

Grade 5- Math (All Sts. Average RAW score)- 27

Af. Am- 26

Grade 5- Science (All Sts. Average RAW score)- 24

Af. Am- 23

Problem Statements Identifying Demographics Needs

Problem Statement 1: The data shows that the Hispanic sub-pop is the lowest in Reading in all testing grade levels. Math had two grade levels with African American being the lowest sub-pop.

Student Achievement

Student Achievement Summary

Due to having no finalized STAAR testing data, below is the End of Year MAPS results by teacher

Teacher	Grade	Subject	% Met Growth	% on Grade Level		Teacher	Grade	Subject	% Met Growth	% on Grade Level
Beck/Willers/Lynch	K	Math	60%	62%		Bonner	3	Math	43%	57%
Beck/Willers/Lynch	K	Reading	80%	90%		Toomer	3	Reading	46%	59%
Hall	K	Math	63%	63%		Wallace	3	Math	85%	90%
Lara	K	Reading	90%	90%		St. Val	3	Reading	52%	68%
C. Ortiz	K	Math	73%	73%		Swallows	3	Math	62%	65%
Cook	K	Reading	94%	80%		Hanson	3	Reading	56%	52%
Garza	K	Math	63%	61%		Bonar	4	Math	62%	71%
Aluizo	K	Reading	58%	54%		Wamback	4	Reading	55%	69%
Christensen	1	Math	75%	76%		Perez	4	Math	78%	82%
Christensen	1	Reading	84%	71%		Lowe	4	Reading	43%	65%
Phelan	1	Math	58%	60%		Orbase	4	Math	63%	94%
Phelan	1	Reading	58%	47%		Rensberger	4	Reading	52%	75%
Singleton	1	Math	78%	47%		Fambrough	5	Math	58%	58%
Singleton	1	Reading	69%	24%		Austin	5	Reading	38%	51%
Cabrera	1	Math	75%	70%		Lenz	5	Math	59%	91%
Stark	1	Reading	76%	52%		Linder	5	Reading	42%	78%
Womack	1	Math	77%	78%		Rosental	5	Math	38%	79%
Duarte	1	Reading	63%	66%		Sepulveda	5	Reading	43%	55%
Blake	1	Math	79%	77%						
West	1	Reading	88%	77%						
Fischbach	2	Math	99%	89%				KEY:	>60%	
Fischbach	2	Reading	91%	84%					40%-59%	
Moreno	2	Math	95%	72%					<40%	
Arias	2	Reading	90%	74%						
Olvera	2	Math	78%	85%						

Teacher	Grade	Subject	% Met Growth	% on Grade Level		Teacher	Grade	Subject	% Met Growth	% on Grade Level
Tigner	2	Reading	47%	85%						
Teater	2	Math	68%	62%						
Giesecke	2	Reading	49%	49%						
Salazar	2	Math	57%	51%						
Schwank	2	Reading	43%	36%						

Student Achievement Strengths

The End of Year MAPS data shows that 28 out of our 48 MAPS teachers had 60% of their students make expected growth (59%). We had 34 out of 48 teachers that reached their goal of having 60% of their students on grade level (71%). We had tremendous MAP growth from MOY to EOY. At MOY we only had 15 our of 48 teachers that had 60% growth (31%). We had 19 out of 48 teachers that met their goal of being on grade level (40%).

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: We had 10 out of 48 teachers that didn't achieve their goal of growth and grade level. We will work with these teachers from the beginning of the year to ensure they are using effective Tier I instruction and Power Hour Interventions.

School Culture and Climate

School Culture and Climate Summary

Discipline Referrals

2016-17- 347

2017-18- 435

2018-19- 413

2019-20- 131

2020-21- 283

21-22- 538 (PK- 18, K- 38, 1- 71, 2- 44, 3- 92, 4- 74, 5- 201)

We went up dramatically this year- we had 201 in our 5th grade alone. The 5th grade group that went to AJH this year had a large amount of students with extreme and consistent behaviors. If you take them out it is mid-300's, which is standard for WS.

22-23- Total Referrals- 326 (We dropped by 200 referrals from the past year)

Referrals by Infraction			
Aggressive Behavior-AGG		73	
Alcohol-05		0	
Bus Discipline-BUS		70	
Bullying-61		1	
Conduct Code-21		23	
Disrespectful-DSP		27	
Disruption-DIS		7	
Disruptive Behavior-01		37	
Electronic Cigarettes Violation: ECV		0	
Electronic Device Violation -DEV		2	
Fighting-41		6	
Hall Violations-HAL		2	
Honor Code-HON		3	

Referrals by Infraction			
Horseplay-HSP		3	
Insubordination-SUB		4	
Internet Violation-NET		0	
Leaving Class-LCP		2	
Persistant Misbehavior-PER		5	
Profanity-PRF		10	
Refusal to Participate-REF		1	
Robbery/Theft-THF		6	
Sleeping-SLE		0	
Social Media Violation-SMV		0	
Teacher Referral-00		25	
Threat-TR		7	
Throwing Objects-THR		1	
Sexual Misconduct		3	
Verbal Abuse		1	
Vandalism-VAN		6	
Arson		1	
Total		326	
Referrals by Grade Level			
Pre-K	37		
Kinder	39		
First	48		
Second	33		
Third	65		
Fourth	44		
Fifth	60		

Referrals by Infraction			

School Culture and Climate Strengths

2018 – 2019 Attendance Rate: 97.4%

2019-20 (August- March)- Kinder- 97.7%, 1st- 97.5%, 2nd- 98%, 3rd- 98.4%, 4th- 98.1%, 5th- 98.3%

2020-21- PreK- 97.9%, Kinder- 97.6%, 1st- 97.5%, 2nd- 97%, 3rd- 96.5%, 4th- 97.1%, 5th- 96.7%   OVERALL- 97.15%- WE MET our 97% GOAL

21-22- Due to COVID we didn't meet our 97 goal, but we will be strive to meet the districts 94% goal for 22-23.

22-23- Attendance Rate was 95.62%- we met our goal of 94%

 Excellent attendance continues to be strength at Westside Elementary. We will continue to have nine weeks incentive for PA, and 100% door calendars. We will also continue calling on a daily basis if a child is absent. We will also do kinder challenges throughout the year because kinder is out lowest attendance each quarter. We will also monitor staff attendance and do quarterly attendance incentives for our staff with perfect attendance.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: We will get our attendance rate to 96%

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

We did not conduct a formal OHI survey, but in Spring 2022 a survey was conducted that measured the 10 dimensions of Organizational Health. We were interdependent in 8 out of 10 dimensions. The two that weren't at interdependent level were Resource Utilization and Adaptation. We had very little turnover this year- 1 person retired, and 4 left (2 to other professions, 1 to San Antonio to teach, and one to the junior high to coach cheer and dance)- those were our only openings.

Staff Quality, Recruitment, and Retention Strengths

We had two former paraprofessionals at WS that obtained their degree and moved up to teaching positions. We had a Teach Worthy candidate and this coming year we will have three "Grow Your own" staff members.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: We will continue to promote employees from Westside and work to provide grade and subject specific PD.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

We will continue to emphasize phonics and phonemic awareness in Kinder-2nd (Jolly Fox and/or Hegerty in conjunction with Saxon). We are continuing IReady Reading and Language, and integrating Lexia more in 2nd and 3rd for those students who need more emphasis on past taught phonic skills. . All teachers and administrators have completed their Reading Academies, at this time, we only have new to campus or grade level changes to complete their Reading Academy. We will work on our scope and sequence and formative assessments this year. We will also continue training teachers on how to work with our LEP, at-risk, and special education population. We will continue to have regular staff developments throughout the school year. Some meetings will focus on instruction while other meetings will be organizational/operational meetings. We feel that the instructional meeting needs to be completely focused on the TEKS and interventions for specific students. Eureka Math will be implemented this year in K-2 (all teachers) and 3rd-5th on a voluntary basis.

Curriculum, Instruction, and Assessment Strengths

We also continued to improve our Spanish Oral Language curriculum for our DLP students. We are working with the curriculum department to ensure we are getting all our bilingual teachers resources in both languages.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: We will work to complete the Spanish RLA Scope and Sequence to align with English RLA.

Parent and Community Engagement

Parent and Community Engagement Summary

<u>Parent/Community Involvement</u>

WS uses frequent and varied communications so that parents/community are abreast of school matters in both Spanish and English. We encourage parent involvement in school activities and we work to engage all stakeholders in our school. We post daily on all social media and we are school wide dojo. We have installed a new marquee this year to help put up school/community announcements.

Parent and Community Engagement Strengths

We offered many activities to involve the parents, just a few are listed below:

Games with Grandparents , Dad Dance, PTO meetings, music and PE performances, parenting partners, Zumba with mom, parent volunteers, open house, meet your teacher, title meeting, show off your Spanish, parent conferences, dojo, and PAW folders.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: We need to help parents understand how to work with their children on academics. We will have a Math and/or Literacy night.

School Context and Organization

School Context and Organization Summary

WS has approximately 1,100 students and many of the district's special populations on our campus, including bilingual, gifted and talented, and special education behavioral class. We have the district's DLP program in kindergarten, first, second, third, fourth, and fifth grades. We have a total of 36 classes made up of ½ native English speakers and ½ native Spanish speakers. They are in class together and receive instruction in English and Spanish, with an emphasis on oral language Spanish development. The DLP's reading scores for native Spanish and English teachers surpassed the district average. Each teacher team consisted of an ESL certified teacher and bilingual certified teacher. The DLP program is very successful and our students scored high on TELPAS and we had more students meet exit criteria than in any previous year. WS has BASE (Behavioral Program) on our campus. The students are ARDed into this program from their home campus. We have a leveled system of support for these students with support throughout the day depending on achieving their targeted behaviors. We train the teachers at the beginning of the year on how to work with emotionally disturbed students. We also have approximately 100 special education students and offer a variety of services from speech to In Class Support to resource depending on the needs of the student. Approximately 79% of our students are free and reduced lunch and over 60% of our students meet at-risk criteria. WS is constructed of 135 staff members. Of the 135 staff members 70 are certified professionals and the remainder are paraprofessionals, cafeteria, and custodial. Each grade level has an equal mix of ESL certified teachers and Bilingual certified teachers. We have a class size of approximately 21:1.

School Context and Organization Strengths

Our assistant principals facilitate our organizational/operational meetings. They meet once a month and discuss and problem solve operational needs on our campus. The counselors facilitate the "Character Committee" and the principal facilitates all instructional meetings (vertical, grade level, DLP, zoned, team leader, grade level). We have weekly planning meetings during conference on Thursdays.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: We will modify our Planning PLC from planning weekly TEKS and Tier I instruction to focusing on Power Hour Interventions and analyzing data.

Technology

Technology Summary

We have Presentation Stations in every classroom. We had 100% of our staff receive their class set of chrome books and we continue to be one-to -one. We also implement many websites to enhance our student's learning.....edusmart, lonestar, MAP, IXL, Education Galaxay, ESL Smarts, ESL eggs, Study island, flocabulary, Lexia, ST Math, Xtra Math, etc. We are trying to upgrade all presentation stations from 50 inch to 70 inch due to all the digital learning and the students not being able to see the small screen.

Technology Strengths

Teachers are willing to integrate new technology training to enhance their lessons.

Problem Statements Identifying Technology Needs

Problem Statement 1: We need to increase the size of our teaching screens, due to the increase in digital learning. We are working to replace these over the next two years and assistance from the technology departmnet.

Priority Problem Statements

Goals

Goal 1: The percent of K-5th grade students demonstrating the expected growth in MAPS Reading will increase based on the campus yearly progress measure. (PreK progress will be measured by the percentage of students scoring at or above level on the gold assessment).
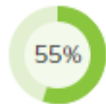
Performance Objective 1: Utilize parent communication (such as class dojo, Facebook, Instagram, web page) to increase parental involvement and provide additional educational resources to assist in growth in reading.

High Priority

Evaluation Data Sources: Administrators will monitor usage weekly. Teachers will document parent contacts (using a spiral or eduphoria). We will have various parent involvement throughout the year.

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Parental activities to increase involvement- Dad dance-a-thon, Movies with Mom. Grandparents dance, Show off Your Spanish Day, Spring Carnival, PTO Meetings, Open House, and parent resource area. We will also send all communication home in Spanish and English.	**Formative**		
	Nov	Feb	May
Strategy's Expected Result/Impact: Student motivation and academics **Staff Responsible for Monitoring:** Teacher, Administrators **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture	40%	75%	100%
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue			

Goal 1: The percent of K-5th grade students demonstrating the expected growth in MAPS Reading will increase based on the campus yearly progress measure. (PreK progress will be measured by the percentage of students scoring at or above level on the gold assessment).
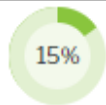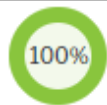
Performance Objective 2: WS will provide daily differentiated instructional groups and research based Tier I instructional methods to address documented achievement gaps to ensure student academic success in Reading. We will do these during Power Hour & regular instructional block to ensure students make a year's growth on MAPS.
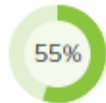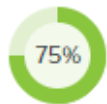
High Priority

Evaluation Data Sources: Improved DRA,MAP, and STAAR scores

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement research based strategies in the classroom (Balanced Literacy, Daily 5, small group instruction) in order to decrease the amount of children reaching Tier 2 and 3 intervention levels. We will integrate Writing into all subjects and provide the new grammar adoption. Phonics and phonemic awareness being taught daily in all PK-2nd grade classrooms & for 3rd grade during PH time. Bilingual and Special Education students will be included in all interventions.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Improved Academic Success **Staff Responsible for Monitoring:** Teachers, Administrators, Intervention Team **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	45%	75%	100%

Strategy 2 Details	Formative Reviews		
Strategy 2: Every 9 weeks we will have MTSS data meetings to ensure interventions are successful. We will also have weekly PLCs to develop activities to help student master skills. Teacher's will set goals at the beginning of the year based on MAP and STAAR and track progress and discuss at MTSS meetings quarterly.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Improved academic success **Staff Responsible for Monitoring:** Teachers, administrator, counselor, intervention team **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	50%	70%	100%

Strategy 3 Details	Formative Reviews

	Formative		

Strategy 3: Reading interventions given on a daily basis during power hour (LLI, Dyslexia, small group, decodable readers, phonics, vocabulary development). Bilingual and special education students will participate in all interventions. LLI kits have been purchased for zoned 1st grade teachers and all KZ teachers to provide assistance to our struggling readers. Teachers will also use F&P leveled readers and fly leaf decodables during guided reading.
 	
    Strategy's Expected Result/Impact: Improved Academic Success
    Staff Responsible for Monitoring: Teachers, administrators, intervention team
 	
    TEA Priorities:
Build a foundation of reading and math, Improve low-performing schools
 - **ESF Levers:**
Lever 5: Effective Instruction
	Nov	Feb	May

	55%	75%	100%

Strategy 4 Details	Formative Reviews

	Formative		

Strategy 4: Attend various staff development to address our at-risk learners (Sped, ELL, 504, etc.), improve campus culture, safety, and accountability. We will also continue with our campus wide MTSS plan of providing tiered interventions and progress monitoring success through MAP.
    Staff Responsible for Monitoring: Admin team and Staff
 	
    TEA Priorities:
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction
	Nov	Feb	May

	50%	75%	100%

Strategy 5 Details	Formative Reviews

	Formative		

Strategy 5: Reading incentives to promote reading (AR parade, birthday reader, bluebonnet, millionaire). We will also start a new plan to encourage reading across all genres with goal sheets on lockers and the librarian going on weekly prize patrol.   Kinder will also start a "Book Bucket" to collect money to combine with book fair money to send a book home with every child, every month. We will also implement a Drop Everything and Read "DEAR" time from 7:40-8:00 campus wide and monitor independent reading through Reading logs.
    Strategy's Expected Result/Impact: Increased reading level
    Staff Responsible for Monitoring: Teachers, administrators, interventionist
 	
    TEA Priorities:
Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction
	Nov	Feb	May

	15%	75%	100%

Strategy 6 Details	Formative Reviews		
Strategy 6: PLC Planning meetings (with admin, coaches, and grade level) weekly to ensure that TEKS are being implemented with fidelity and rigor. Vertical Team Meetings quarterly to discuss various agenda items (topics this year will include, but not limited to- STAAR strategies, academic vocabulary, grammar, open ended responses, etc.) Teachers and administrators will attain professional development in reading strategies and instructional methods and leadership methods in order to provide the best instructional delivery for their students. All K-3rd and administrators have completed their Reading Academy, we just have a few new teachers remaining. **Strategy's Expected Result/Impact:** Improved DRA, MAPS, STAAR scores, checkpoints **Staff Responsible for Monitoring:** Administrators, instructional coaches, teachers **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	**Formative**		
	Nov	**Feb**	**May**
	55%	75%	100%

Strategy 7 Details	Formative Reviews		
Strategy 7: Various instructional technology programs to ensure mastery on STAAR- like questions, academic vocabulary and spiraling curriculum. (Lone Star, Flocabulary, IXL, Study Island, Brain Pop) **Strategy's Expected Result/Impact:** Improved comprehension and fluency **Staff Responsible for Monitoring:** Teachers **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	**Formative**		
	Nov	**Feb**	**May**
	50%	75%	100%

Strategy 8 Details	Formative Reviews		
Strategy 8: 2nd-5th grade will do novel units during Power Hour or Instructional Block to increase comprehension and endurance.	**Formative**		
	Nov	**Feb**	**May**
	50%	75%	100%

Strategy 9 Details	Formative Reviews		

Strategy 9: EB (Emergent Bilingual) students will improve their Writing and Speaking TELPAS. Students will work on K-12 Summit daily and complete specific writing prompts across subject areas.
 	
    Strategy's Expected Result/Impact: Improved scores on TELPAS
    Staff Responsible for Monitoring: Dual Language Teachers and Admininistrators
 	
    Title I:
2.4, 2.5, 2.6
 - **TEA Priorities:**
Build a foundation of reading and math
 - **ESF Levers:**
Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction
 - **Additional Targeted Support Strategy**
	Formative		

	Nov	**Feb**	**May**
	5%	85%	100%

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Goal 2: The percent of K-5th grade students demonstrating the expected growth in MAPS Math will increase based on the campus yearly progress measure. (PreK progress will be measured by the percentage of students scoring at or above level on the gold assessment).

Performance Objective 1:
We will provide interventions with research based resources to improve academic growth in math- will be provided during PH and/or instructional block to ensure students make a year's growth on MAPS

    High Priority

    Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Math interventions will be given during PH and during class. Special education and bilingual students will participate in needed interventions.	**Formative**		
	Nov	Feb	May

Strategy's Expected Result/Impact: Improved academic success
    Staff Responsible for Monitoring: Teachers, administrators, intervention team
 	
    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
	50%	75%	100%

Strategy 2 Details	Formative Reviews		
Strategy 2: 3) Each grade level will participate in PLCs with their administrator. The focus of the meetings will be planning engaging, higher level lessons that vertically align and prepare our students for high level problem solving and comprehension. Vertical Team Meetings quarterly to discuss various agenda items (topics this year will include, but not limited to- problem solving strategies, STAAR strategies, academic vocabulary, etc.) Various instructional technology programs to ensure mastery on STAAR- like questions, academic vocabulary and spiraling curriculum. (Lone Star, Flocabulary, IXL, ST Math, Brain Pop).	**Formative**		
	Nov	Feb	May

Strategy's Expected Result/Impact: Increase in student performance and vertical alignment.
    Staff Responsible for Monitoring: Grade level teachers and campus administrators
 	
    TEA Priorities:
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction
	50%	75%	100%

Strategy 3 Details	Formative Reviews		
Strategy 3: WS will provide daily differentiated instructional groups to address documented achievement gaps to ensure student academic success in Math. We will do these during Power Hour to ensure students making a year's growth and making "meets" on STAAR. **Strategy's Expected Result/Impact:** Improved MAPS growth scores and STAAR Meets, Masters, and Approaches **Staff Responsible for Monitoring:** Principals, Teachers, Special Ed Team, Interventionist **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative		
	Nov	Feb	May
	50%	75%	100%

Strategy 4 Details	Formative Reviews		
Strategy 4: Teacher's will set goals at the beginning of the year based on MAP and STAAR and track progress and discuss at MTSS meetings quarterly. PLC Planning meetings (with admin, coaches, and grade level) weekly to ensure that TEKS are being implemented with fidelity and rigor. **Strategy's Expected Result/Impact:** Student's will receive targeted instruction specific to their needs. **Staff Responsible for Monitoring:** Admin. team, intervention team, grade level teachers **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - **ESF Levers:** 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	Formative		
	Nov	Feb	May
	50%	75%	100%

Strategy 5 Details	Formative Reviews		
Strategy 5: Various instructional technology programs to ensure mastery on STAAR- like questions, academic vocabulary and spiraling curriculum. (Lone Star, Flocabulary, IXL, ST Math, Brain Pop)	Formative		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Improved scores on MAPS and STAAR **Staff Responsible for Monitoring:** Admin. team, teachers **Title I:** 2.4, 2.5, 2.6, 4.1, 4.2 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** 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	40%	75%	100%

Strategy 6 Details	Formative Reviews		
Strategy 6: Teachers will use hands-on lessons and manipulatives to ensure mastery of Math, Science, and RLA concepts.	Formative		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Improved scores/growth on STAAR and MAPS **Staff Responsible for Monitoring:** Admin team, staff **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	45%	75%	100%

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Goal 3: The percentage of students with five or more discipline referrals will be reduced by 20% from 2020 to August 2025 as measured by district PEIMS data and will be accomplished through ensuring physical safety/well-being; addressing social-emotional needs; and through implementation of character development initiatives.

Performance Objective 1: WS will implement 100% of required fire drills, lock down drills, and weather drills to ensure students and staff know the procedures. We will also ensure proper safety with signage.

    Evaluation Data Sources: Students and staff all know their roles and responsibilities in all drills

    Summative Evaluation: Met Objective

Strategy 1 Details				Formative Reviews		
Strategy 1: Safety & Security Team will evaluate the district and WS emergency plan yearly to determine if any changes needed to be made. The team will meet quarterly to address any safety improvements that need to be implemented. The team will also meet to discuss any Threat Assessments.				**Formative**		
				Nov	Feb	May
Strategy's Expected Result/Impact: All students and staff at Westside will feel safe and secure at school. **Staff Responsible for Monitoring:** All staff				35%	75%	100%
0% No Progress	100% Accomplished	→ Continue/Modify		✕ Discontinue		

Goal 3: The percentage of students with five or more discipline referrals will be reduced by 20% from 2020 to August 2025 as measured by district PEIMS data and will be accomplished through ensuring physical safety/well-being; addressing social-emotional needs; and through implementation of character development initiatives.

Performance Objective 2: WS will ensure we have ample supervision in BASE class, during duty times, and campus administrators are visible. We will also have a parent lunch room that will decrease the amount of interaction with students and visitors.   The 3 administrators, 2 counselors, and behavior coach will share supervision responsibilities and address all disciplinary issues immediately. All office referrals will be addressed within 24 hours of when they are input into system.   All student and staff safety concerns will be addressed immediately.

Evaluation Data Sources: Safety for all students and staff

Summative Evaluation: Met Objective

Goal 3: The percentage of students with five or more discipline referrals will be reduced by 20% from 2020 to August 2025 as measured by district PEIMS data and will be accomplished through ensuring physical safety/well-being; addressing social-emotional needs; and through implementation of character development initiatives.

Performance Objective 3: We will continue having a 96% or better attendance average by having incentives throughout the year such as, last cat standing, kinder incentives, grade level competition, PA cookies each quarter, etc.

Summative Evaluation: Met Objective

Goal 3: The percentage of students with five or more discipline referrals will be reduced by 20% from 2020 to August 2025 as measured by district PEIMS data and will be accomplished through ensuring physical safety/well-being; addressing social-emotional needs; and through implementation of character development initiatives.

Performance Objective 4: We will do a rotation during elective time to focus on Social Emotional Learning. We will use Capturing Kids Hearts lessons. Campus administrators and counselors will go in quarterly. They will do the character trait of the nine weeks and the admin. team will reinforce expectations (lunch, restroom, hallway behavior, etc.) We will also do a weekly character lesson over announcements.

> **Summative Evaluation:** Met Objective

Goal 3: The percentage of students with five or more discipline referrals will be reduced by 20% from 2020 to August 2025 as measured by district PEIMS data and will be accomplished through ensuring physical safety/well-being; addressing social-emotional needs; and through implementation of character development initiatives.

Performance Objective 5: Reinforce positive behavior through rewarding good behavior (dojo, cat bucks, bravo bucks, cat bash, etc.) This will improve student on-task behavior and motivation, which will decrease discipline referrals.

> **Summative Evaluation:** Met Objective