

# **Fort Worth Independent School District**

## **207 Westpark Elementary School**

### **2023-2024 Improvement Plan**



# 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**

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

With approximately 75,000 students in 84 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 K-5th campus in Fort Worth ISD in Benbrook, TX.

Hispanic: 28.2%

African American: 6.5%

White: 58.3%

Asian: 1.7%

Two or more races: 4.8%

We relocated to our current campus in August 2015, but due to continued growth, our new relief campus, Rolling Hills will open in August 2023-2024. 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 four 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, enrollment has declined by more than fifty students from our 2021-2022 Snapshot data. PEIMS enrollment data shows Westpark had 772 students. However, that number has declined to 719, as we relocated two designated PK units to Benbrook ES for classroom space. There is also a new charter school in our area marketing to neighborhood families. We did increase our EL population this year by more than ten students. We also still serve a small population of about 25 Travelers who enroll in the fall and leave before the last six weeks of school.

While recovering from the pandemic and recapturing virtual students, our attendance did not meet our usual standards. In 2021-2022 our attendance was 94.1%. Our 2022-2023 current attendance rate is 95.3%. We continue to remain higher than the overall FWISD district attendance percentage. Our campus attributes the increasing attendance rate to a strong partnership with parents and a focus on high-quality education.

Westpark Elementary's student groups include 5.8% English Learners (ELs), 7.6% Gifted and Talented, and 16% Special Education. Additionally, 38% 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. It will be difficult to split our close-knit community between the two campuses.

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 fighting overcrowding in the lower grade levels due to the continued growth in our neighborhood. A bond was passed in the Fall of 2021 that will result in the new campus, Rolling Hills Elementary in the fall of 2023.

## Demographics Strengths

### Demographics Strengths

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

1. Many families move to the Benbrook area for the school and seek 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 95.3% attendance rate at Westpark Elementary increased from the previous school year.
3. Westpark stakeholders (staff, PTA, and community partners) have created several opportunities to meet the needs of our under-resourced families by supplying meals, uniforms, school supplies, medical assistance, FRC referrals, and home visits.

## Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** Problem Statement 1 (Prioritized): 2021-2022 Panorama Survey Data that showed 79% of Westpark teachers can educate all students. This is growing problem continued in 2022-2023, and staff does not believe they have the tools, resources, or support to meet the needs of emergent bilinguals and struggling learners. Our specialized students are growing and it is the responsibility of the campus to meet **Root Cause:** Root Cause: Westpark leadership has not built teacher capacity through professional development, PLCs, and coaching to meet the educational needs of ALL students.

**Problem Statement 2:** 2022-2023 Enrollment has declined due to families choosing other educational avenues (charter, homeschool). Also, our current school year's withdrawals have surpassed the 2021-2022 school year. Families have shared during exit interviews that the choice to leave is due to large class sizes and behavioral challenges. **Root Cause:** Root Cause: Westpark leadership has not built staff capacity to handle students' social and emotional needs and educational potential.

**Problem Statement 3:** 2021-2022 RDA showed Westpark to be at a Level 3 for Other Special Populations which directly correlated to a 94% attendance rate. Families shared during SART, MTSS, and SST meetings that school has not been prioritized since returning from the pandemic. **Root Cause:** Westpark Staff has not communicated the high correlation between student achievement and regular school attendance.

# Student Learning

## Student Learning Summary

### 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 an A at 95%. We scored a 92% in Student Achievement, 93% in Domain II School Progress, and 100% in Domain III Closing Achievement Gaps. We retooled our school focus to not only target student achievement but individual student growth through the implementation of two new district curriculums for Math and Reading. According to campus data, there is student growth in district interim benchmarks, but student results could look different because of the redesign of STAAR and adjustments to the state accountability system.

The campus MAP data does not align at MOY with 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 understanding of the high-priority needs and root causes. Our continued Westpark Focus is - growth for ALL students must remain at the forefront of all decision-making.

## Student Learning Strengths

### Student Learning Strengths

1. Westpark is rated as a TIER I campus according to the FWISD School Performance Framework
2. Westpark STAAR Rating for the 2021-2022 school year was 95%, a high A
3. Westpark consistently performed in the top 5 of all FWISD Elementary Schools on the District Interim Assessments given in 2022-2023

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** In 2022-2023, 64% of Westpark students in grade 1 did not meet MOY ELAR MAP Growth. There was a significant decrease in the Achievement Percentile from Fall BOY at 62% to MOY at 37%. **Root Cause:** Westpark leadership has not built teacher capacity to meet the vast range of educational needs for 1st-grade students to show growth as measured by ELAR MAP Assessments.

**Problem Statement 2:** In 2022-2023, 43% of Westpark students in grade 1 did not meet MOY Math MAP Growth. There was a significant decrease in the Achievement Percentile from Fall BOY at 72% to MOY at 55%. **Root Cause:** Westpark leadership has not built teacher capacity to meet the vast range of educational needs for 1st-grade students to show growth as measured by Math MAP Assessments.

**Problem Statement 3:** 2021-2022 RDA showed Westpark to be at a Level 3 for Other Special Populations which directly correlated to a 94% attendance rate. Families shared during SART, MTSS, and SST meetings that school has not been prioritized since returning from the pandemic. **Root Cause:** Westpark Staff has not communicated the high correlation

between student achievement and regular school attendance.

# School Processes & Programs

## School Processes & Programs Summary

Westpark Elementary has a history of being a systems-orientated organization, with high performance, and 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 experience 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 biweekly PLC meetings and focus on improving instruction and student achievement. The focus for the beginning of the 2022-2023 school year was internalizing the new curriculum. This was adjusted after studying MOY data and noticing areas of missed opportunities, The PLC structure was adjusted to ensure standards alignment and missing components of the new curriculum. A scheduled intervention period, Wildcat Time occurs every morning for thirty minutes to meet the needs of all learners. 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 continue to use the ULS Curriculum with fidelity and are tracking student progress in accordance with IEP goals. 2022-2023 was challenging as we added a third RISE unit with off-plat students.

We realize that we must stay current in our professional practices and learnings. In the 2022-2023 school year, new Westpark teachers in K-3, special education, and the new principal participated in the HB3 Texas Reading Academy receiving over 60 hours of professional development. All other Westpark K-3 teachers and special education teachers completed HB3 during the 2021-2022 school year. Our special education inclusion teachers were trained in the Neuhaus curriculum to support phonics and phonemic awareness instruction for our specialized learners. The MAP data and district benchmarks have exposed processes that need more intensive support to meet the needs of today's learners. We are focused on building a solid literacy foundation in K-2 to assist our 3-5 teachers. Writing must become a priority focus to adjust to the demands of STAAR redesign. We must continue to support 3-5 literacy efforts, especially with HB4545 implementation. Utilizing the TEKS and a solid instructional model of explicit, direct instruction on grade level will continue to be a priority for the 2023-2024 school year.

The Assistant Principal role is multifaceted on the Westpark campus. The AP is supposed to be an instructional leader, but she is unable to meet those demands and complete the necessary job duties of an assistant principal. She is currently required to serve as the Campus Data Analyst, handle extreme behaviors, and serve as the LPAC chair, MTSS chair, technology, textbooks, and attendance administrator. These overwhelming tasks are unable to be completed effectively and efficiently even with support from the campus principal and school counselor.

## 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 biweekly 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. Implementing Wildcat Time for the first 30 minutes of instruction has provided scheduled interventions in the general education setting.

### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1 (Prioritized):** Based on classroom observations and campus data, students K-5 are not showing growth in the comprehensive writing process. **Root Cause:** On the state and district level there is a lack of curriculum support from Amplify K-5 for the writing process and to address STAAR Redesign.

**Problem Statement 2:** The Assistant Principal role is multifaceted on the Westpark campus which leaves less time for the AP to be an instructional leader. **Root Cause:** The many tasks of the Assistant Principal and the role she has as the Campus Data Analyst are overwhelming tasks, as a result, the AP is not always able to focus on being an instructional leader.

**Problem Statement 3:** 2021-2022 RDA showed Westpark to be at a Level 3 for Other Special Populations which directly correlated to a 94% attendance rate. Families shared during SART, MTSS, and SST meetings that school has not been prioritized since returning from the pandemic. **Root Cause:** Westpark Staff has not communicated the high correlation between student achievement and regular school attendance.

# 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 with an A rating. Westpark prides itself on building relationships with all stakeholders. We recently worked collaboratively with students, SBDM, the campus leadership team, the 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 - One Westpark, One School, One Family doing what it takes for students' success.

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 nearly 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." Even with these positive gains, we still encounter families who feel intimidated or unwelcome at school or school events.

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 is reflected in our Golden Apple Award with 100% of our faculty becoming members.

Westpark Discipline Referrals in Focus and Branching Minds have seen an increase from the 2022-2023 school year. Teachers and Staff have implemented restorative practices and are working towards a solutions-oriented approach for expected behaviors. Teachers and staff have also had training on Branching Minds to help assist us with documentation. Westpark also has implemented a guidance lesson schedule to incorporate social skill learning in the classroom.

Westpark Fall 2021 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 88% 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 an A+ (95%) on the most recent TEA Accountability Report Card.

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. SBDM survey data shows an instructional Cohesive school supported by colleagues and administrators, with a dedicated balance between rigorous curriculum and developmentally appropriate activities. Most families within the school feel welcome.

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

**Problem Statement 1:** A select group of students and families lack a sense of belonging to the Westpark school and community culture. **Root Cause:** Westpark must build staff capacity for welcoming and working with under-resourced learners, students who speak languages other than English at home, and their families.

**Problem Statement 2 (Prioritized):** In the past two years, families have left Westpark due to classroom disruptions caused by students who are unable to regulate emotions . **Root Cause:** For grades K-2 ,Westpark leadership has not prioritized the support needed for the implementation of clear expectations and guidance for social skill teaching by campus personnel and the monitoring of such.

**Problem Statement 3:** 2021-2022 RDA showed Westpark to be at a Level 3 for Other Special Populations which directly correlated to a 94% attendance rate. Families shared during SART, MTSS, and SST meetings that school has not been prioritized since returning from the pandemic. **Root Cause:** Westpark Staff has not communicated the high correlation between student achievement and regular school attendance.

# Priority Problem Statements

**Problem Statement 1:** Problem Statement 1 (Prioritized): 2021-2022 Panorama Survey Data that showed 79% of Westpark teachers can educate all students. This is growing problem continued in 2022-2023, and staff does not believe they have the tools, resources, or support to meet the needs of emergent bilinguals and struggling learners. Our specialized students are growing and it is the responsibility of the campus to meet

**Root Cause 1:** Root Cause: Westpark leadership has not built teacher capacity through professional development, PLCs, and coaching to meet the educational needs of ALL students.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** In 2022-2023, 64% of Westpark students in grade 1 did not meet MOY ELAR MAP Growth. There was a significant decrease in the Achievement Percentile from Fall BOY at 62% to MOY at 37%.

**Root Cause 2:** Westpark leadership has not built teacher capacity to meet the vast range of educational needs for 1st-grade students to show growth as measured by ELAR MAP Assessments.

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 3:** Based on classroom observations and campus data, students K-5 are not showing growth in the comprehensive writing process.

**Root Cause 3:** On the state and district level there is a lack of curriculum support from Amplify K-5 for the writing process and to address STAAR Redesign.

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

**Problem Statement 4:** In the past two years, families have left Westpark due to classroom disruptions caused by students who are unable to regulate emotions .

**Root Cause 4:** For grades K-2 ,Westpark leadership has not prioritized the support needed for the implementation of clear expectations and guidance for social skill teaching by campus personnel and the monitoring of such.

**Problem Statement 4 Areas:** Perceptions

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Federal Report Card and accountability data
- RDA data
- Alternative Education Accountability (AEA) data
- Local Accountability Systems (LAS) data
- Community Based Accountability System (CBAS)

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local benchmark or common assessments data
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- 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.
- 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
- Class size averages by grade and subject
- School safety data
- Enrollment trends

### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- T-TESS data
- T-PESS data

### **Parent/Community Data**

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

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

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

# District Goals

Revised/Approved: September 12, 2023

## **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 Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators in English from 64.8 % to 70% by May 2024.

Increase the percentage of ELL Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators in English from 42% to 50% by May 2024

### **HB3 District Goal**

**Evaluation Data Sources:** MAP

**Strategy 1:** Improve quality of Tier 1 instruction by building teacher capacity in the area of literacy through data analysis , intentional planning ,explicit lesson delivery with monitoring and feedback , adjustments of instruction , check for understanding , and rigorous instruction is occurring daily

**Strategy's Expected Result/Impact:** Building teacher capacity for instructional planning and delivery to increase percentage of K-3rd students who Meet or Exceed grade level expectation on Map Fluency.

**Staff Responsible for Monitoring:** Principal, AP, Instructional Coach, Literacy Teachers, SPED Teachers





### **TEA Priorities:**

Recruit, support, retain teachers and principals, Build a foundation of reading and math

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

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

**Problem Statements:** Student Learning 1 - School Processes & Programs 1

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> 100% of K-3 Teachers attend and progress through required PD on implementing TEKS aligned curriculum and best practices.</p> <p><b>Intended Audience:</b> K-3 Teachers, Campus Administrators</p> <p><b>Provider / Presenter / Person Responsible:</b> Instructional Leadership Team</p> <p><b>Date(s) / Timeframe:</b> June 2023-May 2024</p> <p><b>Collaborating Departments:</b> FWISD Literacy Department /Teaching and Learning</p> <p><b>Delivery Method:</b> Weekly PLCs, Face to Face District and Campus PD</p> <p><b>Funding Sources:</b> - SCE (199 PIC 24) - 199-11-6112-001-207-24-313-000000-</p>	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p><b>Action Step 2:</b> Ensure PLCs are scheduled weekly to discuss and practice standards aligned lessons based upon student needs with district-approved resources using the gradual release model and aligned assessments.</p> <p><b>Intended Audience:</b> Teachers, Campus Administrators, CIC</p> <p><b>Provider / Presenter / Person Responsible:</b> Instructional Leaders Team</p> <p><b>Date(s) / Timeframe:</b> August 2023-May 2024</p> <p><b>Collaborating Departments:</b> FWISD Literacy Department/ Teaching and Learning</p> <p><b>Delivery Method:</b> Weekly PLCs &amp; Face to Face</p> <p><b>Funding Sources:</b> - SCE (199 PIC 24) - 199-11-6399-001-207-24-313-000000-</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>				

**Strategy 2:** Improve quality of instruction for all students K-3 by building teacher capacity in the area of Tier 1 instruction

**Strategy's Expected Result/Impact:** 85% of students K-3 will show EOY MAP Growth in ELAR





**Staff Responsible for Monitoring:** Instructional Leadership Team and All teachers K-3

**ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments

**Problem Statements:** Demographics 1 - Student Learning 1



Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Ensure 100% of K-3 Teachers are planning . Vertical alignment planning and grade-level planning. <b>Intended Audience:</b> Teachers K-3 <b>Provider / Presenter / Person Responsible:</b> Instructional Leadership Team <b>Date(s) / Timeframe:</b> August 2023 - May 2024 <b>Collaborating Departments:</b> Bilingual Department , FWISD Literacy Department <b>Delivery Method:</b> Face to Face Walkthroughs , PLCs  <b>Funding Sources:</b> - SCE (199 PIC 24) - 199-11-6399-001-207-24-313-000000-	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<b>Action Step 2:</b> 100% of teachers and staff who support ELLs will attend PD on implementing best practices for ELL students. <b>Intended Audience:</b> ESL Teachers, Inclusion Teachers, Administrators <b>Provider / Presenter / Person Responsible:</b> Instructional Leadership Team <b>Date(s) / Timeframe:</b> August 2023 - May 2024 <b>Collaborating Departments:</b> Bilingual Department , FWISD Literacy Department <b>Delivery Method:</b> Virtual and Face to Face PDs, PLCs, Faculty Meetings  <b>Funding Sources:</b> ESL/ Bilingual Training - SCE (199 PIC 24) - 199-11-6112-001-207-24-313-000000-	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:

Demographics
<b>Problem Statement 1:</b> Problem Statement 1 (Prioritized): 2021-2022 Panorama Survey Data that showed 79% of Westpark teachers can educate all students. This is growing problem continued in 2022-2023, and staff does not believe they have the tools, resources, or support to meet the needs of emergent bilinguals and struggling learners. Our specialized students are growing and it is the responsibility of the campus to meet <b>Root Cause:</b> Root Cause: Westpark leadership has not built teacher capacity through professional development, PLCs, and coaching to meet the educational needs of ALL students.
Student Learning
<b>Problem Statement 1:</b> In 2022-2023, 64% of Westpark students in grade 1 did not meet MOY ELAR MAP Growth. There was a significant decrease in the Achievement Percentile from Fall BOY at 62% to MOY at 37%. <b>Root Cause:</b> Westpark leadership has not built teacher capacity to meet the vast range of educational needs for 1st-grade students to show growth as measured by ELAR MAP Assessments.
School Processes & Programs
<b>Problem Statement 1:</b> Based on classroom observations and campus data, students K-5 are not showing growth in the comprehensive writing process. <b>Root Cause:</b> On the state and district level there is a lack of curriculum support from Amplify K-5 for the writing process and to address STAAR Redesign.

**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 through Grade 5 students who meet or exceed projected growth on MAP Growth Reading in English from 63.6% to 70% by May 2024.

Increase the percentage of Hispanic Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading in English from 56.6% to 65% by May 2024.

**HB3 District Goal**

**Evaluation Data Sources:** MAP

**Strategy 1:** Improve quality Tier 1 instruction by building teacher capacity in the area of literacy through data analysis, intentional planning, and explicit lesson delivery with monitoring.

**Strategy's Expected Result/Impact:** Develop the capacity of teachers in the planning and delivery of Tier 1 instruction, as a result, increase the percentage of students K-5th who meet or exceed expected growth on MAP Reading.





**Staff Responsible for Monitoring:** Instructional Leadership Team : Principal, AP, Instructional Coach, All Teachers K-5th.

**TEA Priorities:**

Recruit, support, retain teachers and principals, Build a foundation of reading and math

**Problem Statements:** Student Learning 1 - School Processes & Programs 1

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Ensure PLCs are scheduled weekly to discuss and practice standards aligned lessons based upon student needs with district-approved resources using the gradual release model and aligned assessments. <b>Intended Audience:</b> Teachers <b>Provider / Presenter / Person Responsible:</b> Instructional Leadership Team <b>Date(s) / Timeframe:</b> August 2023 - May 24 <b>Collaborating Departments:</b> FWISD Teaching and Learning <b>Delivery Method:</b> Face to Face PLCs	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<b>Action Step 2:</b> Campus Leadership Team meet weekly to discuss and review action steps based walkthroughs and coaching conversations done with Kinder-5th Reading Teachers <b>Intended Audience:</b> Kinder - 5th Grade Teachers & Inclusion Teachers <b>Provider / Presenter / Person Responsible:</b> Campus Leadership Team <b>Date(s) / Timeframe:</b> August 2022 - May 2024 <b>Collaborating Departments:</b> Instructional Leadership Team <b>Delivery Method:</b> CLT Meeting  <b>Funding Sources:</b> - SCE (199 PIC 24) - 199-13-6117-001-207-24-313-000000- - \$5,304	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Strategy 2:** Ensure PLCs are regularly scheduled to actively develop engaging and rigorous lessons based upon student needs with district approved resources with K-5th teachers using gradual release model and assessment aligned with FWISD Curriculum.

**Strategy's Expected Result/Impact:** Develop the capacity of teachers in the planning and delivery of Tier 1 instruction, as a result, increase the percentage of students K-5th who meet or exceed expected growth on MAP Reading.

**Staff Responsible for Monitoring:** Instructional Leadership Team : Principal, AP, Instructional Coach, All Teachers K-5th.





**TEA Priorities:**

Recruit, support, retain teachers and principals, Build a foundation of reading and math

**- ESF Levers:**

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

**Problem Statements:** Demographics 1 - Student Learning 1

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Improve the quality of Tier 1 instruction by developing the capacity of K-5 reading teachers to implement and customize curriculum by engaging in collaborative PLCs which is focused on TEKS based instruction. <b>Intended Audience:</b> Teachers <b>Provider / Presenter / Person Responsible:</b> Instructional Leadership Team <b>Date(s) / Timeframe:</b> August 2023-May 2024 <b>Collaborating Departments:</b> FWISD Teaching and Learning <b>Delivery Method:</b> Weekly PLCs  <b>Funding Sources:</b> - Gifted & Talented (199 PIC 21) - - \$806	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

## School Performance Objective 2 Problem Statements:

### Demographics

**Problem Statement 1:** Problem Statement 1 (Prioritized): 2021-2022 Panorama Survey Data that showed 79% of Westpark teachers can educate all students. This is growing problem continued in 2022-2023, and staff does not believe they have the tools, resources, or support to meet the needs of emergent bilinguals and struggling learners. Our specialized students are growing and it is the responsibility of the campus to meet **Root Cause:** Root Cause: Westpark leadership has not built teacher capacity through professional development, PLCs, and coaching to meet the educational needs of ALL students.

### Student Learning

**Problem Statement 1:** In 2022-2023, 64% of Westpark students in grade 1 did not meet MOY ELAR MAP Growth. There was a significant decrease in the Achievement Percentile from Fall BOY at 62% to MOY at 37%. **Root Cause:** Westpark leadership has not built teacher capacity to meet the vast range of educational needs for 1st-grade students to show growth as measured by ELAR MAP Assessments.

### School Processes & Programs

**Problem Statement 1:** Based on classroom observations and campus data, students K-5 are not showing growth in the comprehensive writing process. **Root Cause:** On the state and district level there is a lack of curriculum support from Amplify K-5 for the writing process and to address STAAR Redesign.

**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 Kinder students who score On Track on TX-KEA Math from 58.7% to 70% by May 2023.

Increase the percentage of Kindergarten economically disadvantaged students who score On Track on TX-KEA Math from 39.2% to 60% by May 2023.

**Evaluation Data Sources:** TX-KEA

**Strategy 1:** Improve Tier 1 Math instruction using approved resources to focus on math fluency and concept attainment by utilizing FWISD Math Instructional Frameworks to increase achievement and learning outcomes by developing systems that explicitly monitor, adjust, and check for understanding at a rigorous level during the instructional process.

**Strategy's Expected Result/Impact:** Build teacher capacity in planning and delivering this new curriculum to increase the percentage of Kinder students who score on track on TX-KEA Math.

**Staff Responsible for Monitoring:** Instructional Leadership Team

**TEA Priorities:**





Recruit, support, retain teachers and principals, Build a foundation of reading and math

**- ESF Levers:**

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

**Problem Statements:** Student Learning 1

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Ensure PLCs focus on implementation of lessons and materials that are aligned to Kinder Math TEKS <b>Intended Audience:</b> Kinder Teachers, Inclusion Teachers <b>Provider / Presenter / Person Responsible:</b> Instructional Leadership Team <b>Date(s) / Timeframe:</b> August 2023 - May 2024 <b>Collaborating Departments:</b> FWISD Math Teaching and Learning <b>Delivery Method:</b> Weekly PLCs In-Person	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p><b>Action Step 2:</b> Campus Leadership Team meet weekly to discuss and review action steps based walkthroughs and coaching conversations done with Kinder Teachers</p> <p><b>Intended Audience:</b> Kinder Teachers, Inclusion Teachers</p> <p><b>Provider / Presenter / Person Responsible:</b> Campus Leadership Team, Kinder Teachers, Inclusions Teachers</p> <p><b>Date(s) / Timeframe:</b> August 2023 - May 2024</p> <p><b>Collaborating Departments:</b> Instructional Leadership Team</p> <p><b>Delivery Method:</b> CLT Meetings</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 1:</b> In 2022-2023, 64% of Westpark students in grade 1 did not meet MOY ELAR MAP Growth. There was a significant decrease in the Achievement Percentile from Fall BOY at 62% to MOY at 37%. <b>Root Cause:</b> Westpark leadership has not built teacher capacity to meet the vast range of educational needs for 1st-grade students to show growth as measured by ELAR MAP Assessments.</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 2:** Increase the percentage of Kindergarten-Grade 5 students who Meet or Exceed projected growth on MAP Growth from 67.5% to 80% by May 2024.

Increase the percentage of Economically Disadvantage and SPED students who Meet or Exceed projected growth on MAP Growth from 62.2% to 75% by May 2024.

**High Priority**

**Evaluation Data Sources:** MAP

**Strategy 1:** Improve Tier 1 Math instruction using TEKS aligned resources to focus on math fluency and concept attainment by utilizing FWISD PLC , Instructional, and Math Frameworks to increase achievement and learning outcomes by developing systems explicitly monitor, adjust, and check for understanding at a rigorous level during the instructional process.

**Strategy's Expected Result/Impact:** Develop the capacity of teachers in the planning and delivery of Tier 1 instruction, as a result, increase the percentage of students K-5th who meet or exceed expected growth on MAP Math.

**Staff Responsible for Monitoring:** Instructional Leadership Team : Principal, AP, Instructional Coach, All Teachers K-5th.

**TEA Priorities:**





Recruit, support, retain teachers and principals, Build a foundation of reading and math

**- ESF Levers:**

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

**Problem Statements:** Demographics 1 - Student Learning 1

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Ensure PLCs are scheduled weekly to discuss and practice standards aligned lessons based upon student needs with district-approved resources using the gradual release model and and aligned assessments. <b>Intended Audience:</b> All Teachers <b>Provider / Presenter / Person Responsible:</b> Instructional Leadership Team <b>Date(s) / Timeframe:</b> August 2023 - May 2024 <b>Collaborating Departments:</b> FWISD Teaching and Learning <b>Delivery Method:</b> Weekly PLCs	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p><b>Action Step 2:</b> Ensure 100% of Math Teachers attend and progress through required PD on implementing TEKs aligned Math curriculum and best practices.</p> <p><b>Intended Audience:</b> All Teachers</p> <p><b>Provider / Presenter / Person Responsible:</b> Instructional Leadership Team , All Teachers</p> <p><b>Date(s) / Timeframe:</b> June 2023 - May 2024</p> <p><b>Collaborating Departments:</b> FWISD Math Department / Teaching and Learning</p> <p><b>Delivery Method:</b> Campus PLCs, District and Campus Trainings</p> <p><b>Funding Sources:</b> - SCE (199 PIC 24) - 199-11-6112-001-207-24-313-000000- - \$1,000</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Strategy 2:** Develop the capacity of K-5 teachers to implement the FWISD Math Framework through targeted professional development in critical thinking, problem-solving application, and use of district and campus resources to maximize student learning and instruction

**Strategy's Expected Result/Impact:** Increase the percentage of K-5 students who meet or exceed growth expectations on the MAP Math EOY assessment.

**Staff Responsible for Monitoring:** Instructional Leadership Team

**TEA Priorities:**

Recruit, support, retain teachers and principals, Build a foundation of reading and math





**- ESF Levers:**

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

**Problem Statements:** Student Learning 1 - School Processes & Programs 1

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Ensure 100% of Math Teachers attend and progress through required PD on implementing TEKs aligned Math curriculum and best practices.</p> <p><b>Intended Audience:</b> All Teachers</p> <p><b>Provider / Presenter / Person Responsible:</b> Instructional Leadership Team, All Teachers</p> <p><b>Date(s) / Timeframe:</b> June 2023 - May 2024</p> <p><b>Collaborating Departments:</b> FWISD Math Department / Teaching and Learning</p> <p><b>Delivery Method:</b> Campus and District Professional Developments; PLCs</p>	Formative			Summative
	Nov	Jan	Mar	June



Action Step 2 Details	Reviews			
<p><b>Action Step 2:</b> Campus Leadership Team meet weekly to discuss and review action steps based walkthroughs and coaching conversations done with PK-5 Teachers.</p> <p><b>Intended Audience:</b> All Teachers</p> <p><b>Provider / Presenter / Person Responsible:</b> Campus Leadership Team ; All Teachers</p> <p><b>Date(s) / Timeframe:</b> August 2023 - May 2024</p> <p><b>Collaborating Departments:</b> Instructional Leadership Team</p> <p><b>Delivery Method:</b> Weekly CLT Meetings</p> <p><b>Funding Sources:</b> - SCE (199 PIC 24) - 199-13-6117-001-207-24-313-000000- - \$3,000</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>Demographics</b>
<p><b>Problem Statement 1:</b> Problem Statement 1 (Prioritized): 2021-2022 Panorama Survey Data that showed 79% of Westpark teachers can educate all students. This is growing problem continued in 2022-2023, and staff does not believe they have the tools, resources, or support to meet the needs of emergent bilinguals and struggling learners. Our specialized students are growing and it is the responsibility of the campus to meet <b>Root Cause:</b> Root Cause: Westpark leadership has not built teacher capacity through professional development, PLCs, and coaching to meet the educational needs of ALL students.</p>
<b>Student Learning</b>
<p><b>Problem Statement 1:</b> In 2022-2023, 64% of Westpark students in grade 1 did not meet MOY ELAR MAP Growth. There was a significant decrease in the Achievement Percentile from Fall BOY at 62% to MOY at 37%. <b>Root Cause:</b> Westpark leadership has not built teacher capacity to meet the vast range of educational needs for 1st-grade students to show growth as measured by ELAR MAP Assessments.</p>
<b>School Processes &amp; Programs</b>
<p><b>Problem Statement 1:</b> Based on classroom observations and campus data, students K-5 are not showing growth in the comprehensive writing process. <b>Root Cause:</b> On the state and district level there is a lack of curriculum support from Amplify K-5 for the writing process and to address STAAR Redesign.</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 1:** Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Reading from % to % by May 2024.

Increase the percentage of special education students scoring at MEETS or above on STAAR Reading from % to % by May 2024

**Evaluation Data Sources:** STAAR Reading

**Strategy 1:** Daily instruction is provided at the depth and complexity of the grade level and above standards including the student performance tasks, classroom activities, assignments , formative and summative assessments from the Curriculum Framework in all courses for all student.

**Strategy's Expected Result/Impact:** Build teacher's capacity for instructional delivery to increase the percentage of 3-5 students scoring at the meets or above rating on the STAAR reading assessments.

**Staff Responsible for Monitoring:** Instructional Leadership Team

**TEA Priorities:**





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

**- ESF Levers:**

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

**Problem Statements:** Student Learning 1 - School Processes & Programs 1

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Collaboration of teachers in Instructional Planning Days and PLCs to reflect on TEKS aligned lessons, district assessments, and create next steps to achieve increased student outcomes <b>Intended Audience:</b> All Reading and Inclusion Teachers <b>Provider / Presenter / Person Responsible:</b> Instructional Leadership Team <b>Date(s) / Timeframe:</b> August 2023- April 2024 <b>Collaborating Departments:</b> Teaching and Learning <b>Delivery Method:</b> PLC Data Meeting ; District PDs (virtual or in-person)	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p><b>Action Step 2:</b> Campus Leadership Team meet weekly to discuss and review action steps based walkthroughs and coaching conversations done with 3rd- 5th Reading Teachers and Inclusion Teachers .</p> <p><b>Intended Audience:</b> 3rd-5th Grade Reading Teachers and Inclusion Teachers</p> <p><b>Provider / Presenter / Person Responsible:</b> Campus Leadership Team ; 3rd-5th Reading Teachers; Inclusion Teachers</p> <p><b>Date(s) / Timeframe:</b> August 2023 - May 2024</p> <p><b>Collaborating Departments:</b> Instructional Leadership Team</p> <p><b>Delivery Method:</b> Weekly CLT Meetings</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Strategy 2:** Develop and maintain a data-informed culture to ensure evidence-based decision-making that leads to positive student outcomes.

**Strategy's Expected Result/Impact:** Building teacher's capacity for instructional delivery to increase the percentage of 3-5 students scoring at the meets or above rating on the STAAR Reading assessment.

**Staff Responsible for Monitoring:** Instructional Leadership Team

**TEA Priorities:**

Recruit, support, retain teachers and principals, Build a foundation of reading and math

**- ESF Levers:**

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

**Problem Statements:** Student Learning 1 - School Processes & Programs 1

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> In PLCs, teachers will analyze formative and summative assessments data to identify student learning gaps and create accelerated learning plans for students who are not mastering the TEKS</p> <p><b>Intended Audience:</b> 3rd - 5th Reading Teachers ; Inclusion Teachers</p> <p><b>Provider / Presenter / Person Responsible:</b> Instructional Leadership Team</p> <p><b>Date(s) / Timeframe:</b> August 2023 - May 2024</p> <p><b>Delivery Method:</b> In-person PLCs</p> <p><b>Funding Sources:</b> - SPED (199 PIC 23) - - \$3,262.50</p>	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<b>Action Step 2:</b> Align and leverage programs, approved resources, and support systems to meet student needs and accelerate instruction. <b>Intended Audience:</b> 3rd - 5th Reading Teachers ; Inclusion Teachers <b>Provider / Presenter / Person Responsible:</b> Campus Leadership Team <b>Date(s) / Timeframe:</b> August 2023 - May 2024 <b>Collaborating Departments:</b> FWISD Literacy Department / Teaching and Learning  <b>Funding Sources:</b> - SPED (199 PIC 23) - - \$3,262.50	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

**School Performance Objective 1 Problem Statements:**

Student Learning
<b>Problem Statement 1:</b> In 2022-2023, 64% of Westpark students in grade 1 did not meet MOY ELAR MAP Growth. There was a significant decrease in the Achievement Percentile from Fall BOY at 62% to MOY at 37%. <b>Root Cause:</b> Westpark leadership has not built teacher capacity to meet the vast range of educational needs for 1st-grade students to show growth as measured by ELAR MAP Assessments.
School Processes & Programs
<b>Problem Statement 1:</b> Based on classroom observations and campus data, students K-5 are not showing growth in the comprehensive writing process. <b>Root Cause:</b> On the state and district level there is a lack of curriculum support from Amplify K-5 for the writing process and to address STAAR Redesign.

**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 % to % by May 2024.

Increase the percentage of ELL students from % to % by May 2024.

**High Priority**

**Evaluation Data Sources:** STAAR Math

**Strategy 1:** Daily instruction is provided at the depth and complexity of the grade level and above standards including the student performance tasks, classroom activities, assignments , formative and summative assessments from the Curriculum Framework in all courses for all student.

**Strategy's Expected Result/Impact:** Build teacher's capacity for instructional delivery to increase the percentage of 3-5 students scoring at the meets or above rating on the STAAR Math assessments.

**Staff Responsible for Monitoring:** Instructional Leadership Team

**TEA Priorities:**





Recruit, support, retain teachers and principals, Build a foundation of reading and math

**- ESF Levers:**

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

**Problem Statements:** Student Learning 1 - School Processes & Programs 1

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Collaboration of teachers in Instructional Planning Days and PLCs to reflect on TEKS aligned lessons, district assessments, and create next steps to achieve increased student outcomes <b>Intended Audience:</b> All 3rd - 5th Math and Inclusion Teachers <b>Provider / Presenter / Person Responsible:</b> Instructional Leadership Team <b>Date(s) / Timeframe:</b> August 2023 - April 2024 <b>Collaborating Departments:</b> Teaching and Learning <b>Delivery Method:</b> PLCs, Data Meeting, District PDs (virtual and /or in-person)	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<b>Action Step 2:</b> Campus Leadership Team meet weekly to discuss and review action steps based walkthroughs and coaching conversations done with 3rd- 5th Math Teachers and Inclusion Teachers . <b>Intended Audience:</b> All 3rd - 5th Math and Inclusion Teachers <b>Provider / Presenter / Person Responsible:</b> Campus Leadership Team ; 3rd -5th Math Teachers <b>Date(s) / Timeframe:</b> August 2023 - May 2024 <b>Collaborating Departments:</b> Instructional Leadership Team <b>Delivery Method:</b> Weekly CLT Meetings	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>				

**Strategy 2:** Develop and maintain a data-informed culture to ensure evidence-based decision-making that leads to positive student outcomes.

**Strategy's Expected Result/Impact:** Building teacher's capacity for instructional delivery to increase the percentage of 3rd - 5th students scoring at the meets or above rating on the STAAR Math assessment.

**Staff Responsible for Monitoring:** Instructional Leadership Team

**TEA Priorities:**

Recruit, support, retain teachers and principals, Build a foundation of reading and math


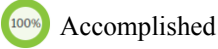
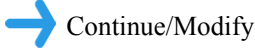

**- ESF Levers:**

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

**Problem Statements:** Student Learning 1 - School Processes & Programs 1

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> In PLCs, teachers will analyze formative and summative assessments data to identify student learning gaps and create accelerated learning plans for students who are not mastering the TEKS <b>Intended Audience:</b> 3rd - 5th Reading Teachers ; Inclusion Teachers <b>Provider / Presenter / Person Responsible:</b> Instructional Leadership Team <b>Date(s) / Timeframe:</b> August 2023 - May 2024 <b>Delivery Method:</b> In-Person PLCs	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p><b>Action Step 2:</b> Align and leverage programs, approved resources, and support systems to meet student needs and accelerate instruction.</p> <p><b>Intended Audience:</b> 3rd -5th Math Teachers ; Inclusion Teachers  <b>Provider / Presenter / Person Responsible:</b> Campus Leadership Team  <b>Date(s) / Timeframe:</b> August 2023 - May 2024  <b>Collaborating Departments:</b> FWISD Math Department/ Teaching Learning  <b>Funding Sources:</b> - SCE (199 PIC 24) - 199-11-6399-001-207-24-313-000000- - \$0</p>	Formative			Summative
	Nov	Jan	Mar	June

**School Performance Objective 2 Problem Statements:**

Student Learning
<p><b>Problem Statement 1:</b> In 2022-2023, 64% of Westpark students in grade 1 did not meet MOY ELAR MAP Growth. There was a significant decrease in the Achievement Percentile from Fall BOY at 62% to MOY at 37%. <b>Root Cause:</b> Westpark leadership has not built teacher capacity to meet the vast range of educational needs for 1st-grade students to show growth as measured by ELAR MAP Assessments.</p>
School Processes & Programs
<p><b>Problem Statement 1:</b> Based on classroom observations and campus data, students K-5 are not showing growth in the comprehensive writing process. <b>Root Cause:</b> On the state and district level there is a lack of curriculum support from Amplify K-5 for the writing process and to address STAAR Redesign.</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 1:** Decrease the number and percentage of students who are chronically absent from 10% to 7% by May 2024.

**Evaluation Data Sources:** Focus Attendance  
Campus Dashboard

**Strategy 1:** Align and leverage programs, resources, and Multi-Tiered Systems of Support (MTSS) to improve daily attendance rates, increase parent/school engagement, decrease behavior and discipline incidents, and improve school climate and culture.

**Strategy's Expected Result/Impact:** Decrease excessive absences

**Staff Responsible for Monitoring:** Student Support Team, FES, Attendance Clerk, Counselor, Admin

**TEA Priorities:**

Recruit, support, retain teachers and principals, Build a foundation of reading and math

**- ESF Levers:**





Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

**- Results Driven Accountability**

**Problem Statements:** Demographics 1 - Perceptions 2

Action Step 1 Details	Reviews			
<p><b>Action Step 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>Intended Audience:</b> Westpark Stakeholders</p> <p><b>Provider / Presenter / Person Responsible:</b> FES, Office Staff, Administrators</p> <p><b>Date(s) / Timeframe:</b> August 2022 - May 2024</p> <p><b>Collaborating Departments:</b> Student Support Services, Teaching and Learning</p> <p><b>Delivery Method:</b> In-Person, Phone calls, Media</p> <p><b>Funding Sources:</b> - SCE (199 PIC 24) - 199-32-6299-001-207-24-313-000000- - \$0</p>	Formative			Summative
	Nov	Jan	Mar	June



Action Step 2 Details	Reviews			
<p><b>Action Step 2:</b> FES will make daily contact with families who have two or more absences in a three-week period and follow up with warm calls.</p> <p><b>Intended Audience:</b> Westpark Stakeholders with Excessive Absences</p> <p><b>Provider / Presenter / Person Responsible:</b> FES, Office Staff, Administrators</p> <p><b>Date(s) / Timeframe:</b> August 2023 - May 2024</p> <p><b>Collaborating Departments:</b> Student Support Services</p> <p><b>Delivery Method:</b> Phone Calls</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>Demographics</b>
<p><b>Problem Statement 1:</b> Problem Statement 1 (Prioritized): 2021-2022 Panorama Survey Data that showed 79% of Westpark teachers can educate all students. This is growing problem continued in 2022-2023, and staff does not believe they have the tools, resources, or support to meet the needs of emergent bilinguals and struggling learners. Our specialized students are growing and it is the responsibility of the campus to meet <b>Root Cause:</b> Root Cause: Westpark leadership has not built teacher capacity through professional development, PLCs, and coaching to meet the educational needs of ALL students.</p>
<b>Perceptions</b>
<p><b>Problem Statement 2:</b> In the past two years, families have left Westpark due to classroom disruptions caused by students who are unable to regulate emotions . <b>Root Cause:</b> For grades K-2 ,Westpark leadership has not prioritized the support needed for the implementation of clear expectations and guidance for social skill teaching by campus personnel and the monitoring of such.</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:** Decrease the overall number of discipline referrals by school personnel from 141 to 100 by May 2024.

**Evaluation Data Sources:** Focus Referrals

**Strategy 1:** Westpark staff will implement campus-wide behavior expectations and follow protocols where staff seek to understand first before assigning consequences.

**Strategy's Expected Result/Impact:** Decrease discipline referrals from 141 to 100 by May 2024.

**Staff Responsible for Monitoring:** Teachers, Counselor, Administrators

**ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

- **Results Driven Accountability**

**Problem Statements:** Demographics 1 - Perceptions 2

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> During the 2023-24 school year, 100% of Westpark staff will implement updated campus discipline procedures <b>Intended Audience:</b> Westpark Student and Teachers <b>Provider / Presenter / Person Responsible:</b> SST, Administrators <b>Date(s) / Timeframe:</b> August 2023 - May 2024 <b>Delivery Method:</b> In-person	Formative			Summative
	Nov	Jan	Mar	June

**School Performance Objective 2 Problem Statements:**

Demographics
<p><b>Problem Statement 1:</b> Problem Statement 1 (Prioritized): 2021-2022 Panorama Survey Data that showed 79% of Westpark teachers can educate all students. This is growing problem continued in 2022-2023, and staff does not believe they have the tools, resources, or support to meet the needs of emergent bilinguals and struggling learners. Our specialized students are growing and it is the responsibility of the campus to meet <b>Root Cause:</b> Root Cause: Westpark leadership has not built teacher capacity through professional development, PLCs, and coaching to meet the educational needs of ALL students.</p>

## Perceptions

**Problem Statement 2:** In the past two years, families have left Westpark due to classroom disruptions caused by students who are unable to regulate emotions . **Root Cause:** For grades K-2 ,Westpark leadership has not prioritized the support needed for the implementation of clear expectations and guidance for social skill teaching by campus personnel and the monitoring of such.

**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:** Increase the number of student and parent engagement activities during and outside of regular school hours, as evidenced by participation in key strategic events and programs from ten to fifteen by May 2024.

**Strategy 1:** Collaborate with a committee of stakeholders to plan and promote high-impact family engagement activities and events for the school year.

**Strategy's Expected Result/Impact:** Increase positive perception of parents .





**Staff Responsible for Monitoring:** Administrators , FES,

**ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

- **Results Driven Accountability**

**Problem Statements:** Demographics 1 - Perceptions 2

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Collaborate with PTA, Music Teacher, PE Teacher, Art Teacher, and Librarian to calendar and plan at least ten family engagement events throughout the school year.</p> <p><b>Intended Audience:</b> Students and Families</p> <p><b>Provider / Presenter / Person Responsible:</b> Administrators , FES, Specials Teachers</p> <p><b>Date(s) / Timeframe:</b> July 2023 - May 2024</p> <p><b>Delivery Method:</b> In person</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>Demographics</b>
<p><b>Problem Statement 1:</b> Problem Statement 1 (Prioritized): 2021-2022 Panorama Survey Data that showed 79% of Westpark teachers can educate all students. This is growing problem continued in 2022-2023, and staff does not believe they have the tools, resources, or support to meet the needs of emergent bilinguals and struggling learners. Our specialized students are growing and it is the responsibility of the campus to meet <b>Root Cause:</b> Root Cause: Westpark leadership has not built teacher capacity through professional development, PLCs, and coaching to meet the educational needs of ALL students.</p>

## Perceptions

**Problem Statement 2:** In the past two years, families have left Westpark due to classroom disruptions caused by students who are unable to regulate emotions . **Root Cause:** For grades K-2 ,Westpark leadership has not prioritized the support needed for the implementation of clear expectations and guidance for social skill teaching by campus personnel and the monitoring of such.

# Campus Funding Summary

Title I (211)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
							\$0.00
<b>Sub-Total</b>							\$0.00
<b>Budgeted Fund Source Amount</b>							\$0.00
<b>+/- Difference</b>							\$0.00
SCE (199 PIC 24)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	1	1		Subs for supplemental instruction	199-11-6112-001-207-24-313-000000-	\$0.00
1	1	1	2		Supplies and materials for instructional use	199-11-6399-001-207-24-313-000000-	\$0.00
1	1	2	1		Supplies and materials for instructional use	199-11-6399-001-207-24-313-000000-	\$0.00
1	1	2	2	ESL/ Bilingual Tranining	Subs for supplemental instruction	199-11-6112-001-207-24-313-000000-	\$0.00
1	2	1	2		Tutors with degree or certified	199-13-6117-001-207-24-313-000000-	\$5,304.00
2	2	1	2		Subs for supplemental instruction	199-11-6112-001-207-24-313-000000-	\$1,000.00
2	2	2	2		Tutors with degree or certified	199-13-6117-001-207-24-313-000000-	\$3,000.00
3	2	2	2		Supplies and materials for instructional use	199-11-6399-001-207-24-313-000000-	\$0.00
4	1	1	1		Contracted student support services	199-32-6299-001-207-24-313-000000-	\$0.00
<b>Sub-Total</b>							\$9,304.00
<b>Budgeted Fund Source Amount</b>							\$5,304.00
<b>+/- Difference</b>							<b>-\$4,000.00</b>

Parent Engagement							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
							\$0.00
<b>Sub-Total</b>							\$0.00
<b>Budgeted Fund Source Amount</b>							\$0.00
<b>+/- Difference</b>							\$0.00
Gifted & Talented (199 PIC 21)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	2	2	1		GENERAL SUPPLIES		\$806.00
<b>Sub-Total</b>							\$806.00
<b>Budgeted Fund Source Amount</b>							\$806.00
<b>+/- Difference</b>							\$0.00
SPED (199 PIC 23)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	1	2	1		GENERAL SUPPLIES		\$3,262.50
3	1	2	2		INSTRUCTIONAL MATERIALS		\$3,262.50
<b>Sub-Total</b>							\$6,525.00
<b>Budgeted Fund Source Amount</b>							\$6,525.00
<b>+/- Difference</b>							\$0.00
<b>Grand Total Budgeted</b>							\$12,635.00
<b>Grand Total Spent</b>							\$16,635.00
<b>+/- Difference</b>							<b>-\$4,000.00</b>