Katy Independent School District

West Memorial Elementary

2019-2020 Campus Improvement Plan

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.

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Demographics

Demographics Summary

West Memorial Elementary is a 44 years old, PK-5th grade Title I campus in Katy ISD.

Campus Profile

Katy ISD Student Profile

Katy ISD Student Statistics

Total Enrollment: Principal dashboard on 8/19/2019 is 813.

At-Risk: 28%

Economically Disadvantaged: 58.2%

ELL: 21.8%

Special Education: 10.7%%

Career Technology Education 0.0%

Gifted/Talented: 1.8%

Title I Programs: 100%

Attendance Rate: 96.3%

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, PBIS 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 and had a consistent participation each week. Many dads returned multiple times and became mentors for our students.

4. During the 2018 - 2019 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.

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 was a decrease in our GT student population and it traditionally is less than 5% of our enrollment. **Root Cause**: Systems need

to be in place for teacher recommendations for testing student for GT.

Problem Statement 3: STAAR Data shows a decrease in growth and achievement for not continuously enrolled students. **Root Cause**: Inconsistent systems in place to determine baseline data for newly enrolled students.

Student Academic Achievement

Student Academic Achievement Summary

See tables for STAAR scores:

Overall Data:			
	2017	**2018**	**2019**
Reading	80%	82%	83%
Math	84%	85%	85%
Writing	55%	66%	69%
Science	84%	87%	80%

% Approaches By Grade Level					
			2017	**2018**	**2019**
3		**Reading**	77%	79%	89%
		Math	77%	74%	89%
4		**Reading**	74%	76%	70%
		Math	81%	81%	73%
		Writing	55%	66%	69%
5		**Reading**	91%	91%	89%
		Math	94%	98%	91%
		Science	84%	87%	80%

% Approaches Special Education			
	2017	**2018**	**2019**
Reading	47	55	50
Math	53	58	47
Writing	13	60	30
Science	55	100	50

% Approaches LEP			
	2017	**2018**	**2019**
Reading	65	71	76

% Approaches LEP			
Math	72	79	77
Writing	22	52	56
Science	67	63	71

% Approaches ESL			
	2017	**2018**	**2019**
Reading	64	72	77
Math	71	78	78
Writing	24	50	58
Science	65	60	70

% Approaches Eco Disadvantage			
	2017	**2018**	**2019**
Reading	47	55	50
Math	523	58	47
Writing	13	60	30
Science	55	100	50

% Overall Growth			
	2017	**2018**	**2019**
Reading	61	73	63
Math	75	76	77

% ESL Growth			
	2017	**2018**	**2019**
Reading	65	72	57
Math	72	70	69

% LEP Growth			
	2017	**2018**	**2019**

% LEP Growth			
Reading	66	66	59
Math	73	69	72

Overall % Masters			
	2017	2018	2019
Reading	25	28	28
Math	29	32	33
Writing	2	6	11
Science	20	22	34

Student Academic Achievement Strengths

The success of West Memorial Elementary's plan of action has been reflected on the 2019 STAAR results that show an increase on student achievement from the 2017 STAAR in the following areas:

- Overall, 5th grade Reading and Math improved by 10 percentage points from the prior year's fourth grade scores.
- There was an increase from 63% to 71% for LEP students in Science.
- There was an increase from 60% to 70% for ESL students in Science.
- Our ESL students increased from 13% to 24% at the masters level in Science.
- Our ESL students increased from 19% to 27% at the masters level in Math.
- Overall Writing scores showed progress from 66% to 69% - on an upper trend from 2017 where we scored 55% to currently 69%.
- Overall our numbers have grown in "masters" since 2017 for all content areas.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Special education students continue to show achievement gaps on STAAR results. In, 2017-2018 there was a decrease in Math growth by 18%, from 2018 - 2019, growth increased 6%. Although we improved this year, we are below where we were in 2017. **Root Cause**: Special education teachers have limited opportunities to plan with general education teachers and instructional coaches to stay up to date with curriculum, effective strategies and to be able to participate in delivery instruction in a co-teach model.

Problem Statement 2: Overall writing STAAR results have increased from 55% in 2017 to 69% currently which is progress made; however, we must continue this trend to achieve more students passing and showing progress. There was heavy emphasis on the composition portion of the Writing STAAR; however, revising and editing continues to hinder overall progress. **Root Cause**: Students lack opportunities to practice and improve revising and editing

skills effectively.

Problem Statement 3: In grades K - 2, 51.85% of our student scored below grade level. For second grade, 53.09% of students were reading below grade level. For first grade, 35.66% of the students were below grade level. For kinder, 38.89% of our students were below grade level. **Root Cause**: Reducing phonics instruction in the lower grade levels has negatively impacted student's overall reading levels.

Problem Statement 4: Considering the growth in the area of Reading from 2017 to 2018 where we had 12% growth, from 2018 to 2019 we decreased by 10%. In addition, specifically special education and economically disavantage student groups decreased 10% from the year prior. ESL students decreased 15% and LEP decreased 7%. This indicates a downward trend in student growth in Reading. **Root Cause**: Teachers are not managing reading workshop time effectively. Too much time was spent on whole group instruction and planning for small group instruction was not frequent or in depth enough.

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
- Montly 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.

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 2019-2020 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**: Interventions for students with frequent repetitive behaviors needs to be effectively in place.

Priority Problem Statements

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.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Special education students continue to show achievement gaps on STAAR results. In, 2017-2018 there was a decrease in Math growth by 18%, from 2018 - 2019, growth increased 6%. Although we improved this year, we are below where we were in 2017.

Root Cause 2: Special education teachers have limited opportunities to plan with general education teachers and instructional coaches to stay up to date with curriculum, effective strategies and to be able to participate in delivery instruction in a co-teach model.

Problem Statement 2 Areas: Student Academic Achievement

Problem Statement 3: 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 3: Interventions for students with frequent repetitive behaviors needs to be effectively in place.

Problem Statement 3 Areas: Perceptions

Problem Statement 5: Overall writing STAAR results have increased from 55% in 2017 to 69% currently which is progress made; however, we must continue this trend to achieve more students passing and showing progress. There was heavy emphasis on the composition portion of the Writing STAAR; however, revising and editing continues to hinder overall progress.

Root Cause 5: Students lack opportunities to practice and improve revising and editing skills effectively.

Problem Statement 5 Areas: Student Academic Achievement

Problem Statement 7: Meeting the needs of the ESL students continues to be an area that WME needs to improve on.

Root Cause 7: 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 7 Areas: District Processes & Programs

Problem Statement 9: In grades K - 2, 51.85% of our student scored below grade level. For second grade, 53.09% of students were reading below grade level. For first grade, 35.66% of the students were below grade level. For kinder, 38.89% of our students were below grade level.

Root Cause 9: Reducing phonics instruction in the lower grade levels has negatively impacted student's overall reading levels.

Problem Statement 9 Areas: Student Academic Achievement

Problem Statement 10: There was a decrease in our GT student population and it traditionally is less than 5% of our enrollment.

Root Cause 10: Systems need to be in place for teacher recommendations for testing student for GT.

Problem Statement 10 Areas: Demographics

Problem Statement 11: STAAR Data shows a decrease in growth and achievement for not continuously enrolled students.

Root Cause 11: Inconsistent systems in place to determine baseline data for newly enrolled students.

Problem Statement 11 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- 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
- 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
- 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

- STEM/STEAM data
- Dyslexia Data

Student Data: Behavior and Other Indicators

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

Employee Data

- Professional learning communities (PLC) 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

Parent/Community Data

- Parent engagement 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

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 2020.

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
TEA Priorities Build a foundation of reading and math 1) Provide instructional materials and online resources, technology devices, Title I intervention teachers, supplemental tutoring and professional development for teachers and administrators to support instruction in reading, writing and math.	2.4, 2.5, 2.6	Principal Assistant Principal Instructional Coaches	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 2, 3						
	Funding Sources: 211 - Title I Part A - 201700.00, 192 - Special Project - 9000.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
TEA Priorities Build a foundation of reading and math 2) Provide opportunities for families to participate in reading, writing, math and science strategies with the guidance of WME staff.	2.4, 2.5, 2.6, 3.1, 3.2	Principal Assistant Principal Instructional Coaches	Data will demonstrate student growth in target TEKS per student. Data will demonstrate student growth in F/P reading levels per student. Effective Instruction will result in student progress on DLA's and STAAR. Parent involvement will increase.				
	Problem Statements: Demographics 1 - Student Academic Achievement 3						
	Funding Sources: 211 - Title I Part A - 2007.00						
TEA Priorities Build a foundation of reading and math 3) Special Ed Teachers will collaborate with general education teachers in to provide quality instruction.	2.4, 2.5, 2.6	Principal Assistant Principals	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						
	100% = Accomplished	→ = Continue/Modify	0% = No Progress	✕ = Discontinue			

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.

Student Academic Achievement
Problem Statement 2: Overall writing STAAR results have increased from 55% in 2017 to 69% currently which is progress made; however, we must continue this trend to achieve more students passing and showing progress. There was heavy emphasis on the composition portion of the Writing STAAR; however, revising and editing continues to hinder overall progress. **Root Cause 2**: Students lack opportunities to practice and improve revising and editing skills effectively.

Student Academic Achievement

Problem Statement 3: In grades K - 2, 51.85% of our student scored below grade level. For second grade, 53.09% of students were reading below grade level. For first grade, 35.66% of the students were below grade level. For kinder, 38.89% of our students were below grade level. **Root Cause 3**: Reducing phonics instruction in the lower grade levels has negatively impacted student's overall reading levels.

Problem Statement 1: Special education students continue to show achievement gaps on STAAR results. In, 2017-2018 there was a decrease in Math growth by 18%, from 2018 - 2019, growth increased 6%. Although we improved this year, we are below where we were in 2017. **Root Cause 1**: Special education teachers have limited opportunities to plan with general education teachers and instructional coaches to stay up to date with curriculum, effective strategies and to be able to participate in delivery instruction in a co-teach model.

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

Performance Objective 2: Increase the growth and achievement of students beyond Approaches Grade Level.

Evaluation Data Source(s) 2: At the end of the year we will use STAAR data for all student groups to determine if there is an increase in Meets and Masters level scores.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
TEA Priorities Connect high school to career and college 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.	2.4, 2.5	Studies (AAS) Instructional Leadership Team GT Facilitators Principal Assist. Principals. Instructional Leadership Team	Differentiated instruction will occur to meet the needs of the GT learner.				
Problem Statements: Demographics 2							
2) (Special Education) Monitor LRE ratio and develop campus capacity to support inclusive programming for students with disabilities.		Special Education Department Principal Campus Special Ed. Department	Students with disabilities will be achieving academic success in the general education classroom.				
TEA Priorities Build a foundation of reading and math 3) Continue supporting growth and achievement for ELL students by providing push-in co-teach support as well as individual pull-out intervention.	2.4, 2.5, 2.6	Language Proficiency Assessment Committee (LPAC) LPAC Decision Making Process Campus Administrative Staff	Data from STAAR and TELPAS show growth for each individual students in all contents.				
Problem Statements: School Processes & Programs 1							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
	100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue			

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: There was a decrease in our GT student population and it traditionally is less than 5% of our enrollment. **Root Cause 2**: Systems need to be in place for teacher recommendations for testing student for GT.

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 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: Understand and support the needs of diverse learners and learners of a high mobility rate.

Evaluation Data Source(s) 1: STAAR data for not continuously enrolled students as well as all sub populations will show growth in all contents.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 1) Provide opportunities for professional development to address the changing demographics and increased mobility.	2.4, 2.5, 2.6	Principal Assistant Principals Instructional Coaches	Teachers have a better understanding of the needs of diverse learners.				
Problem Statements: Demographics 3							
Funding Sources: 211 - Title I Part A - 6000.00							
TEA Priorities Build a foundation of reading and math 2) Develop a system for determining baseline data for newly enrolled students in order to target achievement gaps.	2.4, 2.5, 2.6	Administration, Instructional Coaches, Teachers, Academic Support	STAAR and end of year assessments will show growth in achievement.				
Problem Statements: Student Academic Achievement 3							
100% = Accomplished → = Continue/Modify 0% = No Progress ✕ = Discontinue							

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 3: STAAR Data shows a decrease in growth and achievement for not continuously enrolled students. **Root Cause 3**: Inconsistent systems in place to determine baseline data for newly enrolled students.

Student Academic Achievement

Problem Statement 3: In grades K - 2, 51.85% of our student scored below grade level. For second grade, 53.09% of students were reading below grade level. For first grade, 35.66% of the students were below grade level. For kinder, 38.89% of our students were below grade level. **Root Cause 3**: Reducing phonics instruction in the lower grade levels has negatively impacted student's overall reading levels.

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
TEA Priorities Build a foundation of reading and math 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 and students who may need targeted intervention during ELT.	2.4, 2.5, 2.6	Administration Instructional Coaches District Data Specialist	Student Data will show student growth. ELT rotations will be developed in at least one grade level.				
	Problem Statements: Demographics 3 - Student Academic Achievement 1, 2, 3 - School Processes & Programs 1						

100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue	

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 3: STAAR Data shows a decrease in growth and achievement for not continuously enrolled students. **Root Cause 3**: Inconsistent systems in place to determine baseline data for newly enrolled students.

Student Academic Achievement
Problem Statement 1: Special education students continue to show achievement gaps on STAAR results. In, 2017-2018 there was a decrease in Math growth by 18%, from 2018 - 2019, growth increased 6%. Although we improved this year, we are below where we were in 2017. **Root Cause 1**: Special education teachers have limited opportunities to plan with general education teachers and instructional coaches to stay up to date with curriculum, effective strategies and to be able to participate in delivery instruction in a co-teach model.

Student Academic Achievement

Problem Statement 2: Overall writing STAAR results have increased from 55% in 2017 to 69% currently which is progress made; however, we must continue this trend to achieve more students passing and showing progress. There was heavy emphasis on the composition portion of the Writing STAAR; however, revising and editing continues to hinder overall progress. **Root Cause 2**: Students lack opportunities to practice and improve revising and editing skills effectively.

Problem Statement 3: In grades K - 2, 51.85% of our student scored below grade level. For second grade, 53.09% of students were reading below grade level. For first grade, 35.66% of the students were below grade level. For kinder, 38.89% of our students were below grade level. **Root Cause 3**: Reducing phonics instruction in the lower grade levels has negatively impacted student's overall reading levels.

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 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 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
1) Recruit and retain highly qualified staff by highlighting the school and its students on the Website and by participating in job fairs		Principal Assist. Principals. Instructional Leadership Team Instructional Coaches	WME obtains high quality staff members.				
2) (New Teachers) Support new teachers with ongoing professional development sessions and mentor support		Principal Asst. Principals. Department of Professional Learning Mentor Teachers Team Leaders/Campus Department Chairs Instructional Coaches	New staff will participate in monthly meetings with Lead Mentor and be given opportunities to participate in ongoing professional development.				
3) (New Teachers) Support new teachers to Katy ISD to become ESL certified within 2 years of employment		Principal Asst. Principal Department of Other Languages	All teachers will be ESL certified.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
	100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue			

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
1) The CAT, teachers, administrators, other staff members and parents will collaborate and coordinate planning efforts for school wide events and opportunities for volunteering to build ties between parents and school.	3.1, 3.2	Principal Assistant Principal CAT Instructional Leadership Team	The CAT team will work collaboratively to address school wide needs.				
Problem Statements: Demographics 1							
Funding Sources: 211 - Title I Part A - 1750.00							
2) (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.	3.1, 3.2	Principal AP	Pre-K parents and students will transition to kindergarten with ease.				
Problem Statements: Demographics 1 - School Processes & Programs 1							
3) Present at Parent Orientation information regarding Title I and how the funds are used to support student achievement.	3.1, 3.2	Title I Teachers Administration Campus Financial Clerk	Parents will have a better understanding of the Title One program.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
4) 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.	3.1	Counselor Principal Assistant Principals for both campuses Diagnostician	Parents and students will transition from 5th grade to 6th grade with ease due to having the necessary information.				

100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue

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
1) An instructional para will be utilized to assist with selected students (through RTI) that have continuous behavior concerns that affect their learning. This staff member will monitor identified students and proactively provide in-class support to the students who exhibit academic gaps due to behavior.	2.5, 2.6	Principal Assistant Principal	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.				
	Problem Statements: Perceptions 1						
	Funding Sources: 211 - Title I Part A - 22708.00						
2) Implementation of the Positive Behavior Interventions and Support (PBIS) system. A PBIS committee will meet monthly to collaborate on successes and areas of growth.	2.5, 2.6	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.				
	Problem Statements: Perceptions 1						
	Funding Sources: 199 - General Fund - 1000.00						

100% = Accomplished   → = Continue/Modify   0% = No Progress   ✕ = Discontinue

Performance Objective 1 Problem Statements:

Perceptions

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**: Interventions for students with frequent repetitive behaviors needs to be effectively in place.

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
1) Conduct the district required safety drills and safety trainings with the staff and students.	2.5	Principal Safety Liaison	Staff and students will remain safe while on campus.				
2) (Emergency Operation/ Management Plan) Review, update, and communicate plans to all staff. Identify a campus safety liaison Institute NIMS certification for incident command team and alternates	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.				
100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue				

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
4	1	3	(New Teachers) Support new teachers to Katy ISD to become ESL certified within 2 years of employment

State Compensatory

Personnel for West Memorial Elementary:

Name	Position	Program	FTE
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 conducted a comprehensive needs assessment on 6/20/19 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 WME Campus Advisory Team (CAT) is our site based decision-making committee. The CAT provides input on decisions, which have a school-wide impact, reviews campus performance as measured by standardized testing and survey results, and brings ideas and questions to the attention of the campus administration. The CAT reviews the Campus Improvement Plan that specifies goals for the school year. The CAT includes elected faculty representatives, parent representatives, appointed district representatives, community representatives and local business representatives.

The 2019-2020 WME CAT Team Members are:

You

Miranda Cummings

Heather HUnt

Shemellar Davis

Janel Smith

Kelsie Gabel

Emily Garza

Amy Galpin

Leticia Tolentino

Taisha August

Keith Wedemeyer

Cynthia Maness (HEB)

Megan Shaw

Lori Sandberg

2.2: Regular monitoring and revision

The CIP will be reviewed in October, January, April, and June 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 adressed. 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 collobrate 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.

Teachers uiltize Readers and and Writers Workshop, Guided Math, Words STudy/Phonics Units of Study, and the 5E model in planning and implementing classrrom instruction.

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 adminitrative 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 monthly e-news from the principal, weekly class emails, and ongoing class canvas pages. Hard copies will be offered upon request. The Parent and Family Engagement 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 Personnel

Name	Position	Program	FTE
Casey Gentry	Teacher	Title I	1
Kathleen Tobin	Para	Title I	1
Loretta Thompson	Teacher	Title I	1

Campus Advisory Committee

Committee Role	Name	Position
Non-classroom Professional	Heather Hunt	Certified Non-Teacher
Administrator	Rebecca Marron	Principal
Classroom Teacher	Shemellar Davis	5th Grade Teacher
District-level Professional	Lori Sandberg	district level professional
Parent	Amy Galpin	Parent
Parent	Leticia Tolentino	Parent
Business Representative	Cynthia Maness	Area Community Coordinator
Community Representative	Megan Shaw	Community Representative
Classroom Teacher	Janel Smith	Special Education Teacher
Classroom Teacher	Kelsie Gabel	Kindergarten Teacher
Classroom Teacher	Emily Garza	5th Grade Teacher
Parent	Taisha August	Parent
Administrator	Miranda Cummings	Assistant Principal
Parent	Keith Wedemeyer	parent

District Funding Summary

192 - Special Project

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Tutoring	6100-6199	$9,000.00
				Sub-Total	$9,000.00

199 - General Fund

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
6	1	2	PBIS Incentives	6400-6499	$1,000.00
				Sub-Total	$1,000.00

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	$2,393.00
1	1	1	Instructional Materials	6300-6399	$5,000.00
1	1	1	Tutoring	6100-6199	$10,000.00
1	1	1	Prepared Media- Edusmart	6300-6399	$3,500.00
1	1	1	Staff Development - Teachers	6400-6499	$4,600.00
1	1	1	Technology	6300-6399	$14,500.00
1	1	1	Staff Development- Administrators	6400-6499	$9,269.00
1	1	1	Title I Teachers		$152,438.00
1	1	2	Parent Involvement Curriculum Nights	6300-6499	$1,507.00
1	1	2	Extra Duty Para Pay- Childcare	6100-6199	$500.00
2	1	1	Other Contracted Services- Guest Speaker	6200-6299	$6,000.00
5	1	1	Parental Involvement- School Wide events	6300-6399	$1,750.00
6	1	1	Para Support	6100-6199	$22,708.00

211 - Title I Part A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
				Sub-Total	$234,165.00
				Grand Total	$244,165.00

Addendums

Texas Education Agency
2019 Accountability Ratings Overall Summary
WEST MEMORIAL EL (101914103) - KATY ISD

Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		81	B
Student Achievement		82	B
STAAR Performance	54	82	
College, Career and Military Readiness			
Graduation Rate			
School Progress		81	B
Academic Growth	74	79	C
Relative Performance (Eco Dis: 49.8%)	54	81	B
Closing the Gaps	85	80	B

Identification of Schools for Improvement

This campus is NOT identified for comprehensive support and improvement, targeted support and improvement, or additional targeted support.

Distinction Designations

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