

**Fort Worth Independent School District**  
**178 Westcreek Elementary School**  
**2022-2023 Campus Improvement Plan**

**Accountability Rating: Not Rated**



# Mission Statement

We will inspire life-long learners in a risk-free environment by growing our students a year and a half each school year.

## Vision

*We will serve and inspire **ALL** stakeholders to achieve their highest potential.*

## Value Statement

***COURAGEOUSLY LEADING THE WAY***



Here at Westcreek, we believe in every child having access to on-grade level instruction every day along with supports when needed. Because our Westcreek Eagles deserve the choice of a college, community or military career, we will provide

\*Equitable learning environments,

\*Tier 1 instruction adjusted in real time, and

\*Pre-planned supports to remove any learning obstacle.



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# Comprehensive Needs Assessment

Revised/Approved: April 29, 2022

## Demographics

### Demographics Summary

Westcreek Elementary is located in the southwest area of Fort Worth. We have an enrollment of 508 students: fifty-seven percent are Hispanic, twenty-nine percent are African American/Black, seven percent are white and the other seven percent are other. Ninety-two percent of our students are economically disadvantaged, 67% are considered at-risk, 43% are English Language Learners, 3% are homeless, 14% receive special education services, 4% receive 504 services, 3% receive dyslexia services, and 5% receive GT services. We have two self-contained special education units.

Besides the neighborhood houses, we serve eight apartment complexes. Our mobility rate was approximately 22% according to the 2020-2021 school report card. The attendance rate for all students is approximately 90%; however, attendance for the African American students is the lowest at 88%.

Discipline referrals are at 95 for the 2021-2022 school year. African American students received 68 of the referrals while Hispanics received 18 of the referrals. This is disproportionate to the enrollment. Our enrollment for males and females are each at 50%. Males received 75 referrals, while females have received 20.

We have a PTO we are trying to get established. Currently, we have staff involved with a few parents. The pandemic has affected our recruitment of parents and volunteers.

Our staff is composed of 28 classroom teachers, 14 support staff and 11 teacher assistants. Thirty-eight percent of total staff is white, fifty-two percent are Hispanic, and ten percent are African American/Black. The racial and ethnic composition of the staff is proportionate for Hispanics (57% enrollment vs 52% staff); however, it is disproportionate for African American/Blacks (29% enrollment vs. 10% staff)

### Demographics Strengths

#### **Fourth grade has the highest percentage of GT students at 11.7%**

Fourth grade has someone represented in each subpopulation.

The Dx population is relatively proportionate to our population.

There isn't an over-representation of any race/ethnicity in any sub-population.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** For the 2021-2022 school year, 4.5% of the enrolled students at Westcreek Elementary are labeled Dyslexic, up 1.7% from the previous year, with a 5.5%

deficit from the national norm of 10%. **Root Cause:** The system created for dyslexia referrals was not followed with fidelity which affects achievement in Literacy.

**Problem Statement 2 (Prioritized):** For the 2021-2022 school year, 50% of the Westcreek Elementary population is male yet, male students comprise 83% of the classroom referrals. **Root Cause:** Implementation of Restorative Practice needs to be consistent in order to ensure a culturally responsive classroom that focuses on building relationships with all students.

# Student Learning

## Student Learning Summary

Westcreek Elementary is currently rated as an F campus. In the 2018-2019 school year, the overall performance dropped from 78% to 57% in the STAAR test. There was no rating given for the 2020-2021 school year.

Third grade math was at 55% approaches, 13% meets, and 1% masters.

Fourth grade math was at 37% approaches, 9% meets, and 5% masters.

Fifth grade math was at 45% approaches, 23% meets, and 9% masters.

Third grade English reading was at 36% approaches, 15% meets, and 2% masters.

Third grade Spanish reading was at 82% approaches, 53% meets, and 47% masters.

Fourth grade English reading was at 56% approaches, 22% meets, and 8% masters.

Fourth grade Spanish reading was at 47% approaches, 32% meets, and 21% masters.

Fifth grade English reading was at 45% approaches, 23% meets, and 9% masters.

Fifth grade Spanish reading was at 100% approaches, 67% meets, and 50% masters. .

Westcreek teachers review data during PLCs. We also emphasize delivering strong Tier 1 instruction in order to improve student achievement. During PLC's, teachers have been trained to utilize data to inform their instructional practices. In addition, an implementation of a consistent plan to utilize Core 5 and Pathblazer to remediate students gaps in learning. The fidelity of proper use of the programs are monitored weekly. A report is sent out to all teachers notifying them of weekly student usage of the Lexia program. A weekly Students who complete a unit are recognized every Friday with a Lexia certificate delivered by the Leadership team.

The Westcreek staff and Leadership team work diligently to ensure implementation of the FWISD Literacy Frameworks with fidelity. There are inconsistencies across the campus with embedding the Fundamental Four components, from the Curriculum Framework, into one lesson on a daily basis.

The MOY MAP reading showed that 3rd and 4th grade students met the projected growth for their level. While Kinder, 1st, 2nd and 5th did not meet the projected growth. There are inconsistencies in our virtual students scores from the BOY to the MOY, possibly due to parental support. Additionally, there was a lack of clear understanding of the literacy framework which set back our Tier 1 instruction. This issue is being addressed through on campus professional development and will continue into the 2021-2022 school year.

The MOY MAP math showed 2nd and 3rd grade students met the projected growth for their grade level. While Kinder, 1st, 4th and 5th did not meet the projected growth.

Westcreek Elementary was ranked 4th in reading and 3rd in math for our students showing growth on the MOY MAP within our school pyramid.

## Student Learning Strengths

The MOY MAP math showed 2nd and 3rd grade students met the projected growth for their grade level. While Kinder, 1st, 4th and 5th did not meet the projected growth.

Westcreek Elementary was ranked 4th in reading and 3rd in math for our students showing growth on the MOY MAP within our school pyramid.

3rd STAAR Math had an increase in the EL subgroup 35% in approaches and 11% in meets.

4th STAAR Math had an increase in the AA subgroup in approaches by 6% and meets by 14%.

Third grade Spanish reading was at 86% approaches, 57% meets, and 14% masters. There was a 36% increase in approaches, 39% increase in meets, and 14% increase in masters.

The AA subgroup saw the most gains in the 4th English Reading: 19% increase in approaches, 20% increase in meets, and 11% increase in masters.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** In 2021 -2022, 61% of students at Westcreek did not meet achievement on the MOY MAP MATH, with 78% of African American students did not meet achievement. **Root Cause:** Inconsistent application of the Math Problem Solving Process across grade levels with fidelity which affects growth and achievement.

**Problem Statement 2 (Prioritized):** In 2021 -2022, at Westcreek Elementary, 37% of all students met growth on Map Reading with 6% of African American students meeting growth. **Root Cause:** Campus needs deepening of literacy content knowledge in order to implement differentiation and scaffolding to ensure equal access to tier 1 instruction on a daily basis with fidelity.

**Problem Statement 3 (Prioritized):** For the 2021 - 2022 school year, the Pre- Kindergarten - 1st grade student average attendance rate is 88.1%, which is 4% below 2nd - 5th grade Westcreek student attendance average. **Root Cause:** A clear attendance plan with imbedded supports for chronic absenteeism has not been created and presented to stakeholders which affects student growth and success.



# School Processes & Programs

## School Processes & Programs Summary

Teachers began the school year teaching virtually, which was a continuation of last year. Teachers had to shift in October to teach virtually and in-person simultaneously. Students struggled to connect due to lack of technology and/or internet. Once students returned to school for in-person instruction, student attendance went up which has positively impacted their learning and their social-emotional well-being. Currently, 75% of our students attend in-person instruction and 25% attend virtually. Some of our virtual students continue to struggle in connecting due to lack of at-home supervision. We continue to encourage our students to return to in-person instruction.

FWISD introduced a new instructional framework and literacy framework for the 2020-2021 school year. The leadership team delivered the new information at the beginning of the year. As the year progressed, the leadership team and the staff grew in our understanding of the framework. We revisited both frameworks from January-March in bite size pieces to increase the level of implementation. This is something that we are continuing to grow in.

Last year, we started looking to the TEKS to guide our instruction. We followed the district curriculum framework's pacing guide and dug deeper into what the TEKS were asking us to do. We started our work with the instructional planning calendars and mapping out what was being taught each day to ensure that all TEKS are being covered and at the level it needed to be covered. This year, we began with delivering professional development as a refresher to returning staff and new delivery for new staff. Because of lack of substitutes, we were unable to continue this work with all teachers. The leadership team and lead teachers took on the responsibility of providing IPCs to third, fourth and fifth grade reading and math teachers. We see the value in growing our teachers in their knowledge of the TEKS they teach. We will continue with this work for next year.

When it comes to addressing the social-emotional needs of our students, we have implemented PBIS and Restorative Practice. We focus on six character traits: respect, responsibility, citizenship, honesty, caring, and fairness. We focus on a character trait each week. We recognize students through the "Student of the Week". Each teacher submits a student to recognize by Thursday of the week. A member from the Leadership team takes a picture of each student with their certificate. The pictures are displayed in the front hallway for all stakeholders to recognize. The fidelity of teachers submitting certificates on-time has been sporadic this school year. The leadership team has recently begun to send a follow-up email to all teachers who have not submitted a certificate on time. This has improved the consistency of the certificates being submitted each week.

At the beginning of the school year, we introduced a positive referral system. The goal of the positive referral was to honor our students for their academics and accountability at school, and to connect with our parents by sharing positive news. We had each teacher submit positive referral goals/projections for the school year. We have had inconsistencies in teachers rewarding positive referrals to students. The leadership team had sent emails throughout the school year reminding teachers of positive referrals and the need to recognize our students at school.

Twenty-six staff members have been trained on using Restorative Practice techniques with our students. Due to the pandemic, 13 of our teachers have not been trained on Restorative Practice. However, they are implementing the respect agreements and conducting morning circles.

We have a case manager that focuses on our high-needs students. She manages a caseload of identified students. We have one counselor that focuses on the entire campus and provides guidance lessons throughout the year.

We have a social story library that has been provided for all pk to 2nd grade teachers and one per grade level for 3rd to 5th. The implementation/use of the social story is done by some teachers. The person in charge of the social story library was our Intervention Specialist and she left this school year. This fell to the wayside. We need to create a solid implementation plan for the social story library to start day 1 for the 2021-2022 school year.

We have an arrival procedure in place to ensure students are greeted multiple times by leadership and staff before they arrive to their classroom. We have a dismissal system in place from leadership and staff members which reinforces, encourages and inspires students to return the next day to a risk-free learning environment.

## School Processes & Programs Strengths

We have a system in place for the following:

- Lesson plan feedback
- PBIS/RP
- Arrival/dismissal
- RtI
- PLCs

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** At Westcreek Elementary in the 2021 - 2022 school year, 69% of literacy teachers do not feel comfortable with navigation and implementation of My View.

**Root Cause:** A process is not in place to establish effective & supported interaction with grade level reading text to ensure equal access to tier 1 instruction.

**Problem Statement 2:** At Westcreek Elementary in the 2021 -2022 school year based on the process and programs survey, 77% of teachers have confusion on how to utilize the TEKS resource system and its components. **Root Cause:** A systematic approach to support new teachers with past trainings needs to be developed in order to build content capacity.

**Problem Statement 3 (Prioritized):** In the 2021 - 2022 school year, 43% of Westcreek teachers use respect agreements daily while 80% of the teachers are unclear as to the timing of the implementation during the day. **Root Cause:** Implementation of Restorative Practice needs to be consistent in order to ensure a culturally responsive classroom that focuses on building relationships with all students.

# Perceptions

## Perceptions Summary

Our vision and mission statements were revised at the beginning of the school year. Our vision statement states: We will serve and inspire all stakeholders to achieve their highest potential. Our Mission statement states: We will inspire life-long learners in a risk-free environment by growing our students a year and half each school year. We took our vision and mission statements and created what it looks like in action.

Students and teachers completed a survey at the beginning of the 2020-2021 school year. Below are the results:

46% of the third through 5th grade student population know how to regulate their emotions. 60% of the students are attentive and invested in class. 59% have a positive sense of belonging at Westcreek. 83% of students feel supported through their relationships with friends, family, and adults at school. 64% of the students have a strong social connection between teachers and other students within and beyond the classroom.

49% of teachers have a faculty growth mindset. 67% of the staff surveyed think Westcreek is an inviting work environment. 74% of staff have a positive relationship with the Leadership team. 70% of the staff feel like they are educating all students.

Based on the survey results, some changes were made to address some deficits.

We have an arrival procedure in place to ensure students are greeted multiple times by leadership and staff before they arrive to their classroom. Teachers stand by their doors and greet the students before entering their classrooms. We have a dismissal system in place from leadership and staff members which reinforces, encourages and inspires students to return the next day to a risk-free learning environment.

At the beginning of the 2020-2021 school year, students were instructed virtually. Westcreek Elementary faculty and staff provided individual instructional materials, and specific resources such as: technology, consumables, hands-on manipulatives, etc to ensure every students' needs were met in our Covid environment. Teachers continued to provide materials as needed for those that chose to remain virtual.

In addition, our teachers and staff commitment and dedication was evident by providing instructional support and guiding our parents and students through the use of technology and virtual instruction.

## Perceptions Strengths

82% of third - fifth grade students felt supported through their relationships with friends, family, and adults at school.

76% of third - fifth grade students feel respected by their teachers.

71% of teachers find Westcreek an inviting work environment.

70% of teachers believe they respond to educating all teachers.

## **Problem Statements Identifying Perceptions Needs**

**Problem Statement 1 (Prioritized):** In the 2021 panorama survey, 82% of 3rd - 5th grade Westcreek students answered favorably when asked if there was an adult they could count on from school. However, 51% of students answered favorably when asked if their teachers demonstrated authentic concern/care. Based on the data, there is a disconnect between the perceived quality of teacher-student relationships and other adults on campus. **Root Cause:** Implementation of Restorative Practice needs to be consistent in order to ensure a culturally responsive classroom that focuses on building relationships with all students.

**Problem Statement 2 (Prioritized):** In the 2021 Panorama Survey, 49% of teachers answered favorably to the faculty growth mindset with a 7% deficit when compared to FWISD. **Root Cause:** Growth Mindset has not been clearly defined to support accountability in having a growth mindset across content areas and grade levels to enable all students to learn to the best of their abilities in math and literacy.

# Priority Problem Statements

**Problem Statement 1:** In 2021 -2022, 61% of students at Westcreek did not meet achievement on the MOY MAP MATH, with 78% of African American students did not meet achievement.

**Root Cause 1:** Inconsistent application of the Math Problem Solving Process across grade levels with fidelity which affects growth and achievement.

**Problem Statement 1 Areas:** Student Learning

**Problem Statement 7:** In the 2021 panorama survey, 82% of 3rd - 5th grade Westcreek students answered favorably when asked if there was an adult they could count on from school. However, 51% of students answered favorably when asked if their teachers demonstrated authentic concern/care. Based on the data, there is a disconnect between the perceived quality of teacher-student relationships and other adults on campus.

**Root Cause 7:** Implementation of Restorative Practice needs to be consistent in order to ensure a culturally responsive classroom that focuses on building relationships with all students.

**Problem Statement 7 Areas:** Perceptions

**Problem Statement 6:** For the 2021-2022 school year, 50% of the Westcreek Elementary population is male yet, male students comprise 83% of the classroom referrals.

**Root Cause 6:** Implementation of Restorative Practice needs to be consistent in order to ensure a culturally responsive classroom that focuses on building relationships with all students.

**Problem Statement 6 Areas:** Demographics

**Problem Statement 2:** In 2021 -2022, at Westcreek Elementary, 37% of all students met growth on Map Reading with 6% of African American students meeting growth.

**Root Cause 2:** Campus needs deepening of literacy content knowledge in order to implement differentiation and scaffolding to ensure equal access to tier 1 instruction on a daily basis with fidelity.

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 5:** In the 2021 Panorama Survey, 49% of teachers answered favorably to the faculty growth mindset with a 7% deficit when compared to FWISD.

**Root Cause 5:** Growth Mindset has not been clearly defined to support accountability in having a growth mindset across content areas and grade levels to enable all students to learn to the best of their abilities in math and literacy.

**Problem Statement 5 Areas:** Perceptions

**Problem Statement 3:** For the 2021 - 2022 school year, the Pre- Kindergarten - 1st grade student average attendance rate is 88.1%, which is 4% below 2nd - 5th grade Westcreek student attendance average.

**Root Cause 3:** A clear attendance plan with imbedded supports for chronic absenteeism has not been created and presented to stakeholders which affects student growth and success.

**Problem Statement 3 Areas:** Student Learning

**Problem Statement 4:** In the 2021 - 2022 school year, 43% of Westcreek teachers use respect agreements daily while 80% of the teachers are unclear as to the timing of the

implementation during the day.

**Root Cause 4:** Implementation of Restorative Practice needs to be consistent in order to ensure a culturally responsive classroom that focuses on building relationships with all students.

**Problem Statement 4 Areas:** School Processes & Programs

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

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

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data

## Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Homeless data
- Gifted and talented data
- Dyslexia data

## Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data

- Discipline records
- Student surveys and/or other feedback
- Enrollment trends

#### **Employee Data**

- Staff surveys and/or other feedback
- Teacher/Student Ratio

#### **Parent/Community Data**

- Parent surveys and/or other feedback

#### **Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Other additional data



# District Goals

## **District 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.

**School Performance Objective 1:** Increase the percentage of PK students who score On Track on Circle Phonological Awareness in English from 77% to 82% by May 2023.

Increase the percentage of PK students who score On Track on Circle Phonological Awareness in Spanish from 83% to 88% by May 2023.

### **HB3 District Goal**

**Evaluation Data Sources:** Circle Data

**Strategy 1:** Improve the quality and alignment of Tier 1 Instruction for all students through the use of the Amplify Unit and Lesson Internalization process and the FWISD instructional framework process to ensure equitable access to grade-level TEKS occur daily.

**Strategy's Expected Result/Impact:** \*Circle Phonological awareness results from each administration of Circle will be used in Pre-K to monitor student progress towards at least 78% of students being on track in English.

\*Circle Phonological awareness results from each administration of Circle will be used in Pre-K to monitor student progress towards at least 50% of students being on track in Spanish.

\*At each administration a 3% - 5% increase from the baseline will be expected.

**Staff Responsible for Monitoring:** Teachers, Administrators, Data Analyst

### **Title I:**

2.4, 2.5, 2.6

#### **- TEA Priorities:**





Build a foundation of reading and math

#### **- ESF Levers:**

Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

**Problem Statements:** Student Learning 2

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Ensure 100% of required teachers/staff enroll, attend and progress through required foundational and follow-up priority professional learning for literacy (Amplify, Reading Academics, Creative Curriculum) by November 30, 2022 (first semester) and February 28, 2023 (second semester).</p> <p><b>Intended Audience:</b> Teachers, CIC, Campus Administrators</p> <p><b>Date(s) / Timeframe:</b> November 30, 2022, February 28, 2023</p> <p><b>Provider / Presenter / Person Responsible:</b> Literacy Department, Early Learning, Vendor</p> <p><b>Collaborating Departments:</b> Literacy Department, Early Learning</p> <p><b>Delivery Method:</b> Face-to-Face</p>	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p><b>Action Step 2:</b> Conduct data meetings after each administration of district assessments using the modified ATLAS protocol.</p> <p><b>Intended Audience:</b> Teachers</p> <p><b>Date(s) / Timeframe:</b> August 2022- May 2023</p> <p><b>Provider / Presenter / Person Responsible:</b> Data Analyst, Principal, AP, CIC</p> <p><b>Collaborating Departments:</b> ADQ</p> <p><b>Delivery Method:</b> Face-to-Face</p>	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<p><b>Action Step 3:</b> Develop a PLC protocol and the PLC schedule for teachers to have the opportunity to internalize lessons with embedded time to practice the delivery of instruction, provide time for colleagues to provide feedback, and provide time to analyze student work.</p> <p><b>Intended Audience:</b> Teachers</p> <p><b>Date(s) / Timeframe:</b> August 2022-May 2023</p> <p><b>Provider / Presenter / Person Responsible:</b> Julie Cortina, Principal Anthony Hill, Assistant Principal Campus Instructional Coaches Data Analyst</p> <p><b>Collaborating Departments:</b> Early Learning for PK PLCs</p> <p><b>Delivery Method:</b> In person</p> <p><b>Funding Sources:</b> Materials needed for Creative Curriculum Implementation - Title I (211) - 211-11-6399-04E-178-30-510-000000-23F10 - \$1,000</p>	Formative			Summative
	Nov	Jan	Mar	June

Action Step 4 Details	Reviews			
<p><b>Action Step 4:</b> Track weekly walkthroughs and feedback in Eduphoria Strive with a goal of at least 85% of teachers achieving Proficient in TTESS Dimensions 2 and 3 by May 2023.</p> <p><b>Intended Audience:</b> Teachers, Instructional Leadership Team</p> <p><b>Date(s) / Timeframe:</b> August - September 2022</p> <p><b>Provider / Presenter / Person Responsible:</b> Principal and AP</p> <p><b>Collaborating Departments:</b> Literacy Department</p> <p><b>Delivery Method:</b> N/A</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**School Performance Objective 1 Problem Statements:**

<b>Student Learning</b>
<p><b>Problem Statement 2:</b> In 2021 -2022, at Westcreek Elementary, 37% of all students met growth on Map Reading with 6% of African American students meeting growth. <b>Root Cause:</b> Campus needs deepening of literacy content knowledge in order to implement differentiation and scaffolding to ensure equal access to tier 1 instruction on a daily basis with fidelity.</p>

**District 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.

**School 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 42% to 47% by May 2023.

Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators in Spanish from 37% to 42% by May 2023.

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 38% to 43% by May 2023.

**HB3 District Goal**

**Evaluation Data Sources:** MAP Fluency Reports: Oral Reading Rate for grades 1 -3 on Map Fluency plus K phonological awareness

**Strategy 1:** Improve the quality and alignment of Tier 1 Instruction for all students through the use of the Amplify Unit and Lesson Internalization process and the FWISD instructional framework process to ensure equitable access to grade-level TEKS occur daily.

**Strategy's Expected Result/Impact:** \*Map Fluency results from each administration will be used to monitor student progress towards at least 47% English testers at Meets or Exceeds grade level.

\*Map Fluency results from each administration will be used to monitor student progress towards at least 42% Spanish testers at Meets or Exceeds grade level.

\*Map Fluency results from each administration will be used to monitor student progress towards at least 43% of African American testers at Meets or Exceeds grade level.

\*At each administration we will expect a 2-3% increase from the baseline.

**Staff Responsible for Monitoring:** Administrators, Teachers, Instructional Coaches, Data Analyst

**Title I:**

2.4, 2.5, 2.6

**- TEA Priorities:**





Build a foundation of reading and math, Improve low-performing schools

**- ESF Levers:**

Lever 5: Effective Instruction

**Problem Statements:** Student Learning 2

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Develop a PLC protocol and the PLC schedule for teachers to have the opportunity to internalize lessons with embedded time to practice the delivery of instruction, provide time for colleagues to provide feedback, and provide time to analyze student work.</p> <p><b>Intended Audience:</b> Teachers  <b>Date(s) / Timeframe:</b> August 2022-May 2023  <b>Provider / Presenter / Person Responsible:</b> Julie Cortina, Principal  Anthony Hill, Assistant Principal  Campus Instructional Coaches  Data Analyst  <b>Collaborating Departments:</b> Early Learning  <b>Delivery Method:</b> In person</p> <p><b>Funding Sources:</b> Supplies for Instruction Delivery - Title I (211) - 211-11-6399-04E-178-30-510-000000-23F10 - \$1,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p><b>Action Step 2:</b> Ensure 100% of required teachers/staff enroll, attend and progress through required foundational and follow-up priority professional learning for literacy (Amplify, Reading Academies, Creative Curriculum) by November 30, 2022 (first semester) and February 28, 2023 (second semester).</p> <p><b>Intended Audience:</b> Teachers, CIC, Campus Administrators  <b>Date(s) / Timeframe:</b> November 30, 2022, February 28, 2023  <b>Provider / Presenter / Person Responsible:</b> Literacy Department, Early Learning, Vendor  <b>Collaborating Departments:</b> Literacy Department, Early Learning  <b>Delivery Method:</b> Face-to-Face</p>	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<p><b>Action Step 3:</b> Track weekly walkthroughs and feedback in Eduphoria Strive with a goal of at least 85% of teachers achieving Proficient in TTESS Dimensions 2 and 3 by May 2023.</p> <p><b>Intended Audience:</b> Teachers, Instructional Leadership Team  <b>Date(s) / Timeframe:</b> August - September 2022  <b>Provider / Presenter / Person Responsible:</b> Principal and AP  <b>Collaborating Departments:</b> Literacy Department  <b>Delivery Method:</b> N/A</p>	Formative			Summative
	Nov	Jan	Mar	June

Action Step 4 Details	Reviews			
<p><b>Action Step 4:</b> Conduct data meetings after each administration of district assessments using the modified ATLAS protocol.</p> <p><b>Intended Audience:</b> Teachers  <b>Date(s) / Timeframe:</b> August 2022- May 2023  <b>Provider / Presenter / Person Responsible:</b> Data Analyst, Principal, AP, CIC  <b>Collaborating Departments:</b> ADQ  <b>Delivery Method:</b> Face-to-Face</p> <p><b>Funding Sources:</b> Data Analyst - Title I (211) - 211-13-6119-04E-178-30-510-000000-23F10 - \$78,936</p>	Formative			Summative
	Nov	Jan	Mar	June
Action Step 5 Details	Reviews			
<p><b>Action Step 5:</b> Track and monitor enrollment, attendance, and module progress of Reading Academies to ensure 100% of teachers/staff are on track for completion each month.</p> <p><b>Intended Audience:</b> Teachers, CIC  <b>Date(s) / Timeframe:</b> August 2022-May 2023  <b>Provider / Presenter / Person Responsible:</b> Principal and AP  <b>Collaborating Departments:</b> Office of Instructional Initiatives and School Supports  <b>Delivery Method:</b> Online Blended Learning</p>	Formative			Summative
	Nov	Jan	Mar	June
Action Step 6 Details	Reviews			
<p><b>Action Step 6:</b> Teachers will utilize the MAP Reading Fluency Progress Monitoring assessment every 6 weeks to check student fluency growth progress for Tier 3 students.</p> <p><b>Intended Audience:</b> K-3 Teachers  <b>Date(s) / Timeframe:</b> August 2022- May 2023  <b>Provider / Presenter / Person Responsible:</b> K-3 Teachers, CIC, Data Analyst, Admin  <b>Collaborating Departments:</b> N/A  <b>Delivery Method:</b> Online Assessment</p> <p><b>Funding Sources:</b> Materials: paper, cardstock, ink, etc - Title I (211) - 211-13-6399-04E-178-30-510-000000-23F10 - \$1,000</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>				

**School Performance Objective 2 Problem Statements:**

## Student Learning

**Problem Statement 2:** In 2021 -2022, at Westcreek Elementary, 37% of all students met growth on Map Reading with 6% of African American students meeting growth. **Root Cause:** Campus needs deepening of literacy content knowledge in order to implement differentiation and scaffolding to ensure equal access to tier 1 instruction on a daily basis with fidelity.

**District 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.

**School 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% to 49% by May 2023.

Increase the percentage of Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading in Spanish from 41% to 46% by May 2023.

Increase the percentage of African American students or group that is most marginalized by instruction on our campus (gender, race, program, other) from 29% to 34% by May 2022.

**HB3 District Goal**

**Evaluation Data Sources:** MAP

**Strategy 1:** Improve the quality and alignment of Tier 1 Instruction for all students through the use of the Amplify Unit and Lesson Internalization process and the FWISD instructional framework process to ensure equitable access to grade-level TEKS occur daily.

**Strategy's Expected Result/Impact:** \*Map Growth Reading results from each administration will be used to monitor student growth of English testers in grades Kinder - 5th who meets or exceeds expected growth of at least 49%.

\*Map Growth Reading results from each administration will be used to monitor student growth of Spanish testers in grades Kinder - 5th who meets or exceeds expected growth of at least 46%.

\*Map Growth Reading results from each administration will be used to monitor student growth of African American testers in grades Kinder - 5th who meets or exceeds expected growth of at least 34%.

\*At each administration we will expect a 2% - 3 % increase from the baseline.

**Staff Responsible for Monitoring:** Instructional Coaches, Administrators, Teachers, Data Analyst

**Title I:**

2.4, 2.5, 2.6

**- TEA Priorities:**

Build a foundation of reading and math, Improve low-performing schools

**- ESF Levers:**





Lever 5: Effective Instruction

**Problem Statements:** Student Learning 2



Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Ensure 100% of required teachers/staff enroll, attend and progress through required foundational and follow-up priority professional learning for literacy (Amplify, Reading Academies, Creative Curriculum) by November 30, 2022 (first semester) and February 28, 2023 (second semester).</p> <p><b>Intended Audience:</b> Teachers, CIC, Campus Administrators</p> <p><b>Date(s) / Timeframe:</b> November 30, 2022, February 28, 2023</p> <p><b>Provider / Presenter / Person Responsible:</b> Literacy Department, Early Learning, Vendor</p> <p><b>Collaborating Departments:</b> Literacy Department, Early Learning</p> <p><b>Delivery Method:</b> Face-to-Face</p>	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p><b>Action Step 2:</b> Conduct data meetings after each administration of district assessments using the modified ATLAS protocol.</p> <p><b>Intended Audience:</b> Teachers</p> <p><b>Date(s) / Timeframe:</b> August 2022- May 2023</p> <p><b>Provider / Presenter / Person Responsible:</b> Data Analyst, Principal, AP, CIC</p> <p><b>Collaborating Departments:</b> ADQ</p> <p><b>Delivery Method:</b> Face-to-Face</p>	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<p><b>Action Step 3:</b> Develop a PLC protocol and the PLC schedule for teachers to have the opportunity to internalize lessons with embedded time to practice the delivery of instruction, provide time for colleagues to provide feedback, and provide time to analyze student work.</p> <p><b>Intended Audience:</b> Teachers</p> <p><b>Date(s) / Timeframe:</b> August 2022-May 2023</p> <p><b>Provider / Presenter / Person Responsible:</b> Julie Cortina, Principal Anthony Hill, Assistant Principal Campus Instructional Coaches Data Analyst</p> <p><b>Collaborating Departments:</b> Early Learning</p> <p><b>Delivery Method:</b> In person</p> <p><b>Funding Sources:</b> Instructional Supplies for DL/ESL classes - BEA (199 PIC 25) - 199-11-6399-001-178-25-313-000000 - \$1,188, Furniture (easels) and other supplies needed to implement Curriculum. - Title I (211) - 211-11-6399-04E-178-30-510-000000-23F10 - \$2,064</p>	Formative			Summative
	Nov	Jan	Mar	June

Action Step 4 Details	Reviews			
<p><b>Action Step 4:</b> Track weekly walkthroughs and feedback in Eduphoria Strive with a goal of at least 85% of teachers achieving Proficient in TTESS Dimensions 2 and 3 by May 2023.</p> <p><b>Intended Audience:</b> Teachers, Instructional Leadership Team</p> <p><b>Date(s) / Timeframe:</b> August - September 2022</p> <p><b>Provider / Presenter / Person Responsible:</b> Principal and AP</p> <p><b>Collaborating Departments:</b> Literacy Department</p> <p><b>Delivery Method:</b> N/A</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Action Step 5 Details	Reviews			
<p><b>Action Step 5:</b> Track and monitor enrollment, attendance, and module progress of Reading Academies to ensure 100% of teachers/staff are on track for completion each month.</p> <p><b>Intended Audience:</b> K-3 Teachers, CIC</p> <p><b>Date(s) / Timeframe:</b> August 2022-May 2023</p> <p><b>Provider / Presenter / Person Responsible:</b> Principal and AP</p> <p><b>Collaborating Departments:</b> Office of Instructional Initiatives and School Supports</p> <p><b>Delivery Method:</b> Online Blended Learning</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Action Step 6 Details	Reviews			
<p><b>Action Step 6:</b> Purchase books to support battle of the books.</p> <p><b>Intended Audience:</b> Students, Teachers, Parents</p> <p><b>Date(s) / Timeframe:</b> August 2022-December 2022</p> <p><b>Provider / Presenter / Person Responsible:</b> Librarian</p> <p><b>Collaborating Departments:</b> Library Media</p> <p><b>Delivery Method:</b> N/A</p> <p><b>Funding Sources:</b> Books - SCE (199 PIC 24) - 199-11-6329-001-178-24-313-000000- - \$6,681</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

Action Step 7 Details	Reviews			
<p><b>Action Step 7:</b> Improve the quality of Tier 1 instruction by developing the capacity of the ILT, with protocols for distributive leadership in areas of data analysis, aligned lesson planning, observation and feedback.</p> <p><b>Intended Audience:</b> ILT</p> <p><b>Date(s) / Timeframe:</b> July 2022-May 2023</p> <p><b>Provider / Presenter / Person Responsible:</b> James R. Womack, M.H.S.A., Th.M.</p> <p><b>Collaborating Departments:</b> N/A</p> <p><b>Delivery Method:</b> Face-to-Face</p> <p><b>Funding Sources:</b> ILT Development - Title I (211) - 211-13-6299-04E-178-30-510-000000-23F10 - \$12,000</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**School Performance Objective 3 Problem Statements:**

<b>Student Learning</b>
<p><b>Problem Statement 2:</b> In 2021 -2022, at Westcreek Elementary, 37% of all students met growth on Map Reading with 6% of African American students meeting growth. <b>Root Cause:</b> Campus needs deepening of literacy content knowledge in order to implement differentiation and scaffolding to ensure equal access to tier 1 instruction on a daily basis with fidelity.</p>

**District 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.

**School Performance Objective 1:** Increase the percentage of PK students who score On Track on Circle Math in English from 67% to 72% by May 2023.

Increase the percentage of PK students who score On Track on Circle Math in Spanish from 84% to 89% by May 2023.

Increase the percentage of African American students from 63% to 68% by May 2023.

**Evaluation Data Sources:** Circle Progress Monitoring Pre-K School Benchmark Report

**Strategy 1:** Improve the quality and alignment of Tier 1 Math Instruction for all students using Creative Curriculum and the FWISD Instructional Framework to increase achievement and the application of the problem-solving process.

**Strategy's Expected Result/Impact:** \*Circle Math results from each administration of Circle will be used in Pre-K to monitor student progress towards at least 73% of students being on track in English.

\*Circle Math results from each administration of Circle will be used in Pre-K to monitor student progress towards at least 89% of students being on track in Spanish.

\*Circle Math results from each administration of Circle will be used in Pre-K to monitor student progress towards at least 50% of African American students being on track

\*At each administration a 2% - 3% increase from the baseline will be expected.

**Staff Responsible for Monitoring:** Teachers, Administrators, Instructional Coaches, Data Analyst

**Title I:**

2.4, 2.5, 2.6

**- TEA Priorities:**

Build a foundation of reading and math, Improve low-performing schools

**- ESF Levers:**

Lever 5: Effective Instruction

**Problem Statements:** Student Learning 1

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Ensure 100% of required teachers/staff enroll, attend and progress through required foundational and follow-up priority professional learning for math (Eureka, Creative Curriculum) by November 30, 2022 (first semester) and February 28, 2023 (second semester). <b>Intended Audience:</b> Teachers, CIC, Campus Administrators <b>Date(s) / Timeframe:</b> November 30, 2022, February 28, 2023 <b>Provider / Presenter / Person Responsible:</b> Math Department, Early Learning, Vendor <b>Collaborating Departments:</b> Math Department, Early Learning <b>Delivery Method:</b> Face-to-Face	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<b>Action Step 2:</b> Conduct data meetings after each administration of district assessments using the modified ATLAS protocol. <b>Intended Audience:</b> Teachers <b>Date(s) / Timeframe:</b> August 2022- May 2023 <b>Provider / Presenter / Person Responsible:</b> Data Analyst, Principal, AP, CIC <b>Collaborating Departments:</b> ADQ <b>Delivery Method:</b> Face-to-Face	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Action Step 3 Details	Reviews			
<b>Action Step 3:</b> Develop a PLC protocol and the PLC schedule for teachers to have the opportunity to internalize lessons with embedded time to practice the delivery of instruction, provide time for colleagues to provide feedback, and provide time to analyze student work. <b>Intended Audience:</b> Teachers <b>Date(s) / Timeframe:</b> August 2022-May 2023 <b>Provider / Presenter / Person Responsible:</b> Julie Cortina, Principal Anthony Hill, Assistant Principal Campus Instructional Coaches Data Analyst <b>Collaborating Departments:</b> Early Learning <b>Delivery Method:</b> In person	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Action Step 4 Details	Reviews			
<b>Action Step 4:</b> Track weekly walkthroughs and feedback in Eduphoria Strive with a goal of at least 85% of teachers achieving Proficient in TTESS Dimensions 2 and 3 by May 2023. <b>Intended Audience:</b> Teachers, Instructional Leadership Team <b>Date(s) / Timeframe:</b> August - September 2022 <b>Provider / Presenter / Person Responsible:</b> Principal and AP <b>Collaborating Departments:</b> Literacy Department <b>Delivery Method:</b> N/A	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>



No Progress



Accomplished



Continue/Modify



Discontinue

### School Performance Objective 1 Problem Statements:

Student Learning
<b>Problem Statement 1:</b> In 2021 -2022, 61% of students at Westcreek did not meet achievement on the MOY MAP MATH, with 78% of African American students did not meet achievement. <b>Root Cause:</b> Inconsistent application of the Math Problem Solving Process across grade levels with fidelity which affects growth and achievement.

**District 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.

**School Performance Objective 2:** Increase the percentage of Kinder students who score On Track on TX-KEA Math in English from 45% to 50% by May 2023.

Increase the percentage of Kinder students who score On Track on TX-KEA Math in Spanish from 50% to 55% by May 2023.

Increase the percentage of African American students from 33% to 40% by May 2023.

**Evaluation Data Sources:** TX-KEA Math School Summary Benchmark Report

**Strategy 1:** Improve the quality and alignment of Tier 1 Math Instruction for all students using Eureka Math and the FWISD Instructional Framework to increase achievement and the application of the problem-solving process.

**Strategy's Expected Result/Impact:** \*KEA Math results from each administration of KEA will be used in Kinder to monitor student progress towards at least 50% of students being on track in English.

\*KEA Math results from each administration of KEA will be used in Kinder to monitor student progress towards at least 55% of students being on track in Spanish.

\*KEA Math results from each administration of KEA will be used in Kinder to monitor student progress towards at least XX% of African American students being on track.

\*At each administration a 2% - 3% increase from the baseline will be expected.

**Staff Responsible for Monitoring:** Administrators, Teachers, Instructional Coaches, Data Analysts

**Title I:**

2.4, 2.5, 2.6

**- TEA Priorities:**





Build a foundation of reading and math, Improve low-performing schools

**- ESF Levers:**

Lever 5: Effective Instruction

**Problem Statements:** Student Learning 1

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Ensure 100% of required teachers/staff enroll, attend and progress through required foundational and follow-up priority professional learning for math (Eureka, Creative Curriculum) by November 30, 2022 (first semester) and February 28, 2023 (second semester). <b>Intended Audience:</b> Teachers, CIC, Campus Administrators <b>Date(s) / Timeframe:</b> November 30, 2022, February 28, 2023 <b>Provider / Presenter / Person Responsible:</b> Math Department, Early Learning, Vendor <b>Collaborating Departments:</b> Math Department, Early Learning <b>Delivery Method:</b> Face-to-Face	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p><b>Action Step 2:</b> Conduct data meetings after each administration of district assessments using the modified ATLAS protocol.</p> <p><b>Intended Audience:</b> Teachers  <b>Date(s) / Timeframe:</b> August 2022- May 2023  <b>Provider / Presenter / Person Responsible:</b> Data Analyst, Principal, AP, CIC  <b>Collaborating Departments:</b> ADQ  <b>Delivery Method:</b> Face-to-Face</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Action Step 3 Details	Reviews			
<p><b>Action Step 3:</b> Develop a PLC protocol and the PLC schedule for teachers to have the opportunity to internalize lessons with embedded time to practice the delivery of instruction, provide time for colleagues to provide feedback, and provide time to analyze student work.</p> <p><b>Intended Audience:</b> Teachers  <b>Date(s) / Timeframe:</b> August 2022-May 2023  <b>Provider / Presenter / Person Responsible:</b> Julie Cortina, Principal  Anthony Hill, Assistant Principal  Campus Instructional Coaches  Data Analyst  <b>Collaborating Departments:</b> Early Learning  <b>Delivery Method:</b> In person</p> <p><b>Funding Sources:</b> Materials for Instruction Delivery - Title I (211) - 211-11-6399-04E-178-30-510-000000-23F10 - \$3,970</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Action Step 4 Details	Reviews			
<p><b>Action Step 4:</b> Track weekly walkthroughs and feedback in Eduphoria Strive with a goal of at least 85% of teachers achieving Proficient in TTESS Dimensions 2 and 3 by May 2023.</p> <p><b>Intended Audience:</b> Teachers, Instructional Leadership Team  <b>Date(s) / Timeframe:</b> August - September 2022  <b>Provider / Presenter / Person Responsible:</b> Principal and AP  <b>Collaborating Departments:</b> Literacy Department  <b>Delivery Method:</b> N/A</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<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>				

**School Performance Objective 2 Problem Statements:**

## Student Learning

**Problem Statement 1:** In 2021 -2022, 61% of students at Westcreek did not meet achievement on the MOY MAP MATH, with 78% of African American students did not meet achievement. **Root Cause:** Inconsistent application of the Math Problem Solving Process across grade levels with fidelity which affects growth and achievement.



**District 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.

**School Performance Objective 3:** Increase the percentage of Kindergarten - Grade 5 students who Meet or Exceed projected growth on MAP Growth from 47% to 52% by May 2023.

Increase the percentage of African American students from 32% to 37% by May 2023.

**Evaluation Data Sources:** MOY MAP growth

**Strategy 1:** Improve the quality and alignment of Tier 1 Math Instruction for all students using Eureka Math and the FWISD Instructional Framework to increase achievement and the application of the problem-solving process.

**Strategy's Expected Result/Impact:** \*Map Growth Math results from each administration will be used to monitor student growth of English testers in grades Kinder - 5th who meets or exceeds expected growth of at least 52%.

\*Map Growth Math results from each administration will be used to monitor student growth of African American testers in grades Kinder - 5th who meets or exceeds expected growth of at least 37%.

\*At each administration we will expect a 2% - 3% increase from the baseline.

**Staff Responsible for Monitoring:** Administrators, Teachers, Instructional Coaches, Data Analysts

**Title I:**

2.4, 2.5, 2.6

**- TEA Priorities:**

Build a foundation of reading and math, Improve low-performing schools

**- ESF Levers:**

Lever 5: Effective Instruction

**Problem Statements:** Student Learning 1

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Ensure 100% of required teachers/staff enroll, attend and progress through required foundational and follow-up priority professional learning for math (Eureka, Creative Curriculum) by November 30, 2022 (first semester) and February 28, 2023 (second semester). <b>Intended Audience:</b> Teachers, CIC, Campus Administrators <b>Date(s) / Timeframe:</b> November 30, 2022, February 28, 2023 <b>Provider / Presenter / Person Responsible:</b> Math Department, Early Learning, Vendor <b>Collaborating Departments:</b> Math Department, Early Learning <b>Delivery Method:</b> Face-to-Face	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<b>Action Step 2:</b> Conduct data meetings after each administration of district assessments using the modified ATLAS protocol. <b>Intended Audience:</b> Teachers <b>Date(s) / Timeframe:</b> August 2022- May 2023 <b>Provider / Presenter / Person Responsible:</b> Data Analyst, Principal, AP, CIC <b>Collaborating Departments:</b> ADQ <b>Delivery Method:</b> Face-to-Face	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Action Step 3 Details	Reviews			
<b>Action Step 3:</b> Develop a PLC protocol and the PLC schedule for teachers to have the opportunity to internalize lessons with embedded time to practice the delivery of instruction, provide time for colleagues to provide feedback, and provide time to analyze student work. <b>Intended Audience:</b> Teachers <b>Date(s) / Timeframe:</b> August 2022-May 2023 <b>Provider / Presenter / Person Responsible:</b> Julie Cortina, Principal Anthony Hill, Assistant Principal Campus Instructional Coaches Data Analyst <b>Collaborating Departments:</b> Early Learning <b>Delivery Method:</b> In person	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Action Step 4 Details	Reviews			
<b>Action Step 4:</b> Track weekly walkthroughs and feedback in Eduphoria Strive with a goal of at least 85% of teachers achieving Proficient in TTESS Dimensions 2 and 3 by May 2023. <b>Intended Audience:</b> Teachers, Instructional Leadership Team <b>Date(s) / Timeframe:</b> August - September 2022 <b>Provider / Presenter / Person Responsible:</b> Principal and AP <b>Collaborating Departments:</b> Literacy Department <b>Delivery Method:</b> N/A	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>



No Progress



Accomplished



Continue/Modify



Discontinue

### School Performance Objective 3 Problem Statements:

Student Learning
<b>Problem Statement 1:</b> In 2021 -2022, 61% of students at Westcreek did not meet achievement on the MOY MAP MATH, with 78% of African American students did not meet achievement. <b>Root Cause:</b> Inconsistent application of the Math Problem Solving Process across grade levels with fidelity which affects growth and achievement.

**District Goal 3: CCMR**

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

**School Performance Objective 1:** Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Reading from 37 % to 42% by May 2023.

Increase the percentage of African American students from 23% to 28% by May 2023.

**High Priority**

**Evaluation Data Sources:** STAAR, Benchmarks,

**Strategy 1:** Develop and maintain a data-informed culture to ensure evidence-based decision-making that leads to positive student achievement.

**Strategy's Expected Result/Impact:** By May 2023, 3rd-5th grade students will score at least 40% at Meets or above on STAAR Reading.

By May 2023, 3rd-5th grade African American students will score at least 36% at Meets or above on STAAR Reading.

At each benchmark a 2% - 3% increase from the baseline will be expected.

**Staff Responsible for Monitoring:** Teachers, Administrators, Instructional Coaches, Data Analyst

**Title I:**

2.4, 2.5, 2.6

**- TEA Priorities:**

Build a foundation of reading and math, Improve low-performing schools





**- ESF Levers:**

Lever 5: Effective Instruction

**Problem Statements:** Student Learning 2

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Ensure 100% of required teachers/staff enroll, attend and progress through required foundational and follow-up priority professional learning for math (Eureka, Creative Curriculum) by November 30, 2022 (first semester) and February 28, 2023 (second semester). <b>Intended Audience:</b> Teachers, CIC, Campus Administrators <b>Date(s) / Timeframe:</b> November 30, 2022, February 28, 2023 <b>Provider / Presenter / Person Responsible:</b> Math Department, Early Learning, Vendor <b>Collaborating Departments:</b> Math Department, Early Learning <b>Delivery Method:</b> Face-to-Face	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p><b>Action Step 2:</b> Conduct data meetings after each administration of district assessments using the modified ATLAS protocol.</p> <p><b>Intended Audience:</b> Teachers  <b>Date(s) / Timeframe:</b> August 2022- May 2023  <b>Provider / Presenter / Person Responsible:</b> Data Analyst, Principal, AP, CIC  <b>Collaborating Departments:</b> ADQ  <b>Delivery Method:</b> Face-to-Face</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Action Step 3 Details	Reviews			
<p><b>Action Step 3:</b> Develop a PLC protocol and the PLC schedule for teachers to have the opportunity to internalize lessons with embedded time to practice the delivery of instruction, provide time for colleagues to provide feedback, and provide time to analyze student work.</p> <p><b>Intended Audience:</b> Teachers  <b>Date(s) / Timeframe:</b> August 2022-May 2023  <b>Provider / Presenter / Person Responsible:</b> Julie Cortina, Principal  Anthony Hill, Assistant Principal  Campus Instructional Coaches  Data Analyst  <b>Collaborating Departments:</b> Early Learning  <b>Delivery Method:</b> In person</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Action Step 4 Details	Reviews			
<p><b>Action Step 4:</b> Track weekly walkthroughs and feedback in Eduphoria Strive with a goal of at least 85% of teachers achieving Proficient in TTESS Dimensions 2 and 3 by May 2023.</p> <p><b>Intended Audience:</b> Teachers, Instructional Leadership Team  <b>Date(s) / Timeframe:</b> August - September 2022  <b>Provider / Presenter / Person Responsible:</b> Principal and AP  <b>Collaborating Departments:</b> Literacy Department  <b>Delivery Method:</b> N/A</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

Action Step 5 Details	Reviews			
<p><b>Action Step 5:</b> Develop &amp; implement a push-in schedule for our struggling students who did not meet STAAR Standard.</p> <p><b>Intended Audience:</b> Students who did not pass the reading STAAR</p> <p><b>Date(s) / Timeframe:</b> August 2022-May 2023</p> <p><b>Provider / Presenter / Person Responsible:</b> Administrators, CIC, TA</p> <p><b>Collaborating Departments:</b> N/A</p> <p><b>Delivery Method:</b> Face-to-Face</p> <p><b>Funding Sources:</b> Title 1 Teacher Assistant - Title I (211) - 211-11-6129-04E-178-30-510-000000-23F10 - \$23,000</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </p>				

**School Performance Objective 1 Problem Statements:**

Student Learning
<p><b>Problem Statement 2:</b> In 2021 -2022, at Westcreek Elementary, 37% of all students met growth on Map Reading with 6% of African American students meeting growth. <b>Root Cause:</b> Campus needs deepening of literacy content knowledge in order to implement differentiation and scaffolding to ensure equal access to tier 1 instruction on a daily basis with fidelity.</p>

**District Goal 3: CCMR**

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

**School Performance Objective 2:** Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Math from 23% to 28% by May 2022.

Increase the percentage of African American students from 15% to 20% by May 2022.

**High Priority**

**Evaluation Data Sources:** STAAR, Benchmarks

**Strategy 1:** Develop and maintain a data-informed culture to ensure evidence-based decision-making that leads to positive student achievement.

**Strategy's Expected Result/Impact:** Develop and maintain a data-informed culture to ensure evidence-based decision-making that leads to positive student outcomes.

**Staff Responsible for Monitoring:** Data Analyst

Principal

Assistant Principal

CIC

**Title I:**

2.6

- **TEA Priorities:**

Build a foundation of reading and math, Improve low-performing schools

- **ESF Levers:**

Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

**Problem Statements:** Student Learning 1

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Ensure 100% of required teachers/staff enroll, attend and progress through required foundational and follow-up priority professional learning for math (Eureka, Creative Curriculum) by November 30, 2022 (first semester) and February 28, 2023 (second semester). <b>Intended Audience:</b> Teachers, CIC, Campus Administrators <b>Date(s) / Timeframe:</b> November 30, 2022, February 28, 2023 <b>Provider / Presenter / Person Responsible:</b> Math Department, Early Learning, Vendor <b>Collaborating Departments:</b> Math Department, Early Learning <b>Delivery Method:</b> Face-to-Face	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<b>Action Step 2:</b> Conduct data meetings after each administration of district assessments using the modified ATLAS protocol. <b>Intended Audience:</b> Teachers <b>Date(s) / Timeframe:</b> August 2022- May 2023 <b>Provider / Presenter / Person Responsible:</b> Data Analyst, Principal, AP, CIC <b>Collaborating Departments:</b> ADQ <b>Delivery Method:</b> Face-to-Face	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Action Step 3 Details	Reviews			
<b>Action Step 3:</b> Develop a PLC protocol and the PLC schedule for teachers to have the opportunity to internalize lessons with embedded time to practice the delivery of instruction, provide time for colleagues to provide feedback, and provide time to analyze student work. <b>Intended Audience:</b> Teachers <b>Date(s) / Timeframe:</b> August 2022-May 2023 <b>Provider / Presenter / Person Responsible:</b> Julie Cortina, Principal Anthony Hill, Assistant Principal Campus Instructional Coaches Data Analyst <b>Collaborating Departments:</b> Early Learning <b>Delivery Method:</b> In person	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Action Step 4 Details	Reviews			
<b>Action Step 4:</b> Track weekly walkthroughs and feedback in Eduphoria Strive with a goal of at least 85% of teachers achieving Proficient in TTESS Dimensions 2 and 3 by May 2023. <b>Intended Audience:</b> Teachers, Instructional Leadership Team <b>Date(s) / Timeframe:</b> August - September 2022 <b>Provider / Presenter / Person Responsible:</b> Principal and AP <b>Collaborating Departments:</b> Literacy Department <b>Delivery Method:</b> N/A	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>



No Progress



Accomplished



Continue/Modify



Discontinue

**School Performance Objective 2 Problem Statements:**

Student Learning
<b>Problem Statement 1:</b> In 2021 -2022, 61% of students at Westcreek did not meet achievement on the MOY MAP MATH, with 78% of African American students did not meet achievement. <b>Root Cause:</b> Inconsistent application of the Math Problem Solving Process across grade levels with fidelity which affects growth and achievement.

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

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

**School Performance Objective 1:** Decrease the percentage of students who are chronically absent from 34% to 29% by May 2023.

Decrease the percentage of Pk through 2nd grade students who are chronically absent from 51% to 46% by May 2023.

**Evaluation Data Sources:** FOCUS Reports

**Strategy 1:** Align and leverage programs, resources, and systems of support to improve daily attendance, apply restorative practice strategies in response to discipline, and increase parent engagement.

**Strategy's Expected Result/Impact:** \*Decrease the percentage of students who are chronically absent from 15% to 11% by May 2023.

\*Decrease the percentage of Pk through 2nd grade students who are chronically absent from 51% to 41% by May 2023.

After each 6 weeks cycle, the attendance report will reflect a 2% to 3% drop in chronically absent students.

**Staff Responsible for Monitoring:** Family Engagement Specialist, Clerk, Attendance Committee, and Administrators

**Title I:**

2.6, 4.1

**- TEA Priorities:**

Improve low-performing schools





**- ESF Levers:**

Lever 3: Positive School Culture

**Problem Statements:** Student Learning 3

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Identify & contact returning chronically absent students in K-5th by August 12, 2022. <b>Intended Audience:</b> Students & Parents <b>Date(s) / Timeframe:</b> July 25, 2022 - August 12, 2022 <b>Provider / Presenter / Person Responsible:</b> Administrators, Family Engagement Specialist, Clerk, Secretary, Case Manager, MHMR Navigator, Counselor <b>Collaborating Departments:</b> N/A <b>Delivery Method:</b> Phone Calls, Blackboard, Mail  <b>Funding Sources:</b> Paper, Stamps, Envelopes, etc. - Title I (211) - 211-61-6399-04L-178-30-510-000000-23F10 - \$550	Formative			Summative
	Nov	Jan	Mar	June



Action Step 2 Details	Reviews			
<p><b>Action Step 2:</b> Develop and roll out Attendance Incentive Plan for chronically absent students by September 2, 2022.</p> <p><b>Intended Audience:</b> Parents and Students (chronically absent)</p> <p><b>Date(s) / Timeframe:</b> August 2022-May 2023</p> <p><b>Provider / Presenter / Person Responsible:</b> Administrators, Family Engagement Specialist, Clerk, Secretary, Case Manager, MHMR Navigator, Counselor</p> <p><b>Collaborating Departments:</b> Student Support</p> <p><b>Delivery Method:</b> Face-to-Face, blackboard, flyer</p> <p><b>Funding Sources:</b> Student Incentives - Title I (211) - 211-11-6499-04E-178-30-510-000000-23F10 - \$1,000, Family Incentives - Parent Engagement - 211-61-6499-04L-178-30-510-000000-23F10 - \$500, Supplies for Family Meetings - Parent Engagement - 211-61-6399-04L-178-30-510-000000-23F10 - \$300</p>	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<p><b>Action Step 3:</b> Communicate Attendance Plan with Staff, students and stakeholders by August 26, 2022.</p> <p><b>Intended Audience:</b> Teachers, students, parents</p> <p><b>Date(s) / Timeframe:</b> July 25, 2022 - May 2022</p> <p><b>Provider / Presenter / Person Responsible:</b> Administrators</p> <p><b>Collaborating Departments:</b> Student Support</p> <p><b>Delivery Method:</b> Face-to-Face, Blackboard, Flyer, Presentation</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**School Performance Objective 1 Problem Statements:**

<b>Student Learning</b>
<p><b>Problem Statement 3:</b> For the 2021 - 2022 school year, the Pre- Kindergarten - 1st grade student average attendance rate is 88.1%, which is 4% below 2nd - 5th grade Westcreek student attendance average. <b>Root Cause:</b> A clear attendance plan with imbedded supports for chronic absenteeism has not been created and presented to stakeholders which affects student growth and success.</p>

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

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

**School Performance Objective 2:** Increase positive response in the teacher-student relationship as seen in the Student Survey from 51% to 60% by May 2023.

Increase positive response by male students from 50% to 60% by May 2023.

**Evaluation Data Sources:** Student Survey

**Strategy 1:** Align and leverage programs, resources, and systems of support to improve daily attendance, apply restorative practice strategies in response to discipline, and increase parent engagement.

**Strategy's Expected Result/Impact:** By May 2023, a minimum of 60% of the Student Survey responses will reflect students feel like they have a positive relationship with their teacher.

**Staff Responsible for Monitoring:** Administrators, teachers, Student Support Team (Counselor, Case Manager, MHMR Navigator)

**Title I:**

2.6, 4.1

**- TEA Priorities:**





Improve low-performing schools

**- ESF Levers:**

Lever 3: Positive School Culture

**Problem Statements:** Perceptions 1

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Create student survey for 3rd-5th grade students. Calendar dates for survey administration and a protocol for administration. <b>Intended Audience:</b> Students <b>Date(s) / Timeframe:</b> July 25, 2022 - May 2023 <b>Provider / Presenter / Person Responsible:</b> Administrators, teachers, Student Support Team (Counselor, Case Manager, MHMR Navigator) <b>Collaborating Departments:</b> N/A <b>Delivery Method:</b> Face-to-Face, Canvas (google form)	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p><b>Action Step 2:</b> Analyze and share survey results with staff and community stakeholders.</p> <p><b>Intended Audience:</b> Staff, Parents</p> <p><b>Date(s) / Timeframe:</b> August 2022- May 2023</p> <p><b>Provider / Presenter / Person Responsible:</b> Administrators, teachers, Student Support Team (Counselor, Case Manager, MHMR Navigator)</p> <p><b>Collaborating Departments:</b> N/A</p> <p><b>Delivery Method:</b> Face-to-Face, Social Media, Flyer</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**School Performance Objective 2 Problem Statements:**

<b>Perceptions</b>
<p><b>Problem Statement 1:</b> In the 2021 panorama survey, 82% of 3rd - 5th grade Westcreek students answered favorably when asked if there was an adult they could count on from school. However, 51% of students answered favorably when asked if their teachers demonstrated authentic concern/care. Based on the data, there is a disconnect between the perceived quality of teacher-student relationships and other adults on campus. <b>Root Cause:</b> Implementation of Restorative Practice needs to be consistent in order to ensure a culturally responsive classroom that focuses on building relationships with all students.</p>

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

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

**School Performance Objective 3:** Decrease the number of in and out of school suspensions from 50 to 40 for all students (10% ) by May 2023.

Decrease the number of in and out of school suspensions (38/50) for male students from 76% to 71% by May 2023.

**Evaluation Data Sources:** Focus Disciplinary Breakdown

**Strategy 1:** Align and leverage programs, resources, and systems of support to improve daily attendance, apply restorative practice strategies in response to discipline, and increase parent engagement.

**Strategy's Expected Result/Impact:** Decrease the number of in and out of school suspensions (50) for all students by 10% (45) by May 2023.

Decrease the number of in and out of school suspensions (38/50) for male students from 76% to 66% by May 2023.

**Staff Responsible for Monitoring:** Administrators, teachers, Student Support Team (Counselor, Case Manager, MHMR Navigator)

**Title I:**

2.4, 2.5, 2.6

**- TEA Priorities:**

Improve low-performing schools





**- ESF Levers:**

Lever 3: Positive School Culture

**Problem Statements:** Perceptions 1

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> At least 90% of staff will attend restorative practice training to support positive relationships between all staff and students.</p> <p><b>Intended Audience:</b> All Westcreek Staff</p> <p><b>Date(s) / Timeframe:</b> June 2022 - May 2023</p> <p><b>Provider / Presenter / Person Responsible:</b> Administrators, teachers, Student Support Team (Counselor, Case Manager, MHMR Navigator) District Restorative Practice Coach</p> <p><b>Collaborating Departments:</b> Equity &amp; Excellence Department District Restorative Practice Coach</p> <p><b>Delivery Method:</b> Face-to-Face delivery</p> <p><b>Funding Sources:</b> Pay for staff to receive RP Professional Learning - Title I (211) - 211-11-6116-OPD-178-30-510-000000-23F10 - \$1,000</p>	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p><b>Action Step 2:</b> Communicate Behavior Expectations to staff, students and parents, which include PBIS and Restorative Practice Strategies.</p> <p><b>Intended Audience:</b> All stakeholders</p> <p><b>Date(s) / Timeframe:</b> July 26, 2022-May 2023.</p> <p><b>Provider / Presenter / Person Responsible:</b> Administrators, teachers, Student Support Team (Counselor, Case Manager, MHMR Navigator)</p> <p><b>Collaborating Departments:</b> N/A</p> <p><b>Delivery Method:</b> Face-to-Face, Blackboard</p> <p><b>Funding Sources:</b> Student Incentives - Title I (211) - 211-11-6499-04E-178-30-510-000000-23F10 - \$1,000, Family Incentives - Parent Engagement - 211-61-6399-04L-178-30-510-000000-23F10 - \$1,000, Supplies for displays and flyers: cardstock, paper, laminating film, poster paper, ink, poster ink, etc. - Title I (211) - 211-11-6399-04E-178-30-510-000000-23F10 - \$3,000</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**School Performance Objective 3 Problem Statements:**

<b>Perceptions</b>
<p><b>Problem Statement 1:</b> In the 2021 panorama survey, 82% of 3rd - 5th grade Westcreek students answered favorably when asked if there was an adult they could count on from school. However, 51% of students answered favorably when asked if their teachers demonstrated authentic concern/care. Based on the data, there is a disconnect between the perceived quality of teacher-student relationships and other adults on campus. <b>Root Cause:</b> Implementation of Restorative Practice needs to be consistent in order to ensure a culturally responsive classroom that focuses on building relationships with all students.</p>

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

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

**School Performance Objective 4:** Increase the positive perception of parents on School-home relationship to 80% as seen on the Parent Survey by May 2023. By May 2023, over 100 parents will complete the parent survey.

**Evaluation Data Sources:** Parent Survey

**Strategy 1:** Align and leverage programs, resources, and systems of support to improve daily attendance, apply restorative practice strategies in response to discipline, and increase parent engagement.

**Strategy's Expected Result/Impact:** By May 2023, at least 80% of families will have a positive perception of the school-home relationship.

**Staff Responsible for Monitoring:** Administrators, teachers,  
Student Support Team (Counselor, Case Manager, MHMR Navigator)  
Teachers

**Title I:**

4.1, 4.2

**- TEA Priorities:**

Improve low-performing schools





**- ESF Levers:**

Lever 5: Effective Instruction

**Problem Statements:** Perceptions 1

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Conduct Parent Meetings once a six weeks with the components: academic, SEL, and attendance. <b>Intended Audience:</b> Parents <b>Date(s) / Timeframe:</b> August 2022-May 2023 <b>Provider / Presenter / Person Responsible:</b> Administrators, teachers, Student Support Team (Counselor, Case Manager, MHMR Navigator) <b>Collaborating Departments:</b> N/A <b>Delivery Method:</b> Face-to-Face  <b>Funding Sources:</b> Snacks for Parent Meetings - Parent Engagement - 211-61-6499-04L-178-30-510-000000-23F10 - \$418.50	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<b>Action Step 2:</b> Plan Academic Nights (Literacy, Math, Science) <b>Intended Audience:</b> Parents & Students <b>Date(s) / Timeframe:</b> August 2022- May 2023 <b>Provider / Presenter / Person Responsible:</b> Librarian (Literacy Night) CIC (Math Night) Data Analyst (Science Night) <b>Collaborating Departments:</b> Science & History Museum <b>Delivery Method:</b> Face-to-Face  <b>Funding Sources:</b> Supplies for academic nights - Title I (211) - 211-61-6399-04L-178-30-510-000000-23F10 - \$1,000, Science night at the Museum - Title I (211) - 211-61-6299-04L-178-30-510-000000-23F10 - \$850	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**School Performance Objective 4 Problem Statements:**

<b>Perceptions</b>
<p><b>Problem Statement 1:</b> In the 2021 panorama survey, 82% of 3rd - 5th grade Westcreek students answered favorably when asked if there was an adult they could count on from school. However, 51% of students answered favorably when asked if their teachers demonstrated authentic concern/care. Based on the data, there is a disconnect between the perceived quality of teacher-student relationships and other adults on campus. <b>Root Cause:</b> Implementation of Restorative Practice needs to be consistent in order to ensure a culturally responsive classroom that focuses on building relationships with all students.</p>

# Campus Funding Summary

Title I (211)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	1	3	Materials needed for Creative Curriculum Implementation	Supplies and materials for instructional use	211-11-6399-04E-178-30-510-000000-23F10	\$1,000.00
1	2	1	1	Supplies for Instruction Delivery	Supplies and materials for instructional use	211-11-6399-04E-178-30-510-000000-23F10	\$1,000.00
1	2	1	4	Data Analyst	Data Analyst	211-13-6119-04E-178-30-510-000000-23F10	\$78,936.00
1	2	1	6	Materials: paper, cardstock, ink, etc	Supplies and materials for professional development	211-13-6399-04E-178-30-510-000000-23F10	\$1,000.00
1	3	1	3	Furniture (easels) and other supplies needed to implement Curriculum.	Supplies and materials for instructional use	211-11-6399-04E-178-30-510-000000-23F10	\$2,064.00
1	3	1	7	ILT Development	Contracted professional development	211-13-6299-04E-178-30-510-000000-23F10	\$12,000.00
2	2	1	3	Materials for Instruction Delivery	Supplies and materials for instructional use	211-11-6399-04E-178-30-510-000000-23F10	\$3,970.00
3	1	1	5	Title 1 Teacher Assistant	Teacher Assistant	211-11-6129-04E-178-30-510-000000-23F10	\$23,000.00
4	1	1	1	Paper, Stamps, Envelopes, etc.	Supplies and materials for parental involvement	211-61-6399-04L-178-30-510-000000-23F10	\$550.00
4	1	1	2	Student Incentives	Snacks or incentives for students	211-11-6499-04E-178-30-510-000000-23F10	\$1,000.00
4	3	1	1	Pay for staff to receive RP Professional Learning	Extra duty pay for PD after hours	211-11-6116-0PD-178-30-510-000000-23F10	\$1,000.00
4	3	1	2	Supplies for displays and flyers: cardstock, paper, laminating film, poster paper, ink, poster ink, etc.	Supplies and materials for instructional use	211-11-6399-04E-178-30-510-000000-23F10	\$3,000.00
4	3	1	2	Student Incentives	Snacks or incentives for students	211-11-6499-04E-178-30-510-000000-23F10	\$1,000.00
4	4	1	2	Supplies for academic nights	Supplies and materials for parental involvement	211-61-6399-04L-178-30-510-000000-23F10	\$1,000.00
4	4	1	2	Science night at the Museum	Family Science Night	211-61-6299-04L-178-30-510-000000-23F10	\$850.00
<b>Sub-Total</b>							<b>\$131,370.00</b>
<b>Budgeted Fund Source Amount</b>							<b>\$131,370.00</b>



Title I (211)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
<b>+/- Difference</b>							\$0.00
SCE (199 PIC 24)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	3	1	6	Books	Reading materials for classroom use	199-11-6329-001-178-24-313-000000-	\$6,681.00
<b>Sub-Total</b>							\$6,681.00
<b>Budgeted Fund Source Amount</b>							\$6,681.00
<b>+/- Difference</b>							\$0.00
Parent Engagement							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	1	1	2	Supplies for Family Meetings	Supplies and materials for parental involvement	211-61-6399-04L-178-30-510-000000-23F10	\$300.00
4	1	1	2	Family Incentives	Snacks for Parents to promote participation	211-61-6499-04L-178-30-510-000000-23F10	\$500.00
4	3	1	2	Family Incentives	Supplies and materials for parental involvement	211-61-6399-04L-178-30-510-000000-23F10	\$1,000.00
4	4	1	1	Snacks for Parent Meetings	Snacks for Parents to promote participation	211-61-6499-04L-178-30-510-000000-23F10	\$418.50
<b>Sub-Total</b>							\$2,218.50
<b>Budgeted Fund Source Amount</b>							\$2,218.50
<b>+/- Difference</b>							\$0.00
BEA (199 PIC 25)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	3	1	3	Instructional Supplies for DL/ESL classes	Supplies and materials for instructional use	199-11-6399-001-178-25-313-000000	\$1,188.00
<b>Sub-Total</b>							\$1,188.00

**BEA (199 PIC 25)**

District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
<b>Budgeted Fund Source Amount</b>							\$1,188.00
<b>+/- Difference</b>							\$0.00
<b>Grand Total Budgeted</b>							\$141,457.50
<b>Grand Total Spent</b>							\$141,457.50
<b>+/- Difference</b>							\$0.00

# Addendums