

Katy Independent School District
West Memorial Elementary
2018-2019 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:

Academic Achievement in Mathematics

Academic Achievement in Science

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps



Mission Statement

The mission of West Memorial Elementary is to prepare students to become successful, innovative citizens and future leaders in a rapidly changing society through a qualified, committed staff, an innovative curriculum, and an involved community.

Vision

West Memorial Elementary will strive to build life long learners who believe in achieving success through determination, discipline and dedication.

Value Statement

At West Memorial Elementary, we value the diversity of our students and their educational needs. We value partnerships with parents and the community to build academic strength in each child. Through team collaboration and support from our leadership team, professional development is encouraged and enhanced. We have a strong desire and commitment to teach the whole child and achieve academic success.

Comprehensive Needs Assessment

Revised/Approved: June 22, 2018

Demographics

Demographics Summary

West Memorial Elementary is a 43 years old, PK-5th grade Title I campus in Katy ISD.

Campus Profile

Katy ISD Student Profile

Katy ISD Student Statistics

Total Enrollment: Based on Campus Comparison Group Report is 794.

At-Risk: 48.5%

Economically Disadvantaged: 45.2%

ELL: 20%

Special Education: 9.4%

Career Technology Education 0.0%

Gifted/Talented: 2.3%

Title I Programs: 100%

Attendance Rate: __96.01% (as of May 12, 2017)____

Source: TEA Student Program Report and TEA Division of Performance Reporting

West Memorial Elementary School places a high priority in employing and retaining high-quality, talented staff.

Each new teacher will meet with the lead mentor teacher for new staff training throughout the year. During these trainings they also get in-depth information regarding grading practices, parent conferences, special education requirements and end of the year procedures. All teachers, including the new teachers attended content specific professional development that is recommended by the instructional coaches. Instructional coaches begin building relationships with these staffs early on, starting in the summer, and create a relationship that promotes a positive collaboration. Additionally, all teachers worked with the leadership team to analyze data for the purpose of planning effective instruction. All teachers plan weekly with the instructional coaches to plan effective lessons. On campus professional development opportunities throughout the school year will be provided by teacher leaders, instructional coaches and administration. At West Memorial, we believe that teachers benefit greatly from visiting other classrooms throughout our campus. For this reason, we implement regular learning walks in which teachers visit their colleagues' classrooms with a focus on a specific strategy in which they would like to implement. Teachers also attend weekly planning meetings to share ideas for lessons that will meet the needs of our diverse student population. Instructional coaches lead content collaborative meetings each week to train teachers on instructional strategies, assist with data analysis, discuss professional literature and share ideas for effective instruction. Building staff morale is recognized as a critical component in retaining high-quality staff at West Memorial. Each month staff members will receive a special treat that shows how much they are appreciated by the administration team. Throughout the year, WME will have events such as "Twelve Days of Holiday Cheer" in which staff members receive appreciation gifts.

Demographics Strengths

1. Students at West Memorial Elementary are very accepting of new students regardless of race and ethnicity.
2. Teachers continue to strive towards building a family community in their classrooms through Morning Meetings and Restorative Practices. This creates an environment of accepting all backgrounds and cultures of peers.
3. Our Watchdog Dad program has grown and we opened it to allowing Dad's to be on campus Monday - Friday (instead of just Friday) and had a consistent participation each week. Many dads returned multiple times and became mentors for our students.
4. During the 2017 - 2018 school year, we continued with the implementation of the ESL co-teach model in grades 3 - 5. We saw progress in our data in Math and Writing. We will continue to research ways to improve and provide necessary training to ESL teachers and general education co-teacher for the co-teach model.
5. Our special education staff worked closely with the administration team and instructional coaches during the 2017 - 2018 school year. We will continue to work closely and provide time to plan effective lessons to help bridge the learning gap for our special education students. Our special education teachers will be teaching key content areas so that they can strengthen their knowledge in that content area. Special education staff members will also provide staff development for the general education teachers to create a common expectation for learning for sped students. We made significant progress in the areas of Writing and Science and continued an upward trend in Reading and Math.

Problem Statements Identifying Demographics Needs

Problem Statement 1: West Memorial Elementary continues to struggle in the area of parental/community involvement. **Root Cause:** Due to the mobility rate that comes with students who live in apartments, our parents have not established roots in the WME community. WME needs to continue to find ways to pull those parents in and get them involved.

Problem Statement 2: There is a high percentage of student tardies and number of students who are absent. **Root Cause:** Staff and Administration will need to continue to emphasize the importance of arriving to school on time and being at school. Administration will continue to implement AIPs and implement incentive programs.

Student Academic Achievement

Student Academic Achievement Summary

On the 2017-2018 STAAR, the following scores for all grades show the percentage for approaches grade level:

Reading- 82% (District 89%)

Math-85% (District 91%)

Writing-66% (District 78%)

Science-87% (District 89%)

An analysis of the above scores by subject reveals the following when comparing the 2017-2018 STAAR data from the previous year's campus scores when looking at students who approached grade level:

ESL:

3rd Grade Reading ESL increased from 68.75% to 82.50%

3rd Grade Math ESL decreased from 79% to 75%

4th Grade Reading ESL increased from 25% to 60.71%

4th Grade Math ESL increased from 33% to 75%

4th Grade Writing ESL increased from 0% to 51.72%

5th Grade Reading ESL decreased 6% from 73% to 67%

5th Grade Math ESL increased 63.64% to 93.75% *This is the data after second admin.

5th Grade Science ESL increased from 42% to 63%

Special Ed:

3rd Grade Reading Special Ed decreased from 53.85% to 41.67%

3rd Grade Math Special Ed increased from 31% to 42%

4th Grade Reading Special Ed increased from 0% to 61.54%

4th Grade Math Special Ed increased from 44% to 54%

4th Grade Writing Special Ed increased from 0% to 50%

5th Grade Reading Special Ed increased 20% from 60% to 80%

5th Grade Math Special Ed increased from 66.67% to 100% *This is the data after second admin.

5th Grade Science Special Ed increased from 44% to 100%!!!

3rd Grade (ALL):

3rd Grade Reading decreased 2% from 83% to 81%

3rd Grade Math decreased 1% from 79% to 78%

4th Grade (ALL):

4th Grade Reading increased 2% from 77% to 79%

4th Grade Math decreased 4% from 87% to 83%

4th Grade Writing increased 9% from 60% to 69%

5th Grade (ALL):

5th Grade Reading decreased 2% from 93% to 91%

5th Grade Math increased 2% from 97% to 99%

5th Grade Science increased 3% from 87% to 90%

Reading (ALL) had 72% progress (district progress - 71%)

Math (ALL) had 76% progress (district progress - 72%)

When looking at this variance, it is important to remember that the student groups vary in size. To address the variance, West Memorial Elementary has analyzed scores for each individual student and for each strand. As stated earlier, individual students will be targeted for intervention and acceleration. Teachers also study the goal of the campus is to close the gaps between all student groups with extra emphasis on ESL learners, special education students and writing. Data shows we are improving our writing scores and we must keep our focus on this area to continue to make gains in this area.

Student Academic Achievement Strengths

The success of West Memorial Elementary's plan of action has been reflected on the 2017 STAAR results that show an increase on student achievement from the 2016 STAAR in the following areas:

- African American population increased in Science showing growth from 75% to 81%.
- Overall Writing scores showed progress from 60% to 69%.
- Economically disadvantaged students increased in Writing from 57% to 63%.
- There was an increase in ESL in writing from 33% to 50%.
- There was an increase in students who mastered grade level in Reading from 25% to 30%, Math from 29% to 34%, and Science from 20% to 23%.
- There was an increase in special education students that showed growth in Science from 67% to 100% and in Writing from 13% to 64%.
- Demonstrating an increase for "meets grade level" standard in 4th Grade Writing overall by 18%
- Demonstrating an increase for "masters grade level" standard in 4th Grade Writing overall by 2%.

- There was an increase in overall passing percentage in ESL in 3rd - 4th grade Reading, in 4th and 5th grade math, science and writing. **This was a target area last year.
- There was an increase in overall passing percentage in Sped in 4th and 5th grade Reading, 3rd - 5th grade Math, Writing and Science. **This was a target area last year.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Huge gains were made last year; however, special education and ESL students continue to show achievement gaps on STAAR results. **Root Cause:** An increase in opportunities for ESL and Special Education staff to plan with the general education teacher to improve the instructional practices within the classroom needs to be a priority. ELT times also need to be used to provide additional small group intervention time with these students.

Problem Statement 2: Students who exhibit frequent off-task behavior affect their own success as well as the success of others. **Root Cause:** Lack of parental involvement can affect the success of children; however, these students need to learn coping strategies so that they remain engaged in their learning. A reflection on the use of the instructional para to provide intervention and restorative practices will be needed to look for ways to maximize learning.

Problem Statement 3: Overall writing STAAR results increased from 60% to 69% which is progress made from last year; however, we must continue this trend and continue to achieve more students passing and showing progress. **Root Cause:** Formative assessments that are STAAR like practices were not provided enough to gain more data to target weak areas. An emphasis has been made to have students add more details to their writing to elaborate and gain the reader's attention.

Problem Statement 4: Although there were some areas of growth on STAAR; overall, there is data that shows that we need to continue to improve our instructional strategies to improve scores. **Root Cause:** Staff Development needs to target the areas of concern and be implemented across grade levels.

Problem Statement 5: In primary grades, many students' reading levels continue to be below grade level. **Root Cause:** Students are entering kindergarten without exposure to literature and weak foundation of reading literacy and fluency.

School Processes & Programs

School Processes & Programs Summary

The curriculum and instruction at West Memorial Elementary is driven by the district's scope and sequence and unit plans which promote students' learning abilities as well as the development of critical thinking and problem solving skills.

West Memorial Elementary and the district are guided by KISD cornerstones and West Memorial Elementary will focus especially on student growth and achievement based on data, student ownership of learning, implementation of best strategies, enrichment opportunities and instruction. Student needs are addressed according to their individual data binders which holds them accountable for their learning. Teachers analyze both formal such as STAAR, DLAs, and CBAs, and informal assessments throughout the year during planning time and content collaboratives to create targeted TEK specific lesson plans and plan effective intervention in small groups. Students in need receive academic intervention during school hours in small group setting that targets specific skills. Students have access to extra science lessons through the science lab and teacher and receive both hands on activities in the classroom and lab. Interruptions in the classroom are minimal and instruction time is protected and valued.

As part of the Katy ISD systems, West Memorial Elementary is truly fortunate in that the school has access to all of the latest technological hardware and software. All students, teachers, administrators, and staff members have access to computers, iPad, Smart-board, document camera, and laptops/net-book. Wireless access points have been installed all over the building. There are both primary and intermediate computer labs with 30 computers each. The labs are used for a variety of teaching and learning programs. Additionally, there are 10 computers in the library where teachers and students use to search for books, research projects, and other educational projects.

Students are encouraged to use a variety of programs and apps using iPads and computers such as: padlet, educreation, piccollage, Aurasma, plickers, google drive to create and display assignments and projects. The majority of the teachers are accustomed to integrating use of Smart-board technology including document camera and Apple TV into their daily activities and lessons.

School Processes & Programs Strengths

West Memorial Elementary has recognized the following strengths:

- Teacher generated road maps that target specific TEKS for instruction
- Teacher analyzed reports and had data meetings with the campus accountability coordinator to map out the next steps of reteach and intervention.
- Teacher created common based assessments
- Weekly team planning
- Monthly local professional development (content collaborative meetings)
- Teachers attending outside district professional development
- Teachers conducting learning walks to observe peers

- Used Title I, Title III and Special Projects to fund teacher tutoring
- Providing differentiated instruction
- Teacher implemented problem solving strategies to strengthen conceptual understanding of math concepts
- Utilizing intervention time (ELT) to target small group instruction
- Ownership of students' learning through a self-recording of progress using data binders
- Safety Drills are practiced and conducted according to district guidelines
- Students who are in need of academic strength received extra services during the school day
- All third- fifth grade students receive hands-on science lab experiences once a week
- All students first - second are engaged in science lessons conducted in the lab every other week
- Implementation of math programs that motivate students to seek progress on their own learning (Imagine Math and Reflex Math)
- Every classroom has iPad access for students with a minimum of 5 per classroom.
- Each teacher has access to an iPad for individual use of instructional material and school related business.
- Most teachers report that access to technology has increased their skill level and confidence in the ability to use technology.
- All classrooms are equipped with computers, iPad, Apple TV, Smart-board, and document camera in keeping with current technology.
- Our campus is provided a Campus Technology Coordinator.

The latest TAPR report (2017) confirms that the number of West Memorial Elementary teachers with 11-20 years of experience (38.8%) is above the state (27.8%). Our campus is staffed with an academic support team of nine teachers and one paraprofessional. This team serves a diverse group of students who need Tier II or Tier III intervention and support. We have a district technology support staff member that provides technology staff development opportunities that help teachers become more competent and effective with the use of technology in the classroom. Our high-quality, talented teachers set academic and personal goals at the start of the year, and they meet with the administration team at the beginning, middle and end of the year to discuss progress made towards the goals. They also meet once a week with their colleagues for collaborative planning. The team leaders play an important role in helping new teachers adapt and holds bi-weekly meetings to disseminate and clarify information.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Meeting the needs of the ESL students continues to be an area that WME needs to improve on. **Root Cause:** The understanding of the importance of the ESL Co-Teach model and ESL strategies/interventions needs to be strengthened. Staff development in these areas need to be continued.

Problem Statement 2: General education teachers and special education teachers find it hard to collaborate effectively in order to work as a team to improve special education students academic and/or behavior progress. **Root Cause:** Finding the time to collaborate has always been a struggle. Time needs to be set on the calendar for this to occur.

Problem Statement 3: Meeting the needs of the needs of the 21st century learner continues to be a focus for WME students. **Root Cause:** Students lack

accessibility and familiarity to multi-media devices and programs at home; therefore, teachers will need to continue to bring these opportunities to the students in the classroom.

Perceptions

Perceptions Summary

One of the core beliefs at West Memorial Elementary is that students, staff and community members thrive best in an environment that is fully immersed in positivity and clear expectations for every procedure. With this in mind, West Memorial Elementary implements school wide expectations in common areas and behavior interventions using Restorative Practices and PBIS (Positive Behavior Intervention and Support).

Restorative practices aims first to build classroom communities that are supported by clear agreements, authentic communication, and specific tools to bring issues and conflicts forward in a helpful way. They provide specific pathways to repair harm by bringing together those who are affected by misbehavior, we then use a dialogue to address concerns, achieve understanding, and come to agreement about setting things right.

At WME we will also utilize PBIS to establish school wide expectations and to promote a positive learning environment.

School-Wide Expectations are summarized in the acronym, PAWS.

P - Positive Attitude

A - Act Responsibly

W - Work Hard

S - Show Respect

A behavior committee and PBIS committee at WME will meet on a regular basis to ensure that the plans put in place in 2017-2018 are implemented successfully.

One instructional paraprofessional will be utilized to maximize the instructional time for students who have learning/instructional gaps caused by continuous off-task behavior. These students are identified to have learning challenges through the RTI process. The goal will be for students to participate in restorative practices such as circles, check in/out, collecting data, and developing relationships in order to reduce the amount of discipline referrals, assist students to become effective conflict problem solvers and maximize instructional time in the classroom. This para will assist students who may act out for work avoidance due to lack of understanding and frustration.

It is also an expectation for teachers to conduct morning meetings five days a week. The time for morning meetings is built into the master schedule. During these meetings social skills, conflict resolution strategies, and other important life skills are discussed, role played, and reviewed.

West Memorial Elementary prides itself on creating an environment where parents and community members feel they are entering a positive and productive

school environment. We provide open lines of communication by providing families with the ability to communicate with faculty in a variety of ways including phone, email, communication logs and planners, as well as social media. Informational documents are sent via E-News. Teachers also send home weekly newsletters, keep their canvas pages up to date and share information via various social medias. In addition, we offer several events and programs throughout the school year to encourage parents and the community to visit our school. Our front office staff greets family and community members and creates a welcoming environment.

Perceptions Strengths

West Memorial Elementary School celebrates these strengths:

Continued Implementation of PAW expectations

Daily morning meetings

Teachers coaching students through conflict

Level of engagement in lessons and tightening transition time.

Implementation of Restorative Practices where students participated in circles to resolve conflict before it resulted in behavior that resulted in a consequence. This allowed students to increase problem solving skills, conflict resolution skills and gain an empathy for others.

West Memorial Elementary School maintains relationships with Family and Community by participating in the following activities:

KEYS Mentoring Program (Keep Encouraging Youth toward Success)

PALS Mentoring Program (High School Student Mentor Program)

VIPS (Volunteers in Public Schools)

PIE (Partners in Education)

Tears and Cheers Breakfast

PTA Meetings and Grade Level Programs

Evening Book Fair open house

Curriculum Night

Grandparent's Day

Family Fitness

Read, Deed, Run

Reading Patrol

Watch D.O.G.S. (Dads of Great Students)

Core Essentials Program

Celebration of Learning

Holiday class parties

Book Parade

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Overall, student discipline referrals are not decreasing despite the interventions in place. Most of the office referrals are for the same students who continue to be disruptive in the classroom. **Root Cause:** Teachers need to continue to have ownership in the expectations in the classroom and the students. Professional Development is needed to ensure that the staff at WME continues to learn and implement restorative practices and PBIS.

Problem Statement 2: After reviewing staff attendance, there is a definite need to encourage teachers to utilize their personal illness and business days appropriately and professionally. Student progress academically and behaviorally will not improve if the teacher has a high absence rate. **Root Cause:** A high percentage of staff members take more than 10 days off during the school year.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Running Records results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- 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, progress, and participation data,
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data

- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- School safety data

Employee Data

- Professional learning communities (PLC) data
- State certified and high quality staff data
- Teacher/Student Ratio
- 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
- T-TESS

Parent/Community Data

- Parent Involvement Rate

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data

Goals

Revised/Approved: July 24, 2017





Goal 1: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 1: Continually work to improve instruction in all tested subjects so that 90% of our students show yearly progress on STAAR 2019.

Evaluation Data Source(s) 1: At the end of the year, we will use the STAAR progress measures for all student groups to determine if this performance objective was met.

Summative Evaluation 1:

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|----------|--|---|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Oct | Jan | Apr | June |
| <p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>1) Using effective instructional techniques in Math that are student centered, teachers will work with small groups based on student data to differentiate learning.</p> | | Principal Assistant Principal Instructional Coaches Classroom Teachers Academic Support Teachers ESL Support Teachers Special Education Teachers District Data Specialist | Data will demonstrate student growth in target TEKS per student. Effective Instruction will result in student progress on DLA's and STAAR. Students will be identified properly and placed into RTI intervention if needed based on data. | | | | |
| Problem Statements: Student Academic Achievement 1, 4 Funding Sources: 211 - Title I Part A - 1000.00, 199 - General Fund - 1250.00 | | | | | | | |

| | | | | | | | |
|--|--|---|---|--|--|--|--|
| <p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>2) Provide time for teachers to meet with Instructional Coach for weekly planning in order to plan effective mini lessons, guided reading and strategy groups to meet the needs of every student. Teachers will continue to implement Lucy Calkins Reading Units of Study.</p> <p>Use a STAAR formatted campus based assessments in grades 2-5 to regularly check student progress in each unit of study. Students will use these assessments to set goals for themselves in reading.</p> | | Principal Assistant Principal Instructional Coaches Classroom Teachers Academic Support Teachers ESL Support Teachers Special Education Teachers District Data Specialist Tutor | Data will demonstrate student growth in target TEKS per student. Effective Instruction will result in student progress on DLA's and STAAR. Students will be identified properly and placed into RTI intervention if needed based on data. | | | | |
| Problem Statements: Student Academic Achievement 4 Funding Sources: 199 - General Fund - 1250.00 | | | | | | | |
| <p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>3) Special Ed Teachers will collaborate with general education teachers in to provide quality instruction.</p> | | Principal Assistant Principals Instructional Coaches General Education Teachers Special Education Teachers District Data Specialists Diagnostician | Special education students will demonstrate student growth on DLA's and STAAR as well as their IEP. Instruction in the resource setting will be more aligned with instructional practices and strategies taught in general education classroom. | | | | |
| Problem Statements: Student Academic Achievement 1 | | | | | | | |
| <p>4) Using student centered lessons and strategies, teachers will work in small groups based on student needs. Teachers will continue to implement writing resources such as Lucy Calkins Writing Units of Study and begin using Patterns of Power to teach grammar and conventions.</p> <p>Use STAAR formatted revising and editing assessments as well as On Demand writing compositions at the end of each unit of study to regularly check student progress. Students will use these assessments to set goals for themselves in writing.</p> | | | Data will demonstrate student growth in target TEKS per student. Effective Instruction will result in student progress on DLA's and STAAR. Students will be identified properly and placed into RTI intervention if needed based on data. | | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div> | | | | | | | |

Performance Objective 1 Problem Statements:

| Student Academic Achievement |
|--|
| Problem Statement 1: Huge gains were made last year; however, special education and ESL students continue to show achievement gaps on STAAR results. Root Cause 1: An increase in opportunities for ESL and Special Education staff to plan with the general education teacher to improve the instructional practices within the classroom needs to be a priority. ELT times also need to be used to provide additional small group intervention time with these students. |
| Problem Statement 4: Although there were some areas of growth on STAAR; overall, there is data that shows that we need to continue to improve our instructional strategies to improve scores. Root Cause 4: Staff Development needs to target the areas of concern and be implemented across grade levels. |





Goal 1: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 2: Utilize Title One funds to improve student achievement in all STAAR assessments by showing academic progress and/or reaching 93% (federal performance status standard) or higher.

Evaluation Data Source(s) 2: At the end of the year, Math, Reading, Writing and Science STAAR results will indicate if this performance objective was met.

Summative Evaluation 2:

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|----------|---|--|--|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Oct | Jan | Apr | June |
| <p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>1) Supplemental technical tools to enhance digital instruction.</p> | | Principal Assistant Principal Instructional Coaches Teachers Comp./Federal Programs Staff Campus Technology Staff | See an increase in student use of technology tools used for learning. | | | | |
| | | | | Problem Statements: School Processes & Programs 3 Funding Sources: 211 - Title I Part A - 22000.00 | | | |
| <p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>2) Supplemental instructional resources- purchasing materials and hiring high quality certified tutors to work in a small group setting with targeted students who are in need of extra academic support.</p> | | Principal Assistant Principal Instructional Coaches Teachers Comp./Federal Programs Staff Campus Technology Staff Financial Support | Ongoing improvement of DLA's, classroom assessments, and STAAR scores. | | | | |
| | | | | Problem Statements: Student Academic Achievement 1, 3, 4 Funding Sources: 211 - Title I Part A - 29500.00, 192 - Special Project - 12000.00 | | | |

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|--|--|--|--|--|--|--|
| <p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>3) Purchasing leveled readers for students to enhance the WME Literacy Library. Primary students will use leveled readers to practice reading skills at home with parents. In grades 4 -5, teachers will have access to these readers for small group and book clubs.</p> | Principal Assistant Principal Instructional Coaches Teachers Comp./Federal Programs Staff | Improvement of number and quality of Literacy Library books and classroom libraries. | | | | |
| | <p>Problem Statements: Student Academic Achievement 4</p> <p>Funding Sources: 211 - Title I Part A - 5000.00</p> | | | | | |
| <p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>4) Retain two Title I teachers to provide intervention to students in the areas of math and LA/reading.</p> | Principal Assistant Principal | Two Title One teachers on our staff | | | | |
| | <p>Problem Statements: Student Academic Achievement 3, 4, 5</p> <p>Funding Sources: 211 - Title I Part A - 118620.00</p> | | | | | |
| <p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>5) Professional development that is specifically designed to build the capacity of teachers and administrators working with all students.</p> | Principal Assistant Principal Instructional Coaches | New instructional strategies learned from professional development opportunities will be implemented in the classroom. | | | | |
| | <p>Problem Statements: Student Academic Achievement 4</p> <p>Funding Sources: 211 - Title I Part A - 20350.00, 199 - General Fund - 4105.00, 199 - State Comp Ed - 3150.00</p> | | | | | |
| <p>6) Teachers in Kindergarten through 5th grade will use EduSmart to support their science instruction in the classroom. This research-based program can be used prior to and during learning as well as after hands-on activities to reinforce the science TEKS. It offers background knowledge, printables, and videos for teachers to use in their classrooms.</p> | Principal, Assistant Principal, Instructional Coaches, Classroom Teachers, Science Lab Facilitator, ESL Support Teachers, Special Education Teachers, District Data Specialist | Student's misconceptions in Science will decrease and student growth will occur. | | | | |
| | <p>Problem Statements: Student Academic Achievement 4</p> <p>Funding Sources: 211 - Title I Part A - 3000.00</p> | | | | | |
| <p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p> | | | | | | |

Performance Objective 2 Problem Statements:

Student Academic Achievement

Problem Statement 1: Huge gains were made last year; however, special education and ESL students continue to show achievement gaps on STAAR results. **Root Cause 1:** An increase in opportunities for ESL and Special Education staff to plan with the general education teacher to improve the instructional practices within the classroom needs to be a priority. ELT times also need to be used to provide additional small group intervention time with these students.

Problem Statement 3: Overall writing STAAR results increased from 60% to 69% which is progress made from last year; however, we must continue this trend and continue to achieve more students passing and showing progress. **Root Cause 3:** Formative assessments that are STAAR like practices were not provided enough to gain more data to target weak areas. An emphasis has been made to have students add more details to their writing to elaborate and gain the reader's attention.

Problem Statement 4: Although there were some areas of growth on STAAR; overall, there is data that shows that we need to continue to improve our instructional strategies to improve scores. **Root Cause 4:** Staff Development needs to target the areas of concern and be implemented across grade levels.

Problem Statement 5: In primary grades, many students' reading levels continue to be below grade level. **Root Cause 5:** Students are entering kindergarten without exposure to literature and weak foundation of reading literacy and fluency.

School Processes & Programs

Problem Statement 3: Meeting the needs of the needs of the 21st century learner continues to be a focus for WME students. **Root Cause 3:** Students lack accessibility and familiarity to multi-media devices and programs at home; therefore, teachers will need to continue to bring these opportunities to the students in the classroom.

Goal 1: All learning environments will foster engagement by integrating personalized learning experiences.





Performance Objective 3: Increase the growth and achievement of all students.

Evaluation Data Source(s) 3: At the end of the year we will use STAAR data for all student groups to determine if a minimum of one year's growth was made.

Summative Evaluation 3:

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|----------|--|---|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Oct | Jan | Apr | June |
| <p>Critical Success Factors CSF 1</p> <p>1) (Gifted and Talented) Through professional development and training, teachers will be able to identify and support the emotional and social needs of our gifted students.</p> | 2.4 | Dir. of GT/ & Adv. Acad, Studies (AAS) Teachers Instructional Leadership Team GT Facilitators GT/AAS Instructional Officer Principal Assist. Principals. Instructional Leadership Team Classroom Teachers GT Facilitator Counselors | Differentiated instruction will occur to meet the needs of the GT learner. | | | | |
| <p>Critical Success Factors CSF 4 CSF 7</p> <p>2) (Special Education) Monitor LRE ratio and develop campus capacity to support inclusive programming for students with disabilities.</p> | | Special Education Department Principal Campus Special Ed. Department | Students with disabilities will be achieving academic success in the general education classroom. | | | | |

| | | | | | | | |
|---|----------|--|--|--|--|--|--|
| <p align="center">Critical Success Factors CSF 3 CSF 4</p> <p>3) (Special Education) Train all special education staff, building administrators, and counselors on Special Education program compliance.</p> | | Special Education Department Speech Pathologist Diagnostician Diagnostic Teacher Counselors Campus Administration | All staff will understand and be able to comply with all special education regulations. | | | | |
| <p align="center">Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>4) (English Language Learners) Monitor ELLS' academic progress and linguistic support by ensuring that the ELPs (English Language Proficiency Standards are implemented in all content areas. Utilize TELPAS (Texas English Language Proficiency Standards) and STAAR results to monitor progress of ELL students. Train all ELL staff, administrators and counselors on timeline requirements and state compliance, including LPAC initial training (Verification and Oaths), IPT and IOWA, STAAR, STAAR L, and TELPAS.</p> | 2.4, 2.6 | Language Proficiency Assessment Committee (LPAC) LPAC Decision Making Process Campus Administrative Staff ESL Teachers Department of Other Languages Department of Research, Assessment and Accountability | All staff will understand and be able to comply with all ESL regulations. Teachers will implement ESL strategies consistently. | | | | |
| <p align="center">PBMAS Critical Success Factors CSF 1 CSF 2</p> <p>5) (Supplemental Support) Identify, monitor progress and provide supplemental instructional support and resources to struggling at-risk, Title I, LEP, and dyslexic students.</p> | | Principal Instructional Support Staff Office of Interventions Department of Federal Programs Department of Other Languages | At-Risk students are identified and appropriate intervention is determined for student success. | | | | |
| Funding Sources: 199 - General Fund - 500.00 | | | | | | | |





| | | | | | | | |
|--|---------------|--|--|--|--|--|--|
| <p>Critical Success Factors CSF 4</p> <p>6) (Professional Development) Provide professional development (trainings, conferences, instructional coaching) that increases knowledge and skills related to curriculum (TEKS), scientifically-based researched strategies and the integration of technology to meet the needs of diverse student populations.</p> | | Department of Curriculum & Instruction Department of Other Languages Principal & Asst. Principals Instructional Coaches Program Facilitators | New instructional strategies learned from professional development opportunities will be implemented in the classroom. | | | | |
| <p>Critical Success Factors CSF 1 CSF 4</p> <p>7) Students will experience real-life opportunities in the area of Science by visiting the aquarium, Houston Museum of Natural Science and the Katy STEAM center and various other field trips.</p> | 2.4, 2.5, 2.6 | Instructional Coach | Students will apply their knowledge from real life experiences to content area assessments. | | | | |
| Funding Sources: 211 - Title I Part A - 1500.00, 199 - General Fund - 2700.00 | | | | | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div> | | | | | | | |

Goal 2: Katy ISD will develop systems where customized resources will ensure equity in response to the needs of a growing district with rapidly changing demographics.

Performance Objective 1: Implement a Co-Teach model in grades 3 - 5 to allow our ESL students to continually show academic progress.

Evaluation Data Source(s) 1: At the end of the year, Math, Reading, Writing and Science STAAR results and progress on TELPAS for ESL students will indicate if this performance objective was met.

Summative Evaluation 1:

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|----------|---|---|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Oct | Jan | Apr | June |
| <p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>1) Utilize Title III Immigrant funds to supplement instruction provided to immigrant students. Funds will be used to impact daily instruction by providing hands on materials in language arts, math and science and the use of extra tutors that are trained in ESL strategies. Group students accordingly so that they are scheduled in the ESL/Co-teach classroom.</p> | | Principal Assistant Principals ESL Teachers General Ed Teachers Instructional Coaches | Daily instruction will consistently utilize ESL strategies. | | | | |
| <p>Problem Statements: School Processes & Programs 1 Funding Sources: 263 - Title III LEP - 1572.69</p> | | | | | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div> | | | | | | | |

Performance Objective 1 Problem Statements:

| School Processes & Programs |
|---|
| <p>Problem Statement 1: Meeting the needs of the ESL students continues to be an area that WME needs to improve on. Root Cause 1: The understanding of the importance of the ESL Co-Teach model and ESL strategies/interventions needs to be strengthened. Staff development in these areas need to be continued.</p> |

Goal 3: Katy ISD will develop meaningful, effective assessments that inspire and inform students and educators toward continuous improvement.

Performance Objective 1: All staff will use data and collaboration to make instructional and organizational decisions

Evaluation Data Source(s) 1: Through teacher collaboration effective lessons will be created to ensure high level of achievement.

Summative Evaluation 1:

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|----------|---|---|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Oct | Jan | Apr | June |
| <p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>1) Teams will participate in grade level data/instructional meetings with Instructional Coaches, Administration and District Data Specialist to target areas of need for effective lesson planning after campus based and/or district assessments are performed. This also allows teachers to identify students that need additional small group instruction in the classroom.</p> | | Teachers ESL Teachers Special Education Teachers Administration Instructional Coaches District Data Specialist | Student Data will show student growth. | | | | |
| <p>Critical Success Factors CSF 1 CSF 4</p> <p>2) Instructional Coaches will create common assessments during the first grading period. After that time, teachers will work collaboratively with ICs to design assessments. When ready, teachers will design their own assessments with approval from the ICs.</p> | | Instructional Coach, Teachers | Common Assessments are aligned with scope and sequence. | | | | |
| | | | | | | | |



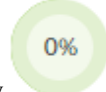

Goal 4: Katy ISD will attract and support high quality staff members to optimize their impact on student learning and create a culture of staff retention.

Performance Objective 1: West Memorial Elementary will recruit, develop and retain and exceptional, highly-skilled staff to optimize student engagement and learning.

Evaluation Data Source(s) 1: Teachers are appropriately certified for the courses which they teach and all para-professionals are highly qualified.

Summative Evaluation 1:

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|----------|---|--|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Oct | Jan | Apr | June |
| <p>Critical Success Factors CSF 4 CSF 7</p> <p>1) Recruit and retain highly qualified staff by highlighting the school and its students on the Website and by participating in job fairs</p> | | <p>School Improv. Spec. Prof. Learning Department Principal Assist. Principals. Instructional Leadership Team Instructional Coaches Team Leaders/Department Chairs Technology Team Classroom Teachers</p> | WME obtains high quality staff members. | | | | |
| <p>Critical Success Factors CSF 4 CSF 7</p> <p>2) (New Teachers) Support new teachers with ongoing professional development sessions and mentor support</p> | | <p>Principal Asst. Principals. Department of Professional Learning Mentor Teachers Team Leaders/Campus Department Chairs Instructional Coaches</p> | New staff will participate in monthly meetings with Lead Mentor and be given opportunities to participate in ongoing professional development. | | | | |

| | | | | | | | |
|---|--|--|--|--|--|--|--|
| <p>Critical Success Factors CSF 4 CSF 7</p> <p>3) (New Teachers) Support new teachers to Katy ISD to become ESL certified within 2 years of employment</p> | | <p>Principal Asst. Principal Department of Other Languages</p> | <p>All teachers will be ESL certified.</p> | | | | |
| <p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p> | | | | | | | |

Goal 5: Katy ISD will develop intentional strategic partnerships which capitalize on the strengths, resources and talents of all stakeholders in order to engage the entire community.

Performance Objective 1: West Memorial Elementary will promote parent and community involvement by offering a variety of activities and events that support student learning.

Evaluation Data Source(s) 1: West Memorial Elementary will increase volunteer hours by 10%.

Summative Evaluation 1:

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Oct | Jan | Apr | June |
| Critical Success Factors CSF 5 CSF 6 1) The CAT, teachers, administrators, other staff members and parents will collaborate and coordinate planning efforts and implementation of staff development to build ties between parents and school | | Principal Assistant Principal CAT Instructional Leadership Team Department of Curriculum & Instruction Department of Federal Programs & External Funding | The CAT team will work collaboratively to address school wide needs. | | | | |
| | Problem Statements: Demographics 1 | | | | | | |
| Critical Success Factors CSF 5 CSF 6 2) Promote parental language instruction educational programs for the parents of ELL students at the District Parent Centers | 2.4, 2.5, 2.6 | Department of Other Languages Principal Asst. Principal ELL Teachers | All information regarding ELL opportunities for parents will be provided. | | | | |
| | Problem Statements: School Processes & Programs 1 | | | | | | |
| Critical Success Factors CSF 5 CSF 6 3) Promote community involvement by providing Volunteer Workdays, WATCH DOGs throughout the week, Grade Level Programs, JA in a Day, Family Fitness Night, Science Night, Reading Patrol and other curriculum events. | 2.4, 3.1, 3.2 | Administrators Instructional Coaches Teachers | An increase in parental involvement will occur. | | | | |
| | Problem Statements: Demographics 1 Funding Sources: 211 - Title I Part A - 3380.00 | | | | | | |

| | | | | | | | |
|--|----------|--|---|--|--|--|--|
| <p>Critical Success Factors CSF 1 CSF 4 CSF 5 CSF 6</p> <p>4) (PK and K Transition) PK and K teachers develop transition strategies and the school provides Kindergarten orientation at different times and in a variety of settings to increase the number of parents participating and sharing transition strategies. District offers PK/K Summer Program to identified students in ESOL/Bilingual.</p> | 3.1 | Principal AP Pre K and Kinder teachers Counselors Department of Federal Programs & External Funding Department of Other Languages | Pre-K parents and students will transition to kindergarten with ease. | | | | |
| <p>Critical Success Factors CSF 5 CSF 6</p> <p>5) Present at Parent Orientation information regarding Title I and how the funds are used to support student achievement.</p> | 3.1, 3.2 | Classroom Teachers Title I Teachers Administration | Parents will have a better understanding of the Title One program. | | | | |
| <p>Critical Success Factors CSF 5 CSF 6</p> <p>6) Provide a smooth transition for 5th graders going to 6th grade by inviting junior high school counselors to teach about course selection and arranging various visits from the fine arts department.</p> | 3.1 | Counselor Fine Arts Teacher Principal Assistant Principals for both campuses Teachers Diagnostician | Parents and students will transition from 5th grade to 6th grade with ease due to having the necessary information. | | | | |
| | | | | | | | |

Performance Objective 1 Problem Statements:

| |
|--|
| Demographics |
| Problem Statement 1: West Memorial Elementary continues to struggle in the area of parental/community involvement. Root Cause 1: Due to the mobility rate that comes with students who live in apartments, our parents have not established roots in the WME community. WME needs to continue to find ways to pull those parents in and get them involved. |
| School Processes & Programs |
| Problem Statement 1: Meeting the needs of the ESL students continues to be an area that WME needs to improve on. Root Cause 1: The understanding of the importance of the ESL Co-Teach model and ESL strategies/interventions needs to be strengthened. Staff development in these areas need to be continued. |

Goal 6: Katy ISD will actively support the emotional well-being of all learners.

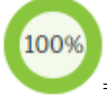



Performance Objective 1: WME students will exhibit behaviors and attitudes that contribute to an engaging, caring learning environment.

Evaluation Data Source(s) 1: WME will decrease the discipline referrals by 5% and students will improve on independently resolving conflicts with peers (less prompting/facilitation by adult) resulting in a decrease in time out of class by 5%.

Summative Evaluation 1:

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|----------|---|--|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Oct | Jan | Apr | June |
| <p>PBMAS Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 6</p> <p>1) WME will continue to develop a community that encourages Restorative Practices. Allowing students who have had discipline concerns to resume their learning back in the classroom as soon as safety can be assured. Morning Meetings will continue daily in the classroom to address behavior and social interactions that affect the classroom including inappropriate social interactions and bullying.</p> | 2.5 | Principal Assistant Principal Counselor All Staff members/teachers involved with children. Restorative Practices Paras | Students and staff members will notice a decrease in the number of Level II and Level 111 discipline referrals. Students will return to the classroom sooner to resume their learning. | | | | |
| <p>Problem Statements: Student Academic Achievement 2</p> | | | | | | | |

| | | | | | | | |
|--|-----|--|--|--|--|--|--|
| <p align="center">PBMAS Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 6</p> <p>2) An instructional para will be utilized to assist with selected students (through RTI) that have continuous behavior concerns that affect their learning. These staff member will conduct circles when needed and coach students through conflicts and return them to the learning environment as soon as possible. She will provide in-class support to the students who exhibit academic gaps due to behavior.</p> | 2.5 | Principal Assistant Principal Counselor All Staff members/teachers involved with children. Restorative Practices Paras | Students and staff members will notice a decrease in the number of Level II and Level 111 discipline referrals. Students will return to the classroom sooner to resume their learning. | | | | |
| <p>Problem Statements: Student Academic Achievement 2 Funding Sources: 211 - Title I Part A - 22708.00</p> | | | | | | | |
| <p align="center">PBMAS Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 6</p> <p>3) Implementation of the Positive Behavior Interventions and Support (PBIS) system. A PBIS committee will meet monthly to collaborate on successes and areas of growth.</p> | 2.5 | Principal Assistant Principal Counselor All Staff members/teachers involved with children. Restorative Practices Paras | Students and staff members will notice a decrease in the number of Level II and Level 111 discipline referrals. Students will return to the classroom sooner to resume their learning. | | | | |
| <p>Problem Statements: Perceptions 1 Funding Sources: 199 - General Fund - 1000.00</p> | | | | | | | |
| <p>4) (Technology: Cyber-Safety) Apply strategies for fostering online safety, privacy, and security in support of student learning by routine meeting/training focus on Cyber Safety/and Acceptable Use in such areas as password protection, identity theft/privacy and personal safety and external devices capturing private info.</p> | | Technology Department Technology Designated Staff Campus Administrators Testing Coordinators as applicable | <p>End-of-year campus/district reports indicate no unauthorized access to Katy ISD accounts</p> <p>CCTV systems tested per district guidelines/timelines</p> <p>Raptor stations staffing daily</p> <p>Passwords reset per district timelines</p> | | | | |

| | | | | | | | |
|--|-----|---|---|--|--|--|--|
| <p align="center">PBMAS Critical Success Factors CSF 3 CSF 6</p> <p>5) (Safe & Drug Free Schools) Promote parent and community involvement in Tobacco Alcohol and Other Drugs (TAOD) and violence/dating violence prevention/weapon free programs/ activities.</p> | 2.5 | Local Law Enforcement Officers Community Professionals LSSP Student Support Specialists KISD School Health Advisory Committee (SHAC) Counselors Principals | Students will be informed on ways to stay safe and drug free. | | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished </div> <div style="text-align: center;">  = Continue/Modify </div> <div style="text-align: center;">  = No Progress </div> <div style="text-align: center;">  = Discontinue </div> </div> | | | | | | | |

Performance Objective 1 Problem Statements:

| |
|--|
| Student Academic Achievement |
| <p>Problem Statement 2: Students who exhibit frequent off-task behavior affect their own success as well as the success of others. Root Cause 2: Lack of parental involvement can affect the success of children; however, these students need to learn coping strategies so that they remain engaged in their learning. A reflection on the use of the instructional para to provide intervention and restorative practices will be needed to look for ways to maximize learning.</p> |
| Perceptions |
| <p>Problem Statement 1: Overall, student discipline referrals are not decreasing despite the interventions in place. Most of the office referrals are for the same students who continue to be disruptive in the classroom. Root Cause 1: Teachers need to continue to have ownership in the expectations in the classroom and the students. Professional Development is needed to ensure that the staff at WME continues to learn and implement restorative practices and PBIS.</p> |


Goal 6: Katy ISD will actively support the emotional well-being of all learners.

Performance Objective 2: WME will create a safe environment for all staff, students and campus visitors.


Evaluation Data Source(s) 2: WME will conduct all mandatory safety drills per district guidelines.

Summative Evaluation 2:


| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|----------|--|--|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Oct | Jan | Apr | June |
| <p>Critical Success Factors CSF 3 CSF 6</p> <p>1) Conduct the district required safety drills and safety trainings with the staff and students.</p> | 2.5 | Administration WME Staff Members | Staff and students will remain safe while on campus. | | | | |
| <p>Critical Success Factors CSF 3 CSF 6</p> <p>2) (Emergency Operation/ Management Plan)</p> <p>Review, update, and communicate plans to all staff.</p> <p>Identify a campus safety liaison</p> <p>Institute NIMS certification for incident command team and alternates</p> | 2.5 | Teachers Safety Manager School Safety Task Force FEMA Training District Emergency Plan Principal Administrative Asst. Administrative Team Incident Command Team | Staff and students will remain safe while on campus. | | | | |




= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Comprehensive Support Strategies

| Goal | Objective | Strategy | Description |
|------|-----------|----------|--|
| 1 | 1 | 1 | Using effective instructional techniques in Math that are student centered, teachers will work with small groups based on student data to differentiate learning. |
| 1 | 1 | 2 | Provide time for teachers to meet with Instructional Coach for weekly planning in order to plan effective mini lessons, guided reading and strategy groups to meet the needs of every student. Teachers will continue to implement Lucy Calkins Reading Units of Study. Use a STAAR formatted campus based assessments in grades 2-5 to regularly check student progress in each unit of study. Students will use these assessments to set goals for themselves in reading. |
| 1 | 1 | 3 | Special Ed Teachers will collaborate with general education teachers in to provide quality instruction. |
| 1 | 2 | 1 | Supplemental technical tools to enhance digital instruction. |
| 1 | 2 | 2 | Supplemental instructional resources- purchasing materials and hiring high quality certified tutors to work in a small group setting with targeted students who are in need of extra academic support. |
| 1 | 2 | 3 | Purchasing leveled readers for students to enhance the WME Literacy Library. Primary students will use leveled readers to practice reading skills at home with parents. In grades 4 -5, teachers will have access to these readers for small group and book clubs. |
| 1 | 2 | 4 | Retain two Title I teachers to provide intervention to students in the areas of math and LA/reading. |
| 1 | 2 | 5 | Professional development that is specifically designed to build the capacity of teachers and administrators working with all students. |
| 1 | 3 | 1 | (Gifted and Talented) Through professional development and training, teachers will be able to identify and support the emotional and social needs of our gifted students. |
| 1 | 3 | 4 | (English Language Learners) Monitor ELLS' academic progress and linguistic support by ensuring that the ELPs (English Language Proficiency Standards) are implemented in all content areas. Utilize TELPAS (Texas English Language Proficiency Standards) and STAAR results to monitor progress of ELL students. Train all ELL staff, administrators and counselors on timeline requirements and state compliance, including LPAC initial training (Verification and Oaths), IPT and IOWA, STAAR, STAAR L, and TELPAS. |
| 1 | 3 | 5 | (Supplemental Support) Identify, monitor progress and provide supplemental instructional support and resources to struggling at-risk, Title I, LEP, and dyslexic students. |
| 2 | 1 | 1 | Utilize Title III Immigrant funds to supplement instruction provided to immigrant students. Funds will be used to impact daily instruction by providing hands on materials in language arts, math and science and the use of extra tutors that are trained in ESL strategies. Group students accordingly so that they are scheduled in the ESL/Co-teach classroom. |

| Goal | Objective | Strategy | Description |
|-------------|------------------|-----------------|---|
| 3 | 1 | 1 | Teams will participate in grade level data/instructional meetings with Instructional Coaches, Administration and District Data Specialist to target areas of need for effective lesson planning after campus based and/or district assessments are performed. This also allows teachers to identify students that need additional small group instruction in the classroom. |
| 4 | 1 | 3 | (New Teachers) Support new teachers to Katy ISD to become ESL certified within 2 years of employment |
| 5 | 1 | 2 | Promote parental language instruction educational programs for the parents of ELL students at the District Parent Centers |
| 5 | 1 | 3 | Promote community involvement by providing Volunteer Workdays, WATCH DOGs throughout the week, Grade Level Programs, JA in a Day, Family Fitness Night, Science Night, Reading Patrol and other curriculum events. |

State Compensatory

Personnel for West Memorial Elementary:

| <u>Name</u> | <u>Position</u> | <u>Program</u> | <u>FTE</u> |
|----------------|-----------------|------------------|------------|
| Amy Crockett | Teacher | Title I | 1 |
| Casey Gentry | Teacher | Academic Support | 1 |
| Gina Rougeau | Teacher | Academic Support | 1 |
| Kathleen Tobin | Para | Title I | 1 |
| Kristen Schmid | Teacher | Title I | 1 |

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

West Memorial Elementary has conducted a comprehensive needs assessment that serves as the centerpiece of our planning process and the driving force most impacting the campus improvement plan. While data is gathered and analyzed throughout the year, a comprehensive effort is always made at the end of each school year. This year, administrators and teachers collected data and in collaboration with teacher leaders and others. Root causes were identified, written as needs and reported to the site-based planning team. The team was given time to reflect on the data and ask clarifying questions. When the team felt that all appropriate data had been disaggregated and analyzed, this step of the comprehensive needs assessment was finalized and written into the plan.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

West Memorial Elementary has created a schoolwide program that is comprehensive in nature to ensure that we are serving all students, improving all structures that support student learning, and combining all resources, as allowed, to achieve our goals and maximize the impact of Title 1.

The six steps that our campus follows include:

1. Establishing and training our site-based planning team;
2. Clarifying the vision for school reform;
3. Creating our school's profile;
4. Identifying data sources and gathering the data;
5. Analyzing the data;
6. Reporting data findings to the entire site-based planning team and collecting reflections and feedback.

Throughout the schoolwide planning process, administrators and teachers identify student strengths, needs and the interventions that are currently in place. They assess the effectiveness of those interventions and make recommendations for revisions as needed. The site-based planning process is used as a campus organizational strategy to guide program development, implementation, and evaluation. This systemic planning provides structure and a common language for school improvement. It also provides logical ways for school staff to think about current progress and the adjustments or changes that need to be made on our campus to continually improve the effectiveness of our schoolwide program.

2.2: Regular monitoring and revision

The CIP will be reviewed at four selected checkpoint dates by those determined that can best monitor the effectiveness of each goal. For example, our math instructional coach will review the effectiveness of goals that pertain to math. Our CAT team will review the effectiveness of goals that target the overall school program. Various teacher leaders will be involved as well in reviewing those goals that are including programs they are leading such as PBIS. These members will be identified at the beginning of the year.

2.3: Available to parents and community in an understandable format and language

Parents and community members may make an appointment with campus administration where translation will be provided and questions can be addressed. The CIP will also be translated once it is completed and a copy will be uploaded on the campus website, sent through E-News and can be requested at the front desk.

2.4: Opportunities for all children to meet State standards

Our schoolwide reform strategies provide opportunities for all children to meet the state's proficient or advanced levels of student performance. These strategies are based on effective means of improving achievement for all students. The following are activities we utilized in this plan:

1. Review program documentation to ensure that all instructional programs/instruction strategies are supported by scientifically-based research. Identify how each activity in our school strengthens the core academic program.
2. Identify scientifically-based research programs that increase the amount and quality of learning time.
3. Review the master schedule to identify opportunities for extended learning time.
4. Investigate how manipulatives are used in the various core areas.
5. Identify programs within our school that address enriched and accelerated curriculum issues.
6. Disaggregate the data by student populations to determine our program's effectiveness in meeting the needs of all our students.

In addition to STAAR results, teachers receive current and ongoing assessment data that describe student achievement. The data often come from less formal assessments, such as observation, performance assessments, or end-of-course tests. The campus provides teachers with professional development that increases their understanding of the appropriate uses of multiple assessment measures and how to use assessment results to improve instruction. Each grade level is included in the formative review process for our improvement plan. This allows teachers to consistently evaluate the effectiveness of our academic assessments and the overall instructional program.

2.5: Increased learning time and well-rounded education

West Memorial Elementary utilizes high-quality and ongoing professional development to ensure teachers are equipped to face the challenge of helping students meet the state's academic achievement standards. Procedures include:

1. Select the professional development that meet the needs of all principals, teachers, paraprofessionals, parents, and others, as appropriate.
2. Provide opportunities for all staff to obtain training in programs and initiatives that are already in place.

3. Provide professional development opportunities for all personnel to meet the identified needs of all student populations to increase student performance.
4. Allow teachers to attend professional developments throughout the year on content areas specific to teacher's assignment.
5. Provide blocks of time during and after school for collaborative meetings or planning time across grade levels and content areas.
6. Teachers participate in weekly planning meetings to collaborate with their colleagues on best instructional strategies and plans.

In addition, the master schedule maximizes instructional time and pays close attention to minimizing transition times. Morning meetings are built into the master schedule so that emotional needs of the students can be addressed first thing in the morning which creates a family atmosphere conducive to learning. ELT is also built into the master schedule so that interventions and accelerated learning for individual student needs can be addressed without interfering with the success of the lessons planned.

2.6: Address needs of all students, particularly at-risk

Each grade level identifies individual students who need additional learning time to meet standards. The teachers then provide those students with timely, additional assistance that is tailored to their needs. The assistance and support looks different at each grade level; however it is always available to all students in the school who need it. The RTI committee determines what additional intervention students may need during collaborations. After looking at informal and formal data, the teacher will submit a collaborative request to discuss further interventions that may be needed. However, the instructional coaches and administrative teams also review the data to ensure that students are not slipping through the cracks.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

All information will be distributed through e-news, class emails, and class canvas pages. Hard copies will be offered upon request. The Parent Involvement policy and compact will be given directly to the parent by the teacher.

3.2: Offer flexible number of parent involvement meetings

WME sends out surveys each year to identify the best times to hold meetings to ensure high level participation in parent meetings. Meetings will be held both morning and in the evening to gain more involvement.

Title I Schoolwide Element Personnel

| <u>Name</u> | <u>Position</u> | <u>Program</u> | <u>FTE</u> |
|----------------|-----------------|----------------|------------|
| Amy Crockett | Teacher | Title I | 1 |
| Kathleen Tobin | Para | Title I | 1 |
| Kristen Schmid | Teacher | Title I | 1 |

Campus Advisory Committee

| Committee Role | Name | Position |
|-----------------------------|--------------------|-----------------------------|
| Administrator | Tina Seaman | Certified Non-Teacher |
| Non-classroom Professional | Heather Hunt | Certified Non-Teacher |
| Administrator | Paul Moussavi | Principal |
| Classroom Teacher | Sabrina Jenkins | 5th Grade Teacher |
| Classroom Teacher | Shemellar Davis | 5th Grade Teacher |
| Classroom Teacher | Kristen Schmid | Title 1 Teacher |
| Classroom Teacher | Kourtney Clopton | 1st Grade Teacher |
| District-level Professional | Valentina Gonzalez | district level professional |
| Parent | Crista Kettler | Parent |
| Parent | Elisabeth Lexa | Parent |
| Business Representative | Heather Browand | business rep |
| Parent | Amy Galpin | Parent |
| Parent | Leticia Tolentino | Parent |
| Business Representative | Cynthia Maness | Area Community Coordinator |

Campus Funding Summary

| 192 - Special Project | | | | | |
|-----------------------|-----------|----------|---|--------------|--------------|
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 2 | 2 | Tutoring | 6100-6199 | \$12,000.00 |
| Sub-Total | | | | | \$12,000.00 |
| 199 - State Comp Ed | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 2 | 5 | Professional Development for Teachers | 6400-6499 | \$3,150.00 |
| Sub-Total | | | | | \$3,150.00 |
| 199 - General Fund | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 1 | General Resources | 6300-6399 | \$1,250.00 |
| 1 | 1 | 2 | General Resources | 6300-6399 | \$1,250.00 |
| 1 | 2 | 5 | Professional Development for Administrators | 6400-6499 | \$4,105.00 |
| 1 | 3 | 5 | Resources | 6300-6399 | \$500.00 |
| 1 | 3 | 7 | Transportation | 6400-6499 | \$2,700.00 |
| 6 | 1 | 3 | PBIS Incentives | 6400-6499 | \$1,000.00 |
| Sub-Total | | | | | \$10,805.00 |
| 211 - Title I Part A | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 1 | Resources such as books for professional development for teachers | 6300-6399 | \$1,000.00 |
| 1 | 2 | 1 | Technology | 6300-6399 | \$22,000.00 |
| 1 | 2 | 2 | Tutoring | 6100-6199 | \$28,500.00 |
| 1 | 2 | 2 | Materials for Students | 6300-6399 | \$1,000.00 |
| 1 | 2 | 3 | Leveled Readers | 6300-6399 | \$5,000.00 |
| 1 | 2 | 4 | Salaries of two Title I Teachers | 6100-6199 | \$118,620.00 |
| 1 | 2 | 5 | Professional Development for Administrators | 6400-6499 | \$8,750.00 |

| | | | | | |
|----------------------------|------------------|-----------------|--|---------------------|---------------|
| 1 | 2 | 5 | Professional Development delivered by guest speakers | 6200 - 6299 | \$6,000.00 |
| 1 | 2 | 5 | Professional Development for Teachers | 6400 - 6499 | \$5,600.00 |
| 1 | 2 | 6 | Suscription | 6300-6399 | \$3,000.00 |
| 1 | 3 | 7 | Transportation | 6400-6499 | \$1,500.00 |
| 5 | 1 | 3 | Parental Involvement | 6300-6499 | \$3,380.00 |
| 6 | 1 | 2 | Instructional Para Salary | 6100-6199 | \$22,708.00 |
| Sub-Total | | | | | \$227,058.00 |
| 263 - Title III LEP | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 2 | 1 | 1 | Materials/Resources | 6100-6199 | \$1,572.69 |
| Sub-Total | | | | | \$1,572.69 |
| Grand Total | | | | | \$254,585.69 |

Addendums

Texas Education Agency
2018 Accountability Ratings Overall Summary
WEST MEMORIAL EL (101914103) - KATY ISD

| | Component Score | Scaled Score | Rating |
|--|--------------------|-----------------|--------------|
| Overall | | 90 | Met Standard |
| Student Achievement | | 83 | Met Standard |
| STAAR Performance | 55 | 83 | |
| College, Career and Military Readiness | | | |
| Graduation Rate | | | |
| School Progress | | 86 | Met Standard |
| Academic Growth | 79 | 86 | Met Standard |
| Relative Performance (Eco Dis: 46.4%) | 55 | 81 | Met Standard |
| Closing the Gaps | 100 | 100 | Met Standard |

Distinction Designations

| | |
|------------------------------|--------------|
| ELA/Reading | Not Earned |
| Mathematics | Earned |
| Science | Earned |
| Social Studies | Not Eligible |
| Comparative Academic Growth | Earned |
| Postsecondary Readiness | Not Earned |
| Comparative Closing the Gaps | Earned |