

West Independent School District

West Elementary School

2025-2026 Campus Improvement Plan

Mission Statement

West Elementary will grow every student in every way.

Vision

Serve. Lead. Grow.

Table of Contents

Comprehensive Needs Assessment	4
Demographics	5
Student Learning	7
School Processes & Programs	9
Perceptions	11
Priority Problem Statements	13
Data Documentation for CNA	15
Improvement Planning Data	16
Accountability Data	16
Student Data: Assessments	16
Student Data: Student Groups	17
Student Data: Behavior and Other Indicators	17
Employee Data	17
Goals	18
Goal 1 : Educational Excellence: West ISD will maintain rigorous standards of achieveme...	19
Goal 2 : Goal 2 - Safe and Secure School: West ISD will strive to ensure a safe, orderly, ...	25
Goal 3 : Recruit and Retain Committed Educators: West ISD will actively recruit, develop...	30
Goal 4 : Communicate, Listen, and Respond: West ISD will implement internal and exter...	34
Goal 5 : Efficient and Effective Day-to-Day Operations: West ISD will maintain efficient a...	37
Title I Summary	39
Title I	40



Comprehensive Needs Assessment

Demographics

Summary

At-Risk: 29.5% (258 students)

ESL: 4.3% (23 students)

GT: 5% (27 students)

Migrant: 0%

504: 5.2% (28 students)

Special Education: 13.6% (73 students)

Ethnicity Distribution:

Asian- .18% (1 student)

African American- 2% (11 students)

Hawaiaan/Pacific Islander- .18% (1 student)

Caucasian- 76.25% (415 students)

Hispanic- 20% (109 students)

Two or more races- 1.5% (8 students)

Strengths

We have a high percentage of students that are enrolled on our campus from pre-kindergarten or kindergarten through fifth grade. This allows us the ability to truly get to know our students and meet their needs. This consistency helps us scaffold and provide intervention prior to a student becoming more than one grade level behind.

Problem Statements Identifying Demographics Needs

Problem Statement	Root Cause
<div>1</div> <div>★</div> <div>Our special education students have not received intervention by certified teachers to the extent necessary.</div>	<div>Our special education percentages have gone up over the past couple of years due to new referrals, but our additional positions have not been filled.</div>

★ = Priority

Student Learning

Summary

Our students are growing. As a whole, every student is pushed to meet their growth measure. This year, almost 90% of our students met their growth measure.

Strengths

A balance of whole group and small group instruction is used. The teachers know their students inside and out and constantly comb through data to see if there are weaknesses that need to be addressed. Student's areas of need are addressed through small group instruction and intervention.

Problem Statements Identifying Student Learning Needs

Problem Statement	Root Cause
<div data-bbox="151 275 206 426">1★</div> <p data-bbox="272 268 857 453">We have a struggle between balancing intervention (dyslexia, special education, Tier II and Tier III, etc.) and trying to keep the students in the classroom so that they don't miss valuable interactions with the teacher and peers. When they return to the classroom, they often feel behind.</p>	<p data-bbox="904 268 1472 327">Our pull-out programs often cause the students to miss their entire "station" time.</p>

★ = Priority

School Processes & Programs

Summary

All of our teachers are certified and are knowledgeable in their content. They meet with their teams to lesson plan. All lesson plans follow the TRS scope and sequence. All resources used to deliver the content have been vetted and follow the TEKS. Once instruction has been provided and the students have been given the opportunity to practice both guided and independently, assessments are given. The teachers then pull data and study to see which, if any, TEKS were not mastered by the students. Then, we meet as a team to discuss ideas for reteach. We also look to see if students are on track to meet their growth measure. If students are struggling to grow, we have an Rtl meeting and brainstorm ideas for intervention. Rtl is followed. If a student doesn't respond to Tier I interventions, they are pulled by an interventionist. We continue to track progress. If progress is made, the student remains on that Tier. If progress is not made, the student moves to Tier III. If Tier III interventions still do not reap gains for the student, then a special education referral is initiated.

Our administrative team conducts walkthroughs in every classroom on a weekly basis. We also attend weekly PLT meetings. Every Tuesday, the administration team checks all lesson plans for the upcoming week. We provide feedback and seek clarification, as needed. Our grade levels leaders meet on a monthly basis. We also hold faculty meetings on a monthly basis.

Strengths

Our teachers have shared that our consistency has been an asset. Our administrative team has been the same for two years. We have very consistent processes in place (lesson plans, PLT, Rtl, SPED, 504, etc.). Keeping all of these processes consistent allows the teachers to focus on instruction.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1★	Did not meet growth in special education- math.	Lack of adequate instruction in math.

★ = Priority

Perceptions

Summary

Work Responsibly

Extend a Hand

Stay Safe

Think of Others

Every student and employee on our campus knows that these are our core values. We even sing these core values on announcements at the start of each day. Students receive Trojan Coins for exhibiting these values. The coins are redeemed for prizes. At the end of each month, the students attend a Trojan Rally if they have received three or less marks for behavior.

Our counselors delivered guidance lessons in every single classroom on a bi-weekly basis. These lessons center around character traits that we want every child to possess (honesty, responsibility, kindness, empathy, etc.).

We believe that EVERY child can grow and our vision is that: Every child will grow in every way

Parents know that they can contact us via phone, email, SeeSaw, the daily communication folder, or in person.


Strengths

Our students understand that our goal is for their child to grow. If they aren't growing (socially, behaviorally, academically), the parents know that we will contact them to work through these struggles together. Our partnership is what makes us a success. This year, parents were invited to EVERY Tier III meeting. Our parents also know that we have very high standards because we know they can be achieved!

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1	Some parents feel that they aren't welcome in the building.	COVID protocol, inadequate facilities, and safety issues have caused us to be a "closed" campus for the past two years.

★ = Priority



Priority Problem Statements

Problem Statement

Root Cause

1
★

Our special education students have not received intervention by certified teachers to the extent necessary.

Our special education percentages have gone up over the past couple of years due to new referrals, but our additional positions have not been filled.

2
★

We have a struggle between balancing intervention (dyslexia, special education, Tier II and Tier III, etc.) and trying to keep the students in the classroom so that they don't miss valuable interactions with the teacher and peers. When they return to the classroom, they often feel behind.

Our pull-out programs often cause the students to miss their entire "station" time.

3
★

Did not meet growth in special education- math.

Lack of adequate instruction in math.

★ = Priority



Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- ☒ District goals
- ☒ Campus goals
- ☒ HB3 Reading and math goals for PreK-3
- ☒ 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
- ☒ Effective Schools Framework data
- ☒ Accountability Distinction Designations
- ☒ Federal Report Card and accountability data

Student Data: Assessments

- ☒ State and federally required assessment information
- ☒ STAAR current and longitudinal results, including all versions
- ☒ STAAR released test questions
- ☒ Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- ☒ Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- ☒ Student failure and/or retention rates
- ☒ Local diagnostic reading assessment data
- ☒ Local benchmark or common assessments data

- ☒ Texas approved PreK - 2nd grade assessment data
- ☒ State-developed online interim assessments

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
- ☒ Section 504 data
- ☒ Gifted and talented data
- ☒ Dyslexia data
- ☒ Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- ☒ Attendance data
- ☒ Discipline records
- ☒ Class size averages by grade and subject
- ☒ 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
- ☒ Professional development needs assessment data
- ☒ T-TESS data



Goals

Goal 1

Educational Excellence: West ISD will maintain rigorous standards of achievement to prepare all students for graduation and post-secondary success.

Performance Objective 1 High Priority

Maintain the Campus State Accountability Letter Grade Rating of an "A" .

Evaluation Data Source: STAAR data, iReady data, PLT data, CLI data, RDA data

Strategy 1

Ensure the district-approved instructional materials are implemented with fidelity in all classrooms. [ESF Goal 4.1C]

Strategy's Expected Result/Impact: Aligned lesson plans created by teachers that reflect the proper level of rigor and complexity of assigned grade level TEKS and reteach plans for identified student expectations

Staff Responsible for Monitoring: Asst. Superintendent, Teaching & Learning Coordinator, Principal, Assistant Principals

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews

November	January	March	June
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Strategy 2

Ensure that lesson cycles include dedicated time for reteach and reassessment. [ESF Goal 4.1A]

Strategy's Expected Result/Impact: Equitable instruction across district

Staff Responsible for Monitoring: Asst. Superintendent, Teaching & Learning Coordinator, Principal, Assistant Principals

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews

November

January

March

June

Strategy 3

Ensure instructional materials include specifically designed resources and/or accommodations and modifications to support students with disabilities and English learners. [ESF Goal 4.1C]

Strategy's Expected Result/Impact: Increase teacher and leader knowledge and skills of effective instructional strategies to support special education and Bilingual/ESL students

Staff Responsible for Monitoring: Asst. Superintendent, Teaching & Learning Coordinator, Principal, Assistant Principals

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews

November

January

March

June

Strategy 4

Ensure Student Progress tracking is visible and regularly updated in all classrooms and hallways. [ESF Goal 5.3D]

Strategy's Expected Result/Impact: Increased student academic growth and achievement

Staff Responsible for Monitoring: Asst. Superintendent, Teaching & Learning Coordinator, Principal, Assistant Principals

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

November

January

March

June

Strategy 5

Create and implement an accelerated learning (tutorial) plan for students who did not "meet standard" on a Reading or Mathematics STAAR test or Grades 9-12 End-of-Course (EOC) STAAR test. [Legislative Update]

Strategy's Expected Result/Impact: Increased student academic growth and achievement

Staff Responsible for Monitoring: Asst. Superintendent, Teaching & Learning Coordinator, Principal, Assistant Principals

TEA Priorities: Build a foundation of reading and math

Formative Reviews

November

January

March

June

Strategy 6

Complete a strategic staffing audit on all STAAR-tested core subjects. [ESF Goal 2.1D]

Strategy's Expected Result/Impact: Increased student academic growth and achievement

Staff Responsible for Monitoring: Asst. Superintendent, Teaching & Learning Coordinator, Principal, Assistant Principals

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

ESF Levers: Lever 2: Strategic Staffing

Formative Reviews

November

January

March

June

Strategy 7

Ensure early intervention in the Fall Semester takes place when any strategic staff member struggles with the ESF Plan. [ESF Goal 4.1D]

Strategy's Expected Result/Impact: Improved skill-set

Staff Responsible for Monitoring: Principal Assistant Principals

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews

November

January

March

June

Strategy 8

Schedule personalized professional development options for the strategic staff members based on data and need. [ESF Goal 1.1E]

Strategy's Expected Result/Impact: Improvement in teacher performance

Staff Responsible for Monitoring: Asst. Superintendent, Teaching & Learning Coordinator, Principal, Assistant Principals

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

November

January

March

June

Strategy 9

Schedule required Financial Literacy training for all West Elementary School at Grades 3-5. [Board Goal]

Strategy's Expected Result/Impact: Increased student academic growth and achievement

Staff Responsible for Monitoring: Principal
Assistant Principals

TEA Priorities: Build a foundation of reading and math

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

Formative Reviews

November

January

March

June

Strategy 10

Review and publish new guidelines for all end-of-year student and staff awards. [Board Goal]

Strategy's Expected Result/Impact: Improvement in teacher and student performance			
Staff Responsible for Monitoring: Principal Assistant Principals			
TEA Priorities: Recruit, support, retain teachers and principals			
Formative Reviews			
November	January	March	June

Performance Objective 2

Ensure that the District-approved instructional materials are implemented with fidelity in all classrooms.

Evaluation Data Source: Lesson plans, walkthroughs, classroom observations

Performance Objective 3

Ensure instructional materials include specifically designed resources and/or accommodations and modifications to support students with disabilities and English learners.

Evaluation Data Source: Lesson plans, walkthroughs, classroom observations

Performance Objective 4

Ensure Student Progress Tracking is visible and regularly updated in all classrooms and hallways.

Evaluation Data Source: classroom/hallway displays showing progress tracking

Performance Objective 5

Review and update the accelerated learning (tutorial) plan for students who did not "meet standard" on a Reading or Mathematics STAAR test.

Evaluation Data Source: PLT meeting agendas, Leadership Retreat agenda, WIN Time rosters, HB 1416 tracking spreadsheet

Performance Objective 6

Implement a consistent campus-wide system for reteach/retest.

Evaluation Data Source: Leadership Retreat agenda, PLT meeting agendas, Gradebook entries, walkthroughs

Performance Objective 7

Ensure early intervention in the Fall Semester takes place when any strategic staff member struggles with the ESF Plan.

Evaluation Data Source: walkthrough data, observation data, documentation of coaching

Performance Objective 8

Schedule personalized professional development options for the strategic staff members based on data and need.

Evaluation Data Source: PD plans, Eduphoria documentation

Goal 2

Goal 2 - Safe and Secure School: West ISD will strive to ensure a safe, orderly, and supportive environment conducive to learning for all students and staff.

Performance Objective 1

Implement strategies to ensure the safety of students and staff.

Evaluation Data Source: Training sign-in sheets, anonymous reporting data, professional development calendar, discipline records

Strategy 1

Continue to implement a mock Campus Intruder Drill every nine-weeks along with checking to ensure all exterior and interior campus doors are secure. The mock drill should also include a Staff ID and Raptor Guest Badge check.

Strategy's Expected Result/Impact: Safe and secure facilities.

Staff Responsible for Monitoring: Principal

Assistant Principals

Teachers

Police Officer

All staff members

Formative Reviews

November

January

March

June

Strategy 2

Continue to schedule InformaCast Evacuation and Lockdown Drills for all facilities each month of the school year. The drills should be conducted at different times outside of preferred or traditional times of the school day. [SHAC Goal]

Strategy's Expected Result/Impact: Safe and secure facilities

Staff Responsible for Monitoring: Principal

Assistant Principals

Teachers

Police Officer

All staff members

Formative Reviews

November

January

March

June

Strategy 3

Invest in a two-way radio system for all District school buses. [State Safety Audit Finding]

Strategy's Expected Result/Impact: Safe and secure facilities

Staff Responsible for Monitoring: Principal

Assistant Principals

Teachers

Police Officer

All staff members

Formative Reviews

November

January

March

June

Strategy 4

Implement a background check process for all volunteers. [State Safety Audit Finding]

Strategy's Expected Result/Impact: Safe and secure facilities

Staff Responsible for Monitoring: Principal

Assistant Principals

Teachers

Police Officer

All staff members

Formative Reviews

November

January

March

June

Strategy 5

Add the Guardian Signage around the exterior of West Elementary School [State Safety Audit Finding]

Strategy's Expected Result/Impact: Safe and secure facilities

Staff Responsible for Monitoring: Police Officers, Maintenance

Formative Reviews

November

January

March

June

Strategy 6

Implement a safety training plan for all substitutes. [State Safety Audit Finding]

Strategy's Expected Result/Impact: Safe and secure facilities

Staff Responsible for Monitoring: Superintendent, Asst. Superintendent

Formative Reviews

November

January

March

June

Strategy 7

Continue to implement the School Guardian Program (including monthly training and practice time) and train a second group of Guardians. [SHAC Goal]

Strategy's Expected Result/Impact: Safe and secure facilities

Staff Responsible for Monitoring: Superintendent, Police Chief

Formative Reviews

November

January

March

June

Strategy 8

Continue to train all students and staff on the I Love You Guys EOP and Bus Evacuation Modules. [SHAC Goal]

Strategy's Expected Result/Impact: Safe and secure facilities

Staff Responsible for Monitoring: Principals, Asst. Principals

Formative Reviews

November

January

March

June

Performance Objective 2

Implement the new Mental Health First Aid Intervention Program and train all staff on the program components. [Legislative Update and SHAC Goal]

Evaluation Data Source: Training sign-in sheets, anonymous reporting data, professional development calendar, discipline records

Performance Objective 3

Implement the new Bullying and Cyberbullying Prevention and Intervention Program and train all students and staff on the program components. [Legislative Update and SHAC Goal]

Evaluation Data Source: Training sign-in sheets, anonymous reporting data, professional development calendar, discipline records

Strategy 1

Form the new state Bullying and Cyberbullying Prevention and Intervention Program Committee. [Legislative Update]

Strategy's Expected Result/Impact: Improved student well-being and ability to make responsible decisions

Staff Responsible for Monitoring: Superintendent, Assistant Superintendent, Principals, Assistant Principals, Counselors

Formative Reviews

November

January

March

June

Strategy 2

Implement the STOPit Student and Parent Safety and Bully Reporting System. [SHAC Goal]

Strategy's Expected Result/Impact: Improved student well-being and ability to make responsible decisions

Staff Responsible for Monitoring: Superintendent, Assistant Superintendent, Principals, Assistant Principals, Counselors

Formative Reviews

November

January

March

June

Performance Objective 4

Implement a background check process for all volunteers including field trip volunteers.

Evaluation Data Source: Raptor report

Performance Objective 5

Implement any findings from the new state District Vulnerability Assessment.

Evaluation Data Source: ?

Performance Objective 6

Recruit new parent volunteers to serve on the School Health Advisory Council (SHAC).

Evaluation Data Source: New parents on SHAC Committee

Performance Objective 7

Review and implement the new state Health TEKS across the campus.

Evaluation Data Source: lesson plans, walkthroughs

Performance Objective 8

Complete the required playground safety audit.

Evaluation Data Source: Audit findings email

Performance Objective 9

Review and adjust student physical activity minutes based on additional minutes added to the school day.

Evaluation Data Source: Leadership Retreat agenda, master schedule

Performance Objective 10

Introduce West Elementary Police Officer to all students and staff members within the first week of school.

Evaluation Data Source: Video announcements

Goal 3

Recruit and Retain Committed Educators: West ISD will actively recruit, develop, support, and retain highly qualified staff for all positions.

Performance Objective 1

Ensure coaching and support of teachers is informed by data. [ESF Goal 5.3A]

Evaluation Data Source: -PLT meeting notes

-PD sign-in sheets

-Increase in T-TESS ratings

Strategy 1

Ensure coaching and support of teachers is informed by data. [ESF Goal 5.3A]

Strategy's Expected Result/Impact: Increase retention of highly effective teachers, increase student achievement and close opportunity gaps

Staff Responsible for Monitoring: Principal

Assistant Principals

Curriculum Department

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

Formative Reviews

November

January

March

June

Strategy 2

We will provide coaching to new staff members via our mentoring program. All new teachers will be assigned a mentor that is grade-appropriate.

Strategy's Expected Result/Impact: Improved retention of new teachers.

Improved effectiveness of new teachers.

Staff Responsible for Monitoring: Principal

Assistant Principals

Mentors

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

November

January

March

June

Performance Objective 2

Ensure the school's mission, vision and values are refined, and all staff can articulate without prompting and share how the routines, policies, and procedures reflect these; Artifacts of the school's mission, vision, and values are visible in classrooms and hallways. [ESF Goal 3.1C] -Refine the mission and vision statements in July 2022.

Evaluation Data Source: -Visible mission and vision
-Staff articulation of mission and vision

Strategy 1

The new mission and vision will be posted in the hallway and in all classrooms.

Strategy's Expected Result/Impact: Knowledge of mission and vision.
Positive school culture.

Staff Responsible for Monitoring: All staff members.

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November

January

March

June

Strategy 2

The mission and vision will be recited on morning announcements each week.

Strategy's Expected Result/Impact: Knowledge of mission and vision.
Increase in school pride.
Positive school culture.

Staff Responsible for Monitoring: All staff members.

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November

January

March

June

Performance Objective 3 HB3 Goal

Continue to submit the Teacher Incentive Allotment (TIA) data to the state and communicate and disperse final compensation figures to applicable staff. [State Initiative]

Evaluation Data Source: -TIA data

Strategy 1

We will continue to discuss TIA with teachers during PLT meetings.

Strategy's Expected Result/Impact: Increase in student achievement.
Increase in knowledge of TIA guidelines.

Staff Responsible for Monitoring: Principal
Assistant Principals

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

Formative Reviews

November

January

March

June

Performance Objective 4

Implement a staff recognition program. [Staff Culture and Climate Goal]

Evaluation Data Source: -Program is implemented

Strategy 1

We will nominate an "Extra" Employee of the Week and Student of the Week.

Strategy's Expected Result/Impact: Positive school culture.

Staff Responsible for Monitoring: Principal
Assistant Principals

Formative Reviews

NovemberJanuaryMarchJune

Performance Objective 5

Implement a plan to communicate all campus news and updates on a weekly basis with all staff. [Staff Culture and Climate Goal]

Performance Objective 6

Add the Support Staff of the Year (SSOTY) honor at both the elementary and secondary levels.

Evaluation Data Source: Awards ceremony

Performance Objective 7

Implement the new west ISD Mentor Leadership Program.

Evaluation Data Source: training sign-in sheet

Performance Objective 8

Apply for the TEA Cycle 7 Grow Your Own (GYO) Aide-to-Teacher Grant.

Evaluation Data Source: Grant application

Goal 4

Communicate, Listen, and Respond: West ISD will implement internal and external communication systems to engage and inform, build trust, and develop partnerships with students, staff, parents, and the community.

Performance Objective 1  **High Priority**

Engage families and the community to support student achievement and enhance district goals.

Evaluation Data Source: Records of Engagement Activities, Community Newspaper, Parent Square

Strategy 1

Craft, publish, and review an online feedback survey at the end of the fall and spring semesters.
[Parent Engagement Goal]

Strategy's Expected Result/Impact: Increase communication and awareness between parents and schools

Staff Responsible for Monitoring: Superintendent, Asst. Superintendent, Principals

TEA Priorities: Recruit, support, retain teachers and principals

Formative Reviews

November	January	March	June
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Strategy 2

Re-establish Parent/Teacher Organization (PTO) Program. [Parent Engagement Goal]

Strategy's Expected Result/Impact: Increased parental involvement

Staff Responsible for Monitoring: Principal

Formative Reviews

November	January	March	June
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Strategy 3

Schedule a Volunteer Appreciation Breakfast. [Parent Engagement Goal]

Strategy's Expected Result/Impact: Increased communication and involvement between the community and school

Staff Responsible for Monitoring: Principal

Formative Reviews

November

January

March

June

Strategy 4

Schedule new community engagement partnership programs at each campus (i.e., Special Luncheons, Adopt-a-Class, Grand-Friend Events, Life Skills Presentations, College and Career Days, and Book Clubs). [SPT Goal]

Strategy's Expected Result/Impact: Increased family involvement

Staff Responsible for Monitoring: Principal

Formative Reviews

November

January

March

June

Performance Objective 2

Create and actively maintain teacher websites tied to the campus webpage. [Parent Engagement Goal]

Evaluation Data Source: -Website

Strategy 1

The teacher websites will be updated.

Strategy's Expected Result/Impact: School communication.
Positive school culture.

Staff Responsible for Monitoring: Secretary
Teachers

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November

January

March

June

Performance Objective 3

Review and publish new guidelines for all end-of-year student awards.

Evaluation Data Source: Awards spreadsheet, Awards publication in Handbook, Awards ceremonies

Performance Objective 4

Add STEM-themed activities at specified grade levels (i.e., Science Fair, Destination Imagination (DI), Robotics, eSports, and STEM Night).

Evaluation Data Source: lesson plans, walkthroughs, STEM Night, DI participation

Performance Objective 5

Craft, publish, and review an online feedback survey at the end of the first nine-week(s), fall semester, and spring semesters for parents and staff.

Evaluation Data Source: Survey results

Performance Objective 6

Continue to partner with the Helping Hands program and volunteers.

Evaluation Data Source: Food bags, pajamas, outreach documentation via counselors

Performance Objective 7

Schedule new community engagement partnership programs (i.e., Grand-Friend Events, Adopt-a-Class, and DEAR Day).

Evaluation Data Source: Grandfriends Flyer (Bingo and Book Fair), Adopt-A-Class photos, ReinD.E.A.R. Day photos

Performance Objective 8

Reestablish face-to-face parent conferences at the end of the first nine-week grading period.

Evaluation Data Source: Conference documentation from teachers

Goal 5

Efficient and Effective Day-to-Day Operations: West ISD will maintain efficient and effective fiscal management of resources and operations to maximize learning for all students.

Performance Objective 1

Increase the Texas Academic Performance Report (TAPR) Student Attendance Rate (All Grades) to 96.5%. [ESF Goal]

Evaluation Data Source: -Attendance data

Strategy 1

We will track our attendance rates and could possibly provide incentives for good attendance.

Strategy's Expected Result/Impact: -Improved attendance

Staff Responsible for Monitoring: Principal
PEIMS
Assistant Principals
Teachers

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November

January

March

June

Performance Objective 2

Work in partnership with the West ISD Bus Drivers and Aides to decrease student bus discipline referrals. [SHAC Goal]

Evaluation Data Source: -Bus referral data via Skyward

Strategy 1

We will discuss individual student cases with the bus driver and with the student to prevent repeated referrals.

Strategy's Expected Result/Impact: -Better bus behavior and less referrals

Staff Responsible for Monitoring: Assistant Principals

Formative Reviews

November

January

March

June

Performance Objective 3

Study technology efficacy and need for all students and staff.

Evaluation Data Source: Surveys, statistical data, Scinary reports

Strategy 1

Through proper monitoring, the students will use the chromebooks properly.

Strategy's Expected Result/Impact: -Less referrals related to inappropriate technology usage

Staff Responsible for Monitoring: All staff members.

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

Formative Reviews

November

January

March

June

Performance Objective 4

Schedule grade level activities at the new West Middle/High School Ag Building, Greenhouse, and Outdoor Learning Center Project.

Evaluation Data Source: ParentSquare/Photos of event

Performance Objective 5

Continue to schedule two field trips per year for all grade levels.

Evaluation Data Source: Calendar showing 14 field trip dates/locations

Performance Objective 6

Establish a Structured Learning Environment (SLE) classroom based on student need.

Evaluation Data Source: Classroom enrollment



Title I Summary

Title I