

# **Fort Worth Independent School District**

## **207 Westpark Elementary School**

### **2021-2022 Campus Improvement Plan**

**Accountability Rating: Not Rated: Declared State of Disaster**



# Mission Statement

Mission Statement - The mission of Westpark Elementary is to inspire, educate, and empower students to be responsible and innovative global citizens who achieve their full potential.

## Vision

Vision Statement - The vision of Westpark Elementary is to create a nurturing learning community where excellence is expected of everyone.

## Value Statement

**Focus Statement - We WILL GROW in EXCELLENCE**

### **WESTPARK CULTURAL TENETS**

#### **FAMILY**

**We support, care for, and encourage one another.**

#### **COLLABORATION**

**We work as a team to accomplish the goals we establish together.**

#### **SAFETY**

**Students, staff, and families are safe, physically and emotionally.**

**FRIENDLINESS**

**All students, families, and guests who enter are welcome.**

**EQUITY and INCLUSION**

**We believe in justice, fairness, and opportunity  
for every child and every family.**

**STUDENT-CENTERED**

**We excel in student achievement while  
remembering the WHOLE CHILD.**

**RELATIONSHIPS**

**We value knowing and interacting kindly with our  
Westpark family and our community.**

**HONESTY and TRANSPARENCY**

**We are open and able to trust one another.**

**FORGIVENESS**

**Everyone deserves a second chance.**

**MISTAKES**

**Are encouraged as part of the process of creating life-long learners.**

**HIGH STANDARDS**

**We value excellence and accountability.**

**Westpark is HAPPY! We are a FAMILY of SMILING FACES.**

# Table of Contents

Comprehensive Needs Assessment	5
Demographics	5
Student Learning	6
School Processes & Programs	8
Perceptions	9
Priority Problem Statements	11
Comprehensive Needs Assessment Data Documentation	12
Goals	15
Goal 1: Early Literacy Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2024.	16
Goal 2: Early Math Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2024.	20
Goal 3: CCMR Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.	23
Goal 4: Learning Environment (based on the BOE constraints) Ensure all students have access to a safe, supportive and culturally responsive learning environment.	25
Site-Based Decision Making Committee	31
Campus Funding Summary	32

# Comprehensive Needs Assessment

Revised/Approved: April 30, 2021

## Demographics

### Demographics Summary

With more than 84,000 students in 82 elementary schools, 24 middle schools, and 6th-grade centers, 21 high schools, and 16 other campuses, Fort Worth ISD is highly diverse.

- Hispanic: 63%
- African American: 22%
- White: 11%
- Asian: 0.17%
- Two or more races: 0.17%

Westpark Elementary is PK-5th campus in Fort Worth ISD in Benbrook, TX.

- Hispanic: 26.9%
- African American: 5.3%
- White: 61%
- Asian: 1.4%
- Two or more races: 5%

We relocated to our current campus in August of 2014. Our campus is predominantly filled with neighborhood students. With the population growth in Benbrook, transfers are often requested but rarely granted due to class size. Most families bring their Wildcats to school by car or walk. We have three buses that serve our stakeholders and two buses designated for self-contained special education. We also partner with the YMCA for an on-site after-school program.

This past year, we have remained statistically the same in enrollment from 2019-2020. On the Fall 2020 PEIMS submission Westpark had a decline in enrollment of 738 students. However, that number has continued to rise and we currently have close to 750 students enrolled. Regarding percentages of in-person and virtual learners, Westpark began the year with 80% of students learning in person and are currently at 93%. Our campus currently has a 97% attendance rate and a 16% mobility rate as compared to our district attendance rate of 93% and district mobility rate of 21%.

Our campus attributes the high attendance rate during the pandemic to a strong partnership with parents and a focus on high-quality education. Westpark Elementary's student groups include 4.5% English Learners (ELs), 10% Gifted and Talented, and 14% Special Education. Additionally, 36% are economically disadvantaged.

Westpark Elementary employs a dedicated, high-quality, talented staff. Teachers on average have at least eight years of experience. Westpark is fortunate to have a staff that closely monitors instruction and focuses on growth for ALL students. The turnover rate among our staff is low because people love to work at Westpark. Our campus employs stakeholder input in various ways including a campus leadership team, Professional Learning Communities (PLC), a robust PTA, community partners, as well as our Site-Based Decision-Making (SBDM) committee. We are experiencing growth each year, and even though we lost students this year due to the pandemic, we are anticipating growth again next year.

## Demographics Strengths

Westpark Elementary has many strengths. Some of the most notable demographics strengths include:

1. Many families move to the Benbrook area for the school and/or from the area are seeking transfers to Westpark, asking for tours, etc based on student performance and family engagement. Because our families value education we have many supportive parents and students who are committed to success.
2. The near 97% attendance rate at Westpark Elementary is consistently above the district average by approximately 5%
3. Panorama Survey data shows that 97% of the staff and faculty believe that Westpark is an inviting work environment.
4. Panorama Survey data shows that 87% of our Westpark students feel supported with their relationships with family, friends, and adults at school.
5. Westpark stakeholders (staff, PTA, community partners) have created several opportunities to meet the needs of our under-resourced families by supplying meals, weekend to-go bags, uniforms, school supplies, medical assistance, FRC referrals, and home visits.

## Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** In 2020-2021, Panorama Survey Data shows that only 33% of Westpark students who qualify as economically disadvantaged are able to regulate emotions well compared to 48% of students who do not qualify as economically disadvantaged are able to regulate emotions well. **Root Cause:** Westpark leadership has not provided clear expectations for implementing guidance/social skills teaching by campus personnel and/or provided follow-up to ensure that this is a priority.

# Student Learning

## Student Learning Summary

Westpark has historically performed near the top of all FWISD Elementary Schools. We pride ourselves on our TIER I School Performance Framework Rating. Our TEA Report Card Accountability Rating was a high B at 89.4%. We scored at an A in Student Achievement, but not meet that same standard in Domain II, Academic Growth. We retooled our school focus to not only target student achievement but individual student growth. Student Learning was challenging to assess during the 2020-2021 school year based on the gaps of learning that occurred in the spring of 2020 and the implementation of virtual learning. The campus data shows we are showing growth in district benchmarks and MAP but not meeting our historical achievement targets based on prior years' STAAR and other district-selected assessments. The campus leadership committee met and disaggregated the MOY MAP data in Reading and Math. The committee analyzed differences between student groups (special ed, at-risk, and EL) and grade levels. The summary data listed below includes information that rose to the top as the committee's most significant findings. This information was shared with other stakeholders to solidify understandings of the high priority needs and root causes. Our continued Westpark Focus on growth for ALL students must remain at the forefront of all decision-making.

MAP PROJECTED GROWTH MOY 2020-2021(%) and Number of Students Assessed (s)						
GR - SUB.	ALL Students	Hispanic	White	EL	SPED	Eco Dis
*N/A means that the population was too small for a statistical growth percentage						
K RDG	46% - 100s	40% - 25s	45% - 67s	n/a - 5s	n/a - 7s	50% - 16s
K MATH	33% - 100s	28% - 25s	33% - 67s	n/a - 5s	n/a - 7s	38% - 16s
1 RDG	31% - 91s	33% - 31s	26% - 57s	n/a - 7s	n/a - 9s	40% - 10s
1 MATH	31% - 96s	29% - 31s	32% - 57s	n/a - 7s	n/a - 9s	10% - 10s
2 RDG	38% - 120s	43% - 30s	36% - 75s	n/a - 4s	n/a - 9s	29% - 14s
2 MATH	57% - 120s	40% - 30s	64% - 75s	n/a - 4s	n/a - 9s	66% - 14s
3 RDG	44% - 108s	41% - 37s	45% - 66s	n/a - 3s	43% - 13s	44% - 19s
3 MATH	62% - 107s	58% - 26s	61% - 66s	n/a - 3s	69% - 13s	58% - 19s
4 RDG	57% - 107s	48% - 27s	63% - 68s	n/a - 4s	50% - 18s	40% - 20s
4 MATH	49% - 107s	44% - 27s	51% - 68s	n/a - 4s	39% - 18s	45% - 20s
5 RDG	48% - 118s	36% - 33s	55% - 75s	n/a - 6s	53% - 19s	44% - 18s
5 MATH	44% - 121s	50% - 34s	43% - 75s	n/a - 6s	47% - 19s	61% - 18s

## Student Learning Strengths

Westpark Elementary has many strengths. Some of the most notable student learning strengths include:

1. Westpark is rated as a TIER I campus according to the FWISD School Performance Framework
2. Westpark TXKEA Second Wave Data from January 2021 show that more than half of our kindergarten students are on track in 7 out of 8 assessed areas. (Blending 67%, Letter

Sounds 42%, Math 57%, Science 99%, Social-Emotional 93%, Spelling 78%, Vocabulary 78%)

3. Westpark CLI Second Wave Data from January 2021 show that 91% of our PK students have a Motivation to Read
4. Westpark consistently performed in the top 5 of all FWISD Elementary Schools on the District Benchmark Assessments given in 2020-2021
5. Panorama Survey data shows that 60% of our Westpark students in grades 3-5 feel engaged in their classrooms and show interest in what they are learning.

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

**Problem Statement 1 (Prioritized):** In 2020-2021 Westpark Students in grades K-3 did not reach 50% of the growth target on the MOY MAP Reading Assessment: Kindergarten 46% Projected Growth, First Grade 30% Projected Growth, Second Grade 37% Projected Growth, and Third Grade 45% Projected Growth **Root Cause:** Scheduling at Westpark has a lack of overall dedicated reading instruction time for explicit, direct teaching with adequate materials, and ongoing support for teachers to increase student achievement.



# School Processes & Programs

## School Processes & Programs Summary

Westpark Elementary has a history of being a systems-orientated organization, with high performance, and a long tenure of high-quality staff. Westpark does not have to actively recruit teachers and staff to our campus. The reputation of excellence brings exceptional candidates when a vacancy is available. The majority of new hires come with vast experiences in education. Our local budget is limited and we utilize the district-supported curriculum documents to implement the TEKS. Our community partners and PTA play a vital role in supporting our campus with curricular and non-curricular programs that have a proven impact on achievement. These purchased programs are essential in maintaining our culture of excellence. Westpark core content staff engage in weekly PLC meetings and focus on improving instruction and student achievement. Westpark specials teachers consistently incorporate and connect multiple subjects into their fine arts/health and wellness curriculum for all Wildcats. The Westpark special education inclusion/resource team and dyslexia teachers have worked collaboratively with classroom teachers to raise the expectations that all learners regardless of identification will grow. The Westpark RISE teachers have implemented the ULS Curriculum with fidelity and are tracking student progress in accordance with IEP goals.

We realize that we must stay current in our professional practices and learnings. Due to global pandemic, extended school closure, delayed school opening, and the steep learning curve of implementing virtual and hybrid learning models in spring 2020 and the 2020-2021 school year, Westpark has not prioritized current research on best literacy practices. The MAP data and district benchmarks have exposed processes that need more intensive support to meet the needs of today's learners. We will implement a new literacy structure in the First, Second, and Third Grades for the 2021-2022 school year. This process of transformation will occur in small, attainable steps beginning in May 2021 with full implementation in the fall of 2021.

## School Processes & Programs Strengths

Westpark Elementary has many strengths. Some of the most notable school processes and program strengths include:

1. Westpark Elementary maintains a strong relationship with the Westpark PTA and community partners to further our campus mission, vision, and focus.
2. Westpark Elementary core content teachers meet weekly in PLCs to improve instruction and student achievement.
3. Westpark Special Education Teachers create and implement IEPs that allow our students who receive special services to make academic and social-emotional growth.
4. Westpark Specials (Fine Arts/Physical Education, Health, and Wellness) continuously incorporate multiple perspectives and core content curriculum into their daily instruction.
5. According to the TAPR Report (Texas Academic Progress Report 2019-2020), almost 80% of the Westpark Professional Staff has more than five years of teaching experience.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1 (Prioritized):** According to the 2020-2021 Panorama Survey, 54% of Westpark teachers responded that they can change or improve the implementation of different strategies to improve instruction. **Root Cause:** Westpark has not prioritized professional learning that builds teacher capacity for improving instruction regardless of student and/or parent commitment.

# Perceptions

## Perceptions Summary

Westpark Elementary has a reputation for excellence throughout the community. We are proud to be considered a Tier I School in FWISD. Westpark prides itself in building relationships with all stakeholders while modeling our Cultural Tenets. In the past 18 months, we have worked collaboratively with students, SBDM, campus leadership team, community, and staff to revise our campus mission, vision, and focus.

Mission Statement - The mission of Westpark Elementary is to inspire, educate, and empower students to be responsible and innovative global citizens who achieve their full potential.

Vision Statement - The vision of Westpark Elementary is to create a nurturing learning community where excellence is expected of everyone.

Focus Statement - We will increase SEL and academic growth for ALL through purposeful planning, intentional instruction, authentic assessment, and reflection.

Our students who qualify as economically disadvantaged and students who speak languages other than English have continued to rise. We must maintain a focus on connecting with all stakeholders. We have outgrown our neighborhood and must make a concentrated effort to include all learners regardless of differences, culture, backgrounds, languages, and socioeconomic status. Our most recent 2021 PTA Survey of Excellence showed near 10% gains from the same 2019 survey in areas of communicating with families and Our school shows respect to all families regardless of differences (e.g. age, gender, race, cultural background). One comment in the survey stated, "Westpark Elementary in Benbrook, TX is a fantastic school! It is ethnically and economically diverse, but the teachers and parents treat each other as partners in the education of the children. The community is very supportive of the school's efforts to promote both academic and character development." The Westpark PTA provides a constant source of social, financial, instructional, and emotional support for our entire school. The importance of our PTA partnership is a campus-wide belief and reflected in our Golden Apple Award with 100% of our faculty becoming members.

Westpark Discipline Referrals have seen a dramatic decrease from the 2019-2020 school year. Teachers and Staff have implemented restorative practices and are working towards a solutions-oriented approach for expected behaviors. Unduplicated student referrals went from 43 referrals to 9 referrals. Duplicated student referrals dropped to 10 from 120. Teachers and staff have also had training on Branching Minds to help assist us with lesson ideas to incorporate SEL learning in the classroom.

Westpark Panorama Survey shows that 97% of teachers and staff feel that Westpark is an inviting place to work. The survey results for students show that 87% of 3rd-5th graders feel supported in their school environment. These results coupled with our PTA Survey of Excellence highlight the strong commitment to our community. Westpark is a happy place where people want to be!

## Perceptions Strengths

Westpark Elementary has many strengths. Some of the most notable perception strengths include:

1. Westpark is rated as a TIER I campus according to the FWISD School Performance Framework
2. Westpark received a B+ (89.4%) on the most recent TEA Accountability Report Card in 2018-2019
3. Westpark PTA School of Excellence Survey results show that 96% of our stakeholders believe we effectively communicate in multiple ways with our families

4. Westpark Unduplicated Discipline Referrals have dropped by 21% from 43 to 9 referrals. Duplicated Referrals have dropped dramatically from 120 to 10.
5. Panorama Survey data shows that 87% of our Westpark students feel supported with their relationships with family, friends, and adults at school.
6. Panorama Survey data shows that 97% of the staff and faculty believe that Westpark is an inviting work environment.

### **Problem Statements Identifying Perceptions Needs**

**Problem Statement 1 (Prioritized):** Previously our PTA of Excellence survey showed we were not meeting the needs of all learners, specifically economically disadvantaged students and students who speak a language other than English at home. In the 2020-2021 school year, Westpark saw an increase in our economically disadvantaged population to 36% and a increase of students who speak a other than English at home. **Root Cause:** Westpark must build staff capacity for working with under-resourced learners, students who speak languages other than English at home, and their families.

# Priority Problem Statements

**Problem Statement 1:** In 2020-2021 Westpark Students in grades K-3 did not reach 50% of the growth target on the MOY MAP Reading Assessment: Kindergarten 46% Projected Growth, First Grade 30% Projected Growth, Second Grade 37% Projected Growth, and Third Grade 45% Projected Growth

**Root Cause 1:** Scheduling at Westpark has a lack of overall dedicated reading instruction time for explicit, direct teaching with adequate materials, and ongoing support for teachers to increase student achievement.

**Problem Statement 1 Areas:** Student Learning

**Problem Statement 2:** According to the 2020-2021 Panorama Survey, 54% of Westpark teachers responded that they can change or improve the implementation of different strategies to improve instruction.

**Root Cause 2:** Westpark has not prioritized professional learning that builds teacher capacity for improving instruction regardless of student and/or parent commitment.

**Problem Statement 2 Areas:** School Processes & Programs

**Problem Statement 3:** Previously our PTA of Excellence survey showed we were not meeting the needs of all learners, specifically economically disadvantaged students and students who speak a language other than English at home. In the 2020-2021 school year, Westpark saw an increase in our economically disadvantaged population to 36% and a increase of students who speak a other than English at home.

**Root Cause 3:** Westpark must build staff capacity for working with under-resourced learners, students who speak languages other than English at home, and their families.

**Problem Statement 3 Areas:** Perceptions

**Problem Statement 4:** In 2020-2021, Panorama Survey Data shows that only 33% of Westpark students who qualify as economically disadvantaged are able to regulate emotions well compared to 48% of students who do not qualify as economically disadvantaged are able to regulate emotions well.

**Root Cause 4:** Westpark leadership has not provided clear expectations for implementing guidance/social skills teaching by campus personnel and/or provided follow-up to ensure that this is a priority.

**Problem Statement 4 Areas:** Demographics

# 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
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements
- Covid-19 Factors and/or waivers

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 1 - Student Achievement
- Effective Schools Framework data
- Local Accountability Systems (LAS) data

## Student Data: Assessments

- State and federally required assessment information
- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- (STAAR) current and longitudinal results, including all versions
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR released test questions
- STAAR EL progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- 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 progress

- 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 progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- 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
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

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

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- 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
- TTESS data
- T-P ESS data

### **Parent/Community Data**

- Parent surveys and/or other feedback
- 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
- Study of best practices
- Action research results
- Other additional data

# Goals

Revised/Approved: October 1, 2021

## Goal 1: Early Literacy





Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2024.

**Performance Objective 1:** Increase the percentage of PK students who score On Track on Circle Phonological Awareness in English from 63% to 70% by May 2022.

Increase the percentage of Hispanic students from 43.8% to 50% by May 2022.

**Evaluation Data Sources:** Circle

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Improve quality Tier 1 instruction by building teacher capacity in the area of literacy through data analysis, instructional planning and explicit lesson delivery.</p> <p><b>Strategy's Expected Result/Impact:</b> During the 2021-2022 school year, Westpark PK students will show an increase of 7 percent for all students and an 7% increase of Hispanic students On Track on the English Circle Phonological Awareness.</p> <p>100% of Westpark PK Teachers will receive professional development and coaching on the implementation of the new PK curriculum.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, PK Teachers, PK Teacher Assistants</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 Curriculum, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1 - School Processes &amp; Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

## Performance Objective 1 Problem Statements:

Student Learning
<p><b>Problem Statement 1:</b> In 2020-2021 Westpark Students in grades K-3 did not reach 50% of the growth target on the MOY MAP Reading Assessment: Kindergarten 46% Projected Growth, First Grade 30% Projected Growth, Second Grade 37% Projected Growth, and Third Grade 45% Projected Growth <b>Root Cause:</b> Scheduling at Westpark has a lack of overall dedicated reading instruction time for explicit, direct teaching with adequate materials, and ongoing support for teachers to increase student achievement.</p>



## School Processes & Programs

**Problem Statement 1:** According to the 2020-2021 Panorama Survey, 54% of Westpark teachers responded that they can change or improve the implementation of different strategies to improve instruction. **Root Cause:** Westpark has not prioritized professional learning that builds teacher capacity for improving instruction regardless of student and/or parent commitment.

**Goal 1: Early Literacy**





Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2024.

**Performance Objective 2:** Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators in English from 71.3 % to 75% by May 2022.

Increase the percentage of ELL Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators in English from 61% to 65% by May 2022.

**Evaluation Data Sources:** MAP

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Improve quality Tier 1 instruction by building teacher capacity in the area of literacy through data analysis, instructional planning and explicit lesson delivery.</p> <p><b>Strategy's Expected Result/Impact:</b> During the 2021-2022 school year, all Westpark K-3 students will meet or exceed grade level expectations on MAP Fluency indicators by almost 5% and our K-3 ELL students will meet or exceed grade level expectations by 4%</p> <p>98% of Westpark K-3 Teachers will complete the HB3 Reading Academy</p> <p>100% of Westpark K-3 literacy teachers will implement the FWISD literacy model in the classroom</p> <p><b>Staff Responsible for Monitoring:</b> Principal AP K-3 Teachers</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 Curriculum, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1 - School Processes &amp; Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June
	Review cells are empty			

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Performance Objective 2 Problem Statements:**

<b>Student Learning</b>
<p><b>Problem Statement 1:</b> In 2020-2021 Westpark Students in grades K-3 did not reach 50% of the growth target on the MOY MAP Reading Assessment: Kindergarten 46% Projected Growth, First Grade 30% Projected Growth, Second Grade 37% Projected Growth, and Third Grade 45% Projected Growth <b>Root Cause:</b> Scheduling at Westpark has a lack of overall dedicated reading instruction time for explicit, direct teaching with adequate materials, and ongoing support for teachers to increase student achievement.</p>
<b>School Processes &amp; Programs</b>
<p><b>Problem Statement 1:</b> According to the 2020-2021 Panorama Survey, 54% of Westpark teachers responded that they can change or improve the implementation of different strategies to improve instruction. <b>Root Cause:</b> Westpark has not prioritized professional learning that builds teacher capacity for improving instruction regardless of student and/or parent commitment.</p>

**Goal 1: Early Literacy**





Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2024.

**Performance Objective 3:** Increase the percentage of Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading in English from 44.1% to 65% by May 2022.

Increase the percentage of African American Kindergarten students who meet or exceed projected growth on MAP Growth Reading in English through Grade 5 from 36.4% to 50% by May 2022.

**HB3 Goal**

**Evaluation Data Sources:** MAP

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Improve quality Tier 1 instruction by building teacher capacity in the area of literacy through data analysis, instructional planning and explicit lesson delivery.</p> <p><b>Strategy's Expected Result/Impact:</b> During the 2021-2022 school year, all Westpark K-5 students will meet or exceed projected growth on MAP Reading by more than 5% and our K-5 African American students will meet or exceed projected growth on MAP Reading by more than 5%</p> <p>98% of Westpark K-3 Teachers will complete the HB3 Reading Academy</p> <p>95% of Westpark K-5 literacy teachers will implement the FWISD literacy model in the classroom</p> <p><b>Staff Responsible for Monitoring:</b> Principal AP K-5 Teachers</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1 - School Processes &amp; Programs 1</p> <p><b>Funding Sources:</b> - SCE (199 PIC 24) - 199-11-6399-001-207-24-313-000000- - \$1,200</p>	Formative			Summative
	Nov	Jan	Mar	June
	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

**Performance Objective 3 Problem Statements:**

Student Learning
<p><b>Problem Statement 1:</b> In 2020-2021 Westpark Students in grades K-3 did not reach 50% of the growth target on the MOY MAP Reading Assessment: Kindergarten 46% Projected Growth, First Grade 30% Projected Growth, Second Grade 37% Projected Growth, and Third Grade 45% Projected Growth <b>Root Cause:</b> Scheduling at Westpark has a lack of overall dedicated reading instruction time for explicit, direct teaching with adequate materials, and ongoing support for teachers to increase student achievement.</p>

## School Processes & Programs

**Problem Statement 1:** According to the 2020-2021 Panorama Survey, 54% of Westpark teachers responded that they can change or improve the implementation of different strategies to improve instruction. **Root Cause:** Westpark has not prioritized professional learning that builds teacher capacity for improving instruction regardless of student and/or parent commitment.





**Goal 2: Early Math**

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2024.

**Performance Objective 1:** Increase the percentage of PK students who score On Track on Circle Math from 75% to 80% by May 2022.

**Evaluation Data Sources:** Circle Math

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Improve quality Tier 1 instruction by building teacher capacity in the area of math through data analysis, instructional planning, and explicit lesson delivery.</p> <p><b>Strategy's Expected Result/Impact:</b> During the 2021-2022 school year, all Westpark PK students will meet or exceed On Track expectations on Circle by 5%</p> <p>100% of Westpark PK Teachers will receive professional development and coaching on the implementation of the new PK curriculum.</p> <p><b>Staff Responsible for Monitoring:</b> Principal PK Teachers PK Teacher Assistants</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 5: Effective Instruction</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Performance Objective 1 Problem Statements:**

School Processes & Programs
<p><b>Problem Statement 1:</b> According to the 2020-2021 Panorama Survey, 54% of Westpark teachers responded that they can change or improve the implementation of different strategies to improve instruction. <b>Root Cause:</b> Westpark has not prioritized professional learning that builds teacher capacity for improving instruction regardless of student and/or parent commitment.</p>





**Goal 2: Early Math**

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2024.

**Performance Objective 2:** Increase the percentage of Kinder students who score On Track on TX-KEA Math from 63.7% to 70% by May 2022.

Increase the percentage of Kindergarten economically disadvantaged students who score On Track on TX-KEA Math from 54.1% to 60% by May 2022.

**Evaluation Data Sources:** TX-KEA

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Improve quality Tier 1 instruction by building teacher capacity in the area of math through data analysis, instructional planning, and explicit lesson delivery.</p> <p><b>Strategy's Expected Result/Impact:</b> During the 2021-2022 school year, all Westpark K-5 students will score On Track on TX-KEA by more than 10%, and our Kindergarten economically disadvantaged students will score ON Track on TX-KEA by more than 10%</p> <p>100% of Westpark Kindergarten teachers will maximize instructional minutes utilizing the FWISD Instructional Model</p> <p><b>Staff Responsible for Monitoring:</b> Principal AP Kindergarten Teachers</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 5: Effective Instruction</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June
	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

**Performance Objective 2 Problem Statements:**

School Processes & Programs
<p><b>Problem Statement 1:</b> According to the 2020-2021 Panorama Survey, 54% of Westpark teachers responded that they can change or improve the implementation of different strategies to improve instruction. <b>Root Cause:</b> Westpark has not prioritized professional learning that builds teacher capacity for improving instruction regardless of student and/or parent commitment.</p>
Perceptions
<p><b>Problem Statement 1:</b> Previously our PTA of Excellence survey showed we were not meeting the needs of all learners, specifically economically disadvantaged students and students who speak a language other than English at home. In the 2020-2021 school year, Westpark saw an increase in our economically disadvantaged population to 36% and an increase of students who speak a other than English at home. <b>Root Cause:</b> Westpark must build staff capacity for working with under-resourced learners, students who speak languages other than English at home, and their families.</p>

**Goal 2: Early Math**





Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2024.

**Performance Objective 3:** Increase the percentage of Kindergarten - Grade 5 students who Meet or Exceed projected growth on MAP Growth from 72.1% to 78% by May 2022.

Increase the percentage of ELL students who Meet or Exceed projected growth on MAP Growth from 88.9% to 92% by May 2022.

**Evaluation Data Sources:** MAP

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Improve quality Tier 1 instruction by building teacher capacity in the area of math through data analysis, instructional planning, and explicit lesson delivery.</p> <p><b>Strategy's Expected Result/Impact:</b> During the 2021-2022 school year, all Westpark K-5 students will meet or exceed projected growth on MAP Growth indicators by more than 6% and our K-5 ELL students will meet or exceed projected growth by 2%</p> <p>95% of Westpark K-5 teachers will maximize instructional minutes utilizing the FWISD Instructional Model</p> <p><b>Staff Responsible for Monitoring:</b> Principal AP Grades K- 5 Math Teachers, Special Education Inclusion Teachers</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 Curriculum, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1 - Perceptions 1</p> <p><b>Funding Sources:</b> - SCE (199 PIC 24) - 199-11-6399-001-207-24-313-000000- - \$1,200</p>	Formative			Summative
	Nov	Jan	Mar	June
	Empty review cells			

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Performance Objective 3 Problem Statements:**

School Processes & Programs
<p><b>Problem Statement 1:</b> According to the 2020-2021 Panorama Survey, 54% of Westpark teachers responded that they can change or improve the implementation of different strategies to improve instruction. <b>Root Cause:</b> Westpark has not prioritized professional learning that builds teacher capacity for improving instruction regardless of student and/or parent commitment.</p>
Perceptions
<p><b>Problem Statement 1:</b> Previously our PTA of Excellence survey showed we were not meeting the needs of all learners, specifically economically disadvantaged students and students who speak a language other than English at home. In the 2020-2021 school year, Westpark saw an increase in our economically disadvantaged population to 36% and an increase of students who speak a other than English at home. <b>Root Cause:</b> Westpark must build staff capacity for working with under-resourced learners, students who speak languages other than English at home, and their families.</p>

**Goal 3: CCMR**





Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.

**Performance Objective 1:** Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Reading from 56.6% to 63% by May 2022.

Increase the percentage of special education students scoring at MEETS or above on STAAR Reading from 45% to 55% by May 2022.

**Evaluation Data Sources:** STAAR Reading

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Improve quality Tier 1 instruction by building teacher capacity in the area of literacy through data analysis, instructional planning, and explicit lesson delivery.</p> <p><b>Strategy's Expected Result/Impact:</b> During the 2021-2022 school year, Westpark 3-5 student's percentage STAAR Reading score of MEETS or above will increase by 7%, and Westpark 3-5 special education student's percentage STAAR Reading score of MEETS or above will increase by 10%.</p> <p>95% of Westpark 3-5 teachers will maximize instructional minutes utilizing the FWISD Instructional Model</p> <p>100% of Westpark 3rd literacy teachers will complete the HB3 Reading Academy</p> <p><b>Staff Responsible for Monitoring:</b> Principal AP 3-5 Literacy Teachers Special Education/Dyslexia Teachers</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1 - School Processes &amp; Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June
	Review cells are empty			

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Performance Objective 1 Problem Statements:**

Student Learning
<p><b>Problem Statement 1:</b> In 2020-2021 Westpark Students in grades K-3 did not reach 50% of the growth target on the MOY MAP Reading Assessment: Kindergarten 46% Projected Growth, First Grade 30% Projected Growth, Second Grade 37% Projected Growth, and Third Grade 45% Projected Growth <b>Root Cause:</b> Scheduling at Westpark has a lack of overall dedicated reading instruction time for explicit, direct teaching with adequate materials, and ongoing support for teachers to increase student achievement.</p>
School Processes & Programs
<p><b>Problem Statement 1:</b> According to the 2020-2021 Panorama Survey, 54% of Westpark teachers responded that they can change or improve the implementation of different strategies to improve instruction. <b>Root Cause:</b> Westpark has not prioritized professional learning that builds teacher capacity for improving instruction regardless of student and/or parent commitment.</p>



**Goal 3: CCMR**





Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.

**Performance Objective 2:** Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Math from 59% to 63% by May 2022.

Increase the percentage of ELL students from 30.8% to 40% by May 2022.

**Evaluation Data Sources:** STAAR Math

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Improve quality Tier 1 instruction by building teacher capacity in the area of math through data analysis, instructional planning, and explicit lesson delivery.</p> <p><b>Strategy's Expected Result/Impact:</b> During the 2021-2022 school year, Westpark 3-5 student's percentage STAAR Math score of MEETS or above will increase by 4%, and Westpark 3-5 ELL students' percentage STAAR Math score of MEETS or above will increase by 10%.</p> <p>95% of Westpark 3-5 teachers will maximize instructional minutes utilizing the FWISD Instructional Model</p> <p><b>Staff Responsible for Monitoring:</b> Principal AP 3-5 Math Teachers Special Education/Dyslexia Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college - <b>ESF</b></p> <p><b>Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Performance Objective 2 Problem Statements:**

School Processes & Programs
<p><b>Problem Statement 1:</b> According to the 2020-2021 Panorama Survey, 54% of Westpark teachers responded that they can change or improve the implementation of different strategies to improve instruction. <b>Root Cause:</b> Westpark has not prioritized professional learning that builds teacher capacity for improving instruction regardless of student and/or parent commitment.</p>
Perceptions
<p><b>Problem Statement 1:</b> Previously our PTA of Excellence survey showed we were not meeting the needs of all learners, specifically economically disadvantaged students and students who speak a language other than English at home. In the 2020-2021 school year, Westpark saw an increase in our economically disadvantaged population to 36% and a increase of students who speak a other than English at home. <b>Root Cause:</b> Westpark must build staff capacity for working with under-resourced learners, students who speak languages other than English at home, and their families.</p>





**Goal 4: Learning Environment (based on the BOE constraints)**

Ensure all students have access to a safe, supportive and culturally responsive learning environment.

**Performance Objective 1:** Decrease the number and percentage of students who are chronically absent from 10% to 8% by May 2022.

Decrease the number and percentage of ELL students from 24.3% to 18% by May 2022.

**Evaluation Data Sources:** Focus Attendance

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Westpark staff will provide targeted parent engagement strategies to all families that create a greater sense of belonging and increase awareness on the importance of daily attendance and parent partnership.</p> <p><b>Strategy's Expected Result/Impact:</b> During the 2021-2022 school year, Westpark will decrease chronically absent students by 2% and targeted population of chronically absent ELL students by over 5%.</p> <p>Homeroom teachers will personally contact students who are absent more than one day.</p> <p>Campus administration and FES will contact students who are absent more than five days</p> <p><b>Staff Responsible for Monitoring:</b> Principal AP Office Staff Homeroom Teachers</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 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Demographics 1 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June
	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

**Performance Objective 1 Problem Statements:**

Demographics
<p><b>Problem Statement 1:</b> In 2020-2021, Panorama Survey Data shows that only 33% of Westpark students who qualify as economically disadvantaged are able to regulate emotions well compared to 48% of students who do not qualify as economically disadvantaged are able to regulate emotions well. <b>Root Cause:</b> Westpark leadership has not provided clear expectations for implementing guidance/social skills teaching by campus personnel and/or provided follow-up to ensure that this is a priority.</p>
Perceptions
<p><b>Problem Statement 1:</b> Previously our PTA of Excellence survey showed we were not meeting the needs of all learners, specifically economically disadvantaged students and students who speak a language other than English at home. In the 2020-2021 school year, Westpark saw an increase in our economically disadvantaged population to 36% and an increase of students who speak a other than English at home. <b>Root Cause:</b> Westpark must build staff capacity for working with under-resourced learners, students who speak languages other than English at home, and their families.</p>

**Goal 4: Learning Environment (based on the BOE constraints)**





Ensure all students have access to a safe, supportive and culturally responsive learning environment.

**Performance Objective 2:** Increase positive response by students to the learning environment on the Panorama SEL Survey from 62.9% to 75% by May 2022.

Increase positive response by economically disadvantaged students from 58.4% to 70% by May 2022.

**Evaluation Data Sources:** Panorama Student SEL Survey

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Westpark staff will make learning relevant to ALL students ensuring that material is rigorous, engaging, and culturally diverse to increase the positive learning environment at Westpark.</p> <p><b>Strategy's Expected Result/Impact:</b> During the 2021-2022 school year, Westpark will increase the positive response of students to the learning environment on the SEL Panorama SEL Survey by 10% and targeted economically disadvantaged population by over 10%.</p> <p>100% of Staff will provide daily reminders of expectations and celebrate small wins of students and staff who are consistently implementing Westpark expectations with fidelity.</p> <p>90% of staff will utilize Five Love Languages to build relationships and understand students' Love Languages</p> <p>90% of staff will practice restorative practices and include classroom circles weekly.</p> <p><b>Staff Responsible for Monitoring:</b> Principal AP Counselor Office Staff Westpark Teachers</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Demographics 1 - Perceptions 1</p> <p><b>Funding Sources:</b> - SCE (199 PIC 24) - 199-11-6399-001-207-24-313-000000- - \$500</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Performance Objective 2 Problem Statements:**

<b>Demographics</b>
<p><b>Problem Statement 1:</b> In 2020-2021, Panorama Survey Data shows that only 33% of Westpark students who qualify as economically disadvantaged are able to regulate emotions well compared to 48% of students who do not qualify as economically disadvantaged are able to regulate emotions well. <b>Root Cause:</b> Westpark leadership has not provided clear expectations for implementing guidance/social skills teaching by campus personnel and/or provided follow-up to ensure that this is a priority.</p>

## Perceptions

**Problem Statement 1:** Previously our PTA of Excellence survey showed we were not meeting the needs of all learners, specifically economically disadvantaged students and students who speak a language other than English at home. In the 2020-2021 school year, Westpark saw an increase in our economically disadvantaged population to 36% and a increase of students who speak a other than English at home. **Root Cause:** Westpark must build staff capacity for working with under-resourced learners, students who speak languages other than English at home, and their families.





**Goal 4: Learning Environment** (based on the BOE constraints)

Ensure all students have access to a safe, supportive and culturally responsive learning environment.

**Performance Objective 3:** Decrease the number of in and out of school suspensions for special education students from 5.9% to 3% by May 2022.

**Evaluation Data Sources:** Focus Referrals

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Westpark staff will implement campus-wide PBIS Expectations and follow protocols where staff seek to understand first before assigning consequences.</p> <p><b>Strategy's Expected Result/Impact:</b> During the 2021-2022 school year, Westpark will decrease suspensions of special education students by almost 3%.</p> <p>Staff will practice restorative practices, conscious discipline, and include classroom circles weekly.</p> <p>100% of Staff will provide daily reminders of expectations and celebrate small wins of students and staff who are consistently implementing Westpark expectations with fidelity.</p> <p><b>Staff Responsible for Monitoring:</b> Principal AP Counselor Office Staff Westpark Teachers</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Demographics 1 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June
	Review content area			

 0% No Progress
 100% Accomplished
 Continue/Modify
 Discontinue

**Performance Objective 3 Problem Statements:**

<b>Demographics</b>
<p><b>Problem Statement 1:</b> In 2020-2021, Panorama Survey Data shows that only 33% of Westpark students who qualify as economically disadvantaged are able to regulate emotions well compared to 48% of students who do not qualify as economically disadvantaged are able to regulate emotions well. <b>Root Cause:</b> Westpark leadership has not provided clear expectations for implementing guidance/social skills teaching by campus personnel and/or provided follow-up to ensure that this is a priority.</p>
<b>Perceptions</b>
<p><b>Problem Statement 1:</b> Previously our PTA of Excellence survey showed we were not meeting the needs of all learners, specifically economically disadvantaged students and students who speak a language other than English at home. In the 2020-2021 school year, Westpark saw an increase in our economically disadvantaged population to 36% and an increase of students who speak a other than English at home. <b>Root Cause:</b> Westpark must build staff capacity for working with under-resourced learners, students who speak languages other than English at home, and their families.</p>





**Goal 4: Learning Environment (based on the BOE constraints)**

Ensure all students have access to a safe, supportive and culturally responsive learning environment.

**Performance Objective 4: Increase the positive perception of parents on Engagement on the district's Parent Survey from 88.1% to 90% by May 2022.**

**Evaluation Data Sources:** Panorama Parent SEL Survey

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Westpark staff will provide targeted parent engagement strategies to all families that create a greater sense of belonging and communication.</p> <p><b>Strategy's Expected Result/Impact:</b> During the 2021-2022 school year, Westpark will increase the positive perception of parents on engagement Parent Survey by almost 5%.</p> <p>100% of staff will call and welcome all students and parents to school</p> <p>100% of Grade Level Teachers will hold a parent meeting within the first two weeks of school</p> <p>100% of Grade Level Teachers will hold parent/guardian conferences during the 2nd six weeks and 5th six weeks</p> <p>Campus admin will provide weekly communication via Parent Link</p> <p>Provide a CANVAS training to all parents and guardians with the tools to support student learning and growth during PTA Parent Education Night.</p> <p><b>Staff Responsible for Monitoring:</b> Principal AP Counselor Office Staff Westpark Teachers</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Demographics 1 - Perceptions 1</p> <p><b>Funding Sources:</b> - SCE (199 PIC 24) - 199-11-6399-001-207-24-313-000000- - \$220</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Performance Objective 4 Problem Statements:**

<b>Demographics</b>
<p><b>Problem Statement 1:</b> In 2020-2021, Panorama Survey Data shows that only 33% of Westpark students who qualify as economically disadvantaged are able to regulate emotions well compared to 48% of students who do not qualify as economically disadvantaged are able to regulate emotions well. <b>Root Cause:</b> Westpark leadership has not provided clear expectations for implementing guidance/social skills teaching by campus personnel and/or provided follow-up to ensure that this is a priority.</p>

## Perceptions

**Problem Statement 1:** Previously our PTA of Excellence survey showed we were not meeting the needs of all learners, specifically economically disadvantaged students and students who speak a language other than English at home. In the 2020-2021 school year, Westpark saw an increase in our economically disadvantaged population to 36% and a increase of students who speak a other than English at home. **Root Cause:** Westpark must build staff capacity for working with under-resourced learners, students who speak languages other than English at home, and their families.

# Site-Based Decision Making Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Kendall Condit	Principal
Administrator	Lynda Duckering Wright	Assistant Principal
Community Representative	Bill Warden	Community Representative
Community Representative	Jenny Jamison	Community Representative
Business Representative	Steve Clegg	Business Representative
Business Representative	Megan Kuper	Business Representative
Classroom Teacher	Jennifer McMillan	Teacher
Classroom Teacher	Yvonne "Sunnee" Garcia	Teacher
Classroom Teacher	Whitney Johnson	Teacher
Classroom Teacher	Skylar Plunkett	Teacher
District-level Professional	Lori Oberheu	District Level Employee
Paraprofessional	Christina Bruck	Non Classroom Employee
Professional Non-Teaching Staff	Cody Stell	Non-classroom Professional
Parent	Auva Ball	Parent - PTA President
Parent	Ray Sainz	Parent
Parent	Jodie Martinez	Parent
Parent	Sandra Vargas	Parent



# Campus Funding Summary

SCE (199 PIC 24)						
Goal	Objective	Strategy	Resources Needed	Description	Account Code	Amount
1	3	1		Supplies and materials for instructional use	199-11-6399-001-207-24-313-000000-	\$1,200.00
2	3	1		Supplies and materials for instructional use	199-11-6399-001-207-24-313-000000-	\$1,200.00
4	2	1		Supplies and materials for instructional use	199-11-6399-001-207-24-313-000000-	\$500.00
4	4	1		Supplies and materials for instructional use	199-11-6399-001-207-24-313-000000-	\$220.00
<b>Sub-Total</b>						\$3,120.00
<b>Budgeted Fund Source Amount</b>						\$3,120.00
<b>+/- Difference</b>						\$0.00
<b>Grand Total</b>						\$3,120.00