Katy Independent School District

West Memorial Elementary

2024-2025 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

We are building courageous dreamers that are caring, giving, and dedicated to being one family. 4 Houses, 1 Family!

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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Revised/Approved: June 3, 2024

Needs Assessment Overview

Needs Assessment Overview Summary

School Profile

West Memorial Elementary (WME) is an elementary school campus in Katy ISD and opened its doors in 1974. WME is projected to serve 1025 students in grades PK-5 during the 2024-2025 school year, which is an increase from the previous year of approximately 250 students.

List of Stakeholders and Roles

Role	*Name*
Teacher	Victoria Winski
Teacher	Stephnie Brown
Teacher	Dymonds Duckworth
Teacher	Angelica Garcia
Teacher	Brogan Nunez
Para	Doris Nguyen
Parent	Whitney Koch
Parent	Karolina Sang
Parent	Jaime Cruz
Parent	Sarah Leifeste
Parent	Lakeiva Noel
Parent	Patty Simons
Parent	Patrick Radecker
Parent	Anquenette Harris
Community Member	Wanda Wertz
Business Rep	Mandy Collins (Rustic Boutique)
School Leader (Coordinator or Inst. Coach)	Casey Gentry
School Leader (Coordinator or Inst. Coach)	Keisha Thomas
Assistant Principal	Taz Aboustiet
Assistant Principal	Jade Hawkins
Principal	Becky Marron

Role	Name
District Rep	Kyle Sanchez
District Rep	Vivian Muldune

Comprehensive Needs Assessment Process

The WME needs assessment process is described below:

The campus leadership team evaluated the 2023-24 data. We reviewed the following data:

- STAAR Data
- District and Campus Assessment
- Attendance
- 23-24 CIP reviews
- Discipline
- Teacher Turnover Rate
- Failure Lists
- RTI/ MTSS
- Staff Quality
- Master Schedule
- Homeless Students
- Special Student Populations
- Economically Disadvantaged
- Report Cards
- EBs

Documentation of the process includes meeting minutes, agenda, and sign in sheets. The Campus Leadership Team met on May 15, 2024, and again on June 3 (via online forms) to develop the CNA. The meeting was held in the campus LGI at 4:00 p.m., and the second meeting was in an online format. We plan to meet again on September 12, 2024, October 17, 2024, December 5, 2024, February 13, 2025, and April 3, 2025, to review and revise the CNA as needed.

At the first meeting on May 15, Mrs. Marron began the meeting with introductions. The committee then reviewed the purpose of the Comprehensive Needs Assessment. Principal Marron also reviewed the 4 components of the campus needs assessment and provided each person with a sample list of data options that the committee members could use to begin the work of identifying both strengths and problems from the 2023 -2024 school year. The committee agreed upon the above-mentioned data. Mrs. Marron shared that the next part of the CNA work would be done via online google forms and an online Jamboard.

At the second meeting on June 3, Mrs. Marron sent a google form with 23-24 CIP information, data, and a Jamboard to collect feedback on the Title I parent Compact and the Parent and Family Engagement Brochure. The team worked at a self-paced independent level to review the information and provide feedback electronically. Strengths and Problems were identified and prioritized based on this data and feedback.

The Campus Leadership Team reviewed the data listed above to identify areas of strengths and problems.

Demographics	**Strengths**: **WME met the Average Daily Attendance Targets in 4 out of 6 grading periods for the 23-24 school year.** **WME staff diversity is reflective of the student diversity on the campus as well. Almost all student Ethnicities and genders are represented in WME staff.** **Parents share that WME seems welcoming and accepting of all students.**
	Problems: **On average, approximately 25 students arrive after 8:10 (school start time) each day.**
Student Learning	**Strengths**: 5th Grade Reading and Math increased in the approaches/meets/masters (AMM) average (reading +1; math +11) as compared to 2023 STAAR data. All 5th grade AMM average change from 2023-2024 was higher than the KISD AMM Change as well as the AMM change for Title I campuses in KISD. 4th grade AMM average change from 2023-2024 was higher than the KISD AMM Change as well as the AMM change for Title I campuses in KISD.
	Problems: Math Data shows low percentages of Meets and Masters performance. ELAR Data shows low percentages of Meets and Masters performance. 5th grade Science Data shows low percentages of approaches, meets, and masters performance.
School Process and Programs	**Strengths**: See Summary for this section
	Problems: WME discipline data shows 134 Discipline referrals were submitted in the 2023-2024 school year with physical contact and persistent classroom disruption being the top reasons for referral.
Perceptions	Strengths: See Summary for this section
	Problems: On average, approximately 25 students arrive after 8:10 (school start time) each day.

Problem Statement

Math Data shows low percentages of Meets and Masters performance.

Root Cause

The Math Workshop model is not implemented consistently with fidelity and some teachers lack the depth of content knowledge to develop and deliver high quality instruction.

Problem Statement

ELAR Data shows low percentages of Meets and Masters performance.

Root Cause

Teachers were still learning how to implement the new HMH resource and effective teaching strategies.

Problem Statement

5th grade Science Data shows low percentages of approaches, meets, and masters performance.

Root Cause

There is lack of consistency in ensuring science is being taught with fidelity from PK-5.

Problem Statement

WME discipline data shows 134 Discipline referrals were submitted in the 2023-2024 school year with physical contact and persistent classroom disruption being the top reasons for referral.

Root Cause

Calming Strategies, Conflict Resolution Strategies, and Classroom Management Strategies are not consistently taught, reinforced, and modeled throughout the school year by WME staff.

Three Areas of Focus for Next Year:

1. Student Achievement - Reading & Math

2. Family Engagement

3. Classroom Management

Demographics

Demographics Summary

Building Demographic Profile

West Memorial Elementary (WME) is a PK-5th grade Title I campus in Katy ISD. WME is a very diverse campus with a high population of at-risk, economically disadvantaged, special education, and ESL students. Additionally, we have over 23 countries represented culturally on our campus. West Memorial Elementary has one ECSE and 2 Life Skills classrooms. The WME attendance zone is comprised of single family neighborhoods, 17 apartment complexes, several hotels, and many multi-generational households.

Student Statistics:

Total Enrollment: 844

At-Risk: 42%

Economically Disadvantaged: 69%

Limited English Proficient: 26%

ESL: 3%

Special Education: 25%

Gifted/Talented: 2%

*Mobility Rate: 25%

Attendance Rate: 94%

*WME has a mobility rate of 25%. This is likely due to the high number of economically disadvantaged students as well as the number of apartment complexes that are zoned to our campus, which is currently 17. Students are consistently monitored as they arrive to determine a need for in class interventions and MTSS. Conferences with academic support and administration are held every nine weeks to discuss students at risk and in need of interventions.

Race/Ethnicity:

African American: 28%

Asian: 4%

Hispanic: 41%

White: 21%

Two or More: 5%

Native Hawaiian Pacific Islander: less than 1%

All of our teachers are highly qualified and have teacher certification (alternative or traditional route). 79% of our staff are ESL certified.

Demographics Strengths

WME met the Average Daily Attendance Targets in 4 out of 6 grading periods for the 23-24 school year.

WME staff diversity is reflective of the student diveristy on the campus as well. Almost all student Ethnicities and genders are represented in WME staff.

Parents share that WME seems welcoming and accepting of all students.

Problem Statements Identifying Demographics Needs

Problem Statement 1: On average, approximately 25 students arrive after 8:10 (school start time) each day. **Root Cause:** Communication has not been consistent about the importance of arriving on time to school each day, and incentives to encourage students to arrive on time have not been effective.

Student Learning

Student Learning Summary

West Memorial Elementary recently received preliminary 2024 STAAR Data. The STAAR data seems to correlate directly to data that was taken from campus and district based assessments throughout the school year. Some snapshots of the data broken down by grade level, content, ethnicity, and compared to KISD overall as well as KISD Title I campuses are shown below:

Student Group	Total Students	% of total students	Subject	Grade	% Students DNM	% Students App	% Students Met	% Students Mastered	AMM Average	AMM Change from 2023	KISD AMM Change from 2023	Avg. AMM Change of T1 Campuses
Eco Dis	81	67			27%	27	28	17	24			
All Students	121	100			24%	28	29	19	25	-4	0	-4
Hispanic/Latino	46	38			30%	30	26	13	23			
Asian	8	7			13%	13	13	63	29			
African American	33	27			21%	36	36	6	26			
White	28	23	Reading	3	21%	11	32	36	26			
2 or More Races	6	5			17%	67	17	0	28			
Emergent Bilingual	28	23			36%	21	29	14	21			
ESL Currently Served	27	22			37%	22	30	11	21			
Special Education	33	27			64%	27	3	6	12			
504	5	4			20%	0	40	40	27			
At-Risk	33	27			33%	27	27	12	22			
All Students	120	99			43%	28	22	8	19	-10	-2	-3
Hispanic/Latino	46	38			48%	30	20	2	17			
Asian	8	7			13%	13	38	38	29			
African American	32	27			47%	38	16	0	18			
White	28	23			32%	18	32	18	23			
2 or More Races	6	5	Math	3	67%	33	0	0	11			
Eco Dis	80	67			45%	29	21	5	18			
Emergent Bilingual	28	23			46%	32	14	7	18			
ESL Currently Served	27	23			48%	33	11	7	17			
Special Education	33	28			73%	15	9	3	9			
504	5	4			20%	0	80	0	27			
At-Risk	33	28			52%	30	12	6	16			

Student Group	Total Students	% Total Students	Subject	Grade	% Students DNM	% Students App	% Students Met	% Students Mastered	AMM Average	AMM Change from 2023	KISD AMM Change from 2023	Avg. AMM Change of T1 Campuses
All Students	106	100			24%	38	25	13	25	3	1	1
Hispanic/Latino	49	46			24%	35	27	14	25			
African American	28	26			36%	39	21	4	21			
White	18	17			6%	50	22	22	31			
2 or More Races	7	7	Reading	4	14%	29	43	14	29			
Eco Dis	71	67			30%	34	27	10	23			
Emergent Bilingual	25	24			44%	32	20	4	19			
ESL Currently Served	25	24			44%	32	20	4	19			
Special Education	24	23			54%	38	8	0	15			
At-Risk	45	42			38%	40	20	2	21			
All Students	107	100			50%	32	13	6	17	-7	-1	2
Hispanic/Latino	49	46			51%	24	16	8	16			
African American	29	27			59%	31	7	3	14			
White	18	17			33%	56	11	0	22			
2 or More Races	7	7	Math	4	57%	14	14	14	14			
Eco Dis	72	67			58%	29	8	4	14			
Emergent Bilingual	25	23			60%	28	0	12	13			
ESL Currently Served	25	23			60%	28	0	12	13			
Special Education	24	22			83%	17	0	0	6			
At-Risk	46	43			67%	24	-7	15	11			

Student Group	Total Students	% Total Students	Subject	Grade	% Students DNM	% Students App	% Students Met	% Students Mastered	AMM Average	AMM Change from 2023	KISD AMM Change from 2023	Avg. AMM Change of T1 Campuses
All Students	129	100			27%	27	26	19	24	1	-2	-3

Reading — Grade 5

Group									
Hispanic/Latino	51	40	Reading	5	37%	18	22	24	21
African American	42	33			26%	31	29	17	25
White	28	22			21%	32	25	21	26
2 or More Races	5	4			0%	80	20	0	33
Eco Dis	86	67			35%	26	21	19	22
Emergent Bilingual	38	29			34%	16	32	18	22
ESL Currently Served	25	19			32%	16	32	20	23
504	6	5			17%	50	33	0	28
Special Education	31	24			65%	23	6	6	12
At-Risk	72	56			39%	25	24	13	20

Math — Grade 5

Group												
All Students	129	100	Math	5	26%	32	30	12	25	11	-1	0
Hispanic/Latino	51	40			29%	27	33	10	24			
African American	42	33			26%	38	29	7	25			
White	28	22			21%	29	32	18	26			
2 or More Races	5	4			40%	40	20	0	20			
Eco Dis	86	67			31%	31	28	9	23			
Emergent Bilingual	38	29			26%	29	34	11	25			
ESL Currently Served	25	19			36%	16	40	8	21			
504	6	5			0%	67	33	0	33			
Special Education	31	24			52%	19	19	10	16			
At-Risk	72	56			36%	28	31	6	21			

Science — Grade 5

Group												
All Students	128	100	Science	5	51%	37	10	2	16	-6	-8	-8
Hispanic/Latino	51	40			43%	43	10	4	19			
African American	41	32			71%	22	7	0	10			
White	28	22			36%	43	11	11	21			
2 or More Races	5	4			60%	40	0	0	13			
Eco Dis	85	66			53%	39	7	1	16			
Emergent Bilingual	38	30			55%	37	3	5	15			
ESL Currently Served	25	20			48%	44	4	4	17			
504	6	5			67%	33	0	0	11			
Special Education	31	24			65%	32	3	0	12			
At-Risk	71	55			56%	37	4	3	15			

As a part of House Bill 3, WME monitors Dreambox for Math Growth. According to the Dreambox Growth report, WME students show an average growth of .7 grade levels, which is almost one full grade level.

Student Learning Strengths

5th Grade Reading and Math increased in the approaches/meets/masters (AMM) average (reading +1; math +11) as compared to 2023 STAAR data.

All 5th grade AMM average change from 2023-2024 was higher than the KISD AMM Change as well as the AMM change for Title I campuses in KISD.

4th grade AMM average change from 2023-2024 was higher than the KISD AMM Change as well as the AMM change for Title I campuses in KISD.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Math Data shows low percentages of Meets and Masters performance.   **Root Cause:** The Math Workshop model is not implemented

consistently with fidelity and some teachers lack the depth of content knowledge to develop and deliver high quality instruction.

Problem Statement 2 (Prioritized): ELAR Data shows low percentages of Meets and Masters performance.   **Root Cause:** Teachers were still learning how to implement the new HMH resource and effective teaching strategies.

Problem Statement 3 (Prioritized): 5th grade Science Data shows low percentages of approaches, meets, and masters performance.   **Root Cause:** There is lack of consistency in ensuring science is being taught with fidelity from PK-5.

Problem Statement 4: Special education students show achievement gaps based on campus data.   **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 due to continual schedule changes.

Problem Statement 5: On average, approximately 25 students arrive after 8:10 (school start time) each day.   **Root Cause:** Communication has not been consistent about the importance of arriving on time to school each day, and incentives to encourage students to arrive on time have not been effective.

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 strategic goals 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 monitored with teacher data binders to hold teachers accountable for individual student progress. Teachers analyze both formal data such as: STAAR, Interim/ DLAs, CBAs, AMIRA and other informal assessments throughout the year during weekly plannings, short range planning, and long range planning to create targeted specific lesson plans and plan effective intervention in small groups. Identified students with academic needs receive targeted intervention during school hours through MTSS with academic support teachers in a small group setting.

As part of the Katy ISD systems, West Memorial Elementary 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/Chromebook. Wireless access points have been installed all over the building. There are 10 computers in the library for students to use when needed. We are consistently purchasing technology to reach our student 1:1 technology goal.

Students are encouraged to use a variety of programs and apps using iPads and computers. All teachers are expected to integrate the use of Smart-Panel technology including document cameras into their daily activities and lessons.

School Processes & Programs Strengths

West Memorial Elementary has recognized the following strengths:

- Road maps to target specific TEKS for instruction are created by teachers and instructional coaches
- Teacher analyzed reports and data meetings with the district accountability coordinator to map out the next steps of reteach and intervention
- Teachers analyze data with AST and instructional coaches
- Teacher created common based assessments in Aware
- Weekly team planning
- Long range and short range planning with guidance from curriculum coordinators
- Teachers attending outside district professional development
- Providing differentiated instruction
- Teacher implemented problem solving strategies to strengthen conceptual understanding of math concepts
- Safety Drills are practiced and conducted according to district guidelines
- Students who are in need of academic strength received targeted intervention during the school day
- Implementation of math programs that motivate students to seek progress on their own learning (Dreambox challenges every 9 weeks)
- Every classroom has access to classroom assigned technology
- 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, Smart-Panel, and document camera in keeping with current technology
- Our campus is provided a Campus Technology Coordinator
- Efficient arrival and dismissal procedures

- Consistent staff communication with parents
- Engaging and interactive lessons

Our campus is staffed with an academic support team of ten teachers and two paraprofessionals. 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 for staff members to 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 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 hold meetings to disseminate and clarify information. Instructional Coaches will begin coaching cycles to meet each individual teacher where their needs are.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): WME discipline data shows 134 Discipline referrals were submitted in the 2023-2024 school year with physical contact and persistent classroom disruption being the top reasons for referral. **Root Cause:** Calming Strategies, Conflict Resolution Strategies, and Classroom Management Strategies are not consistently taught, reinforced, and modeled throughout the school year by WME staff.

Problem Statement 2: On average, approximately 25 students arrive after 8:10 (school start time) each day. **Root Cause:** Communication has not been consistent about the importance of arriving on time to school each day, and incentives to encourage students to arrive on time have not been effective.

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. West Memorial adapted the PBIS model in the 22-23 school year by utilizing the Ron Clark Academy House System which focuses more on intrinsic motivation and the idea that contributing to the good of the whole can be just as rewarding as tangible rewards. This system is intended to create a positive climate and culture for students and staff that will build character, relationships, and school spirit. The campus uses the PBIS rewards APP to award house points to students and track and recognize students and houses who are leaders in earning points. WME also utilizes the Project CLASS and Capturing Kids Hearts model to build relationships, teach social skills and common expectations, and positively address negative behavior. Additionally KISD has adopted Character Strong (Purposeful People in elementary) to enhance character development. A Core Team has been developed for both the House System and Purposeful People in order to facilitate implementation and analyze the efficacy of the implementation throughout the year.

At WME we will also establish school wide expectations and 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

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 and each homeroom teacher sends weekly newsletters highlighting important dates and activities. Teachers also keep their canvas pages up to date and share information. In addition, we offer several events and programs throughout the school year to encourage a strong, positive and responsive relationship with our community. 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 PAWS expectations

Daily morning meetings

Teachers facilitating conflict resolution between students

Level of engagement in lessons and tightening transition time.

Utilizing our campus Social Worker and Counselor to help students increase problem solving skills, friendship 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)

Student Buddies Program

Tears and Cheers Breakfast

PTA Meetings and Grade Level Programs

Evening Book Fair open house

Curriculum Night

Grandparent's Day

Family Fitness Nights

Read, Deed, Run

Reading Patrol

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

Core Essentials Program

Celebration of Learning

Holiday class parties

Book Character Parade

Peace Parade

Multicultural Celebration

Problem Statements Identifying Perceptions Needs

Problem Statement 1: On average, approximately 25 students arrive after 8:10 (school start time) each day.   **Root Cause:** Communication has not been consistent about the importance of arriving on time to school each day, and incentives to encourage students to arrive on time have not been effective.

Priority Problem Statements

Problem Statement 1: Math Data shows low percentages of Meets and Masters performance.

Root Cause 1: The Math Workshop model is not implemented consistently with fidelity and some teachers lack the depth of content knowledge to develop and deliver high quality instruction.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: ELAR Data shows low percentages of Meets and Masters performance.

Root Cause 2: Teachers were still learning how to implement the new HMH resource and effective teaching strategies.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: 5th grade Science Data shows low percentages of approaches, meets, and masters performance.

Root Cause 3: There is lack of consistency in ensuring science is being taught with fidelity from PK-5.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: WME discipline data shows 134 Discipline referrals were submitted in the 2023-2024 school year with physical contact and persistent classroom disruption being the top reasons for referral.

Root Cause 4: Calming Strategies, Conflict Resolution Strategies, and Classroom Management Strategies are not consistently taught, reinforced, and modeled throughout the school year by WME staff.

Problem Statement 4 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Student Achievement Domain
- Effective Schools Framework data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- RDA data

Student Data: Assessments

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

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group

- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

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

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data

Goals

Revised/Approved: August 2, 2024

Goal 1: Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 1: By May 2025, at least 70% of WME students will meet or exceed targeted growth expectations in Reading and Math as evidenced by teacher small group data, interim and campus assessment data, student learning objectives, and Amira/Dreambox Data.

High Priority

HB3 Goal

Evaluation Data Sources: teacher small group data, interim and campus assessment data, student learning objectives, and Amira/Dreambox Data.

Strategy 1 Details			Reviews			
Strategy 1: WME will provide instructional materials and resources and tutoring opportunities for students in Reading, Math, and Science.			**Formative**			**Summative**
			Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: increased student growth in reading, math, and science **Staff Responsible for Monitoring:** Tutoring Teachers, Financial Clerk **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 2, 3 **Funding Sources:** Instructional Materials and Resources - 211 - Title I Part A - $600, Tutorials Staff Pay - 211 - Title I Part A - $8,000						

Strategy 2 Details	Reviews			
Strategy 2: WME Staff, including administrators, will participate in Professional Development opportunities to improve instruction in Reading, Math, and Science	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: increase student achievement in Reading, Math, and Science **Staff Responsible for Monitoring:** Principal **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 2, 3 **Funding Sources:** Staff development registration and training - 211 - Title I Part A - $4,000, admin registration and travel for NAESP - 211 - Title I Part A - $5,000				

Strategy 3 Details	Reviews			
Strategy 3: WME will hire academic support teachers for reading and math as well as a science lab facilitator to support students in reading, math and science as well as work with ESL, bilingual, general education, and special education staff to coordinate support for students.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: increased student achievement in reading math and science **Staff Responsible for Monitoring:** principal **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 2, 3 **Funding Sources:** staff pay - 211 - Title I Part A - $233,134				

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

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Math Data shows low percentages of Meets and Masters performance.   **Root Cause**: The Math Workshop model is not implemented consistently with fidelity and some teachers lack the depth of content knowledge to develop and deliver high quality instruction.
Problem Statement 2: ELAR Data shows low percentages of Meets and Masters performance.   **Root Cause**: Teachers were still learning how to implement the new HMH resource and effective teaching strategies.
Problem Statement 3: 5th grade Science Data shows low percentages of approaches, meets, and masters performance.   **Root Cause**: There is lack of consistency in ensuring science is being taught with fidelity from PK-5.

Goal 1: Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 2: SI: 80% of WME teachers will implement targeted, data based small group instruction as evidenced by data from District Literacy IPG Rubric and Math Look For Documents as well as by planning and note taking documents in the teacher data binders. .
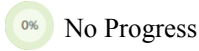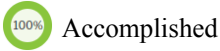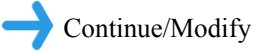
High Priority

Evaluation Data Sources: Literacy IPG, Math Look For, Teacher Data Binders

Strategy 1 Details	Reviews			
Strategy 1: Teachers will utilize Growth Measure/Amira (literacy) and Running Records (2nd and 4th grade) and Numeracy Math Screeners (Math) to set baseline data and plan initial small groups which will then be adjusted throughout the school year based on data from campus based assessments, interim assessments, checkpoints, and/or teacher observation data.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Students will receive targeted small group instruction based on performance data designed to ensure mastery of TEKS. **Staff Responsible for Monitoring:** Instructional Coach, Instructional Coordinator, Assistant Principals, and Principal **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 2				

Strategy 2 Details	Reviews			
Strategy 2: The district Literacy IPG and Math Look For Documents will be utilized by the leadership team to identify and provide supports needed for effective implementation.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Plans for support for improved teaching performance will be developed and implemented.				
Staff Responsible for Monitoring: Instructional Coach, Instructional Coordinator, Assistant Principals, and Principal				
Title I: 2.5 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 2, 3				

Strategy 3 Details	Reviews			
Strategy 3: A learning walk schedule for members of leadership team will developed and implemented to ensure consistent classroom visits/observations.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Increased targeted supports for staff based on learning walk data will improve instruction.				
Staff Responsible for Monitoring: Instructional Coach, Instructional Coordinator, Assistant Principals, and Principal				
Title I: 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 2				

Strategy 4 Details	Reviews			
Strategy 4: Targeted professional development opportunities will be provided throughout the school year during PLC, faculty meetings, district trainings, out of district trainings, etc. to address best practices based on campus data needs.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Teachers and Leadership Team Members will be equipped with the tools necessary to implement highly effective classroom instruction. **Staff Responsible for Monitoring:** Instructional Coach, Instructional Coordinator, Assistant Principals, and Principal **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 2, 3 - School Processes & Programs 1				

Strategy 5 Details	Reviews			
Strategy 5: Teacher implementation data will be discussed each week during leadership team meetings and necessary adjustments will be made based on data.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: The leadership team will collaborate to support and improve teacher efficacy in implementing effective small group instruction. **Staff Responsible for Monitoring:** Instructional Coach, Instructional Coordinator, Assistant Principals, and Principal **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing **Problem Statements:** Student Learning 1, 2, 3 - School Processes & Programs 1				

Strategy 6 Details	Reviews			
Strategy 6: Leadership team will communicate and review campus goals, expectations, data updates, progress, and teacher expectations through faculty meetings, ILT meetings, google feedback forms, and weekly staff newsletter.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**

Strategy's Expected Result/Impact: Staff will stay continually informed of progress towards campus goals, areas in need of improvement, and plans for support.
    Staff Responsible for Monitoring: Instructional Coach, Instructional Coordinator, Assistant Principals, and Principal
 	
    Title I:
2.5
 - TEA Priorities:
Recruit, support, retain teachers and principals, Improve low-performing schools
 - ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture
Problem Statements: Student Learning 1, 2, 3 - School Processes & Programs 1				

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

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: Math Data shows low percentages of Meets and Masters performance.   **Root Cause**: The Math Workshop model is not implemented consistently with fidelity and some teachers lack the depth of content knowledge to develop and deliver high quality instruction.
Problem Statement 2: ELAR Data shows low percentages of Meets and Masters performance.   **Root Cause**: Teachers were still learning how to implement the new HMH resource and effective teaching strategies.
Problem Statement 3: 5th grade Science Data shows low percentages of approaches, meets, and masters performance.   **Root Cause**: There is lack of consistency in ensuring science is being taught with fidelity from PK-5.

School Processes & Programs
Problem Statement 1: WME discipline data shows 134 Discipline referrals were submitted in the 2023-2024 school year with physical contact and persistent classroom disruption being the top reasons for referral.   **Root Cause**: Calming Strategies, Conflict Resolution Strategies, and Classroom Management Strategies are not consistently taught, reinforced, and modeled throughout the school year by WME staff.

Goal 1: Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 3: HB3: The percent of West Memorial elementary 3rd grade students who achieve meets and above in Reading will increase to 48% by July 2025.

    HB3 Goal

Goal 1: Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 4: HB3: The percent of West Memorial elementary 3rd grade students who achieve meets and above in Math will increase to 30% by July 2025.

HB3 Goal

Goal 1: Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 5: Increase the number of students participating in the campus Coordinated Health Program

Evaluation Data Sources: FitnessGram, Class Observation, Formative and Summative fitness skill assessments

Strategy 1 Details	Reviews			
Strategy 1: The campus Coordinated Approach to Child Health (CATCH) committee will meet at least once per semester to ensure alignment and integration between health and education across the school setting.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will be provided multiple opportunities to acquire knowledge and skills to promote healthy lifestyles. **Staff Responsible for Monitoring:** Administrators Physical Education Teachers	**Oct**	**Jan**	**Apr**	**June**

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

Goal 2: Strategic Design Goal 5: Katy ISD will securely, effectively, and efficiently provide best-in-class technology to accommodate, educate, and inform all stakeholders on the current and next generation of digital content and tools.

Performance Objective 1: West Memorial Elementary will stay up to date with best teaching practices and CLASS 1:1 standards by providing access to online subscriptions, technology accessories, and additional technology to teachers and students.

High Priority

Evaluation Data Sources: purchase requisitions and purpose summaries

Strategy 1 Details	Reviews			
Strategy 1: WME will purchase an ipads and apple pencil and protective accessories for staff to integrate remotely with smart panels and enhance mobility in the classroom while providing instruction.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: increased student engagement and teacher monitoring and feedback **Staff Responsible for Monitoring:** Financial Clerk and Librarian **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 2, 3 **Funding Sources:** ipads, apple pens, protective gear - 211 - Title I Part A - $18,000, StemScopes, Go Guardian, PBIS App - 211 - Title I Part A - $13,000				

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

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Math Data shows low percentages of Meets and Masters performance. **Root Cause**: The Math Workshop model is not implemented consistently with fidelity and some teachers lack the depth of content knowledge to develop and deliver high quality instruction.
Problem Statement 2: ELAR Data shows low percentages of Meets and Masters performance. **Root Cause**: Teachers were still learning how to implement the new HMH resource and effective teaching strategies.

Student Learning
Problem Statement 3: 5th grade Science Data shows low percentages of approaches, meets, and masters performance.   **Root Cause**: There is lack of consistency in ensuring science is being taught with fidelity from PK-5.

Goal 3: Strategic Design Goal 6: Katy ISD will attract, develop, support, and retain high quality staff members.

Performance Objective 1: At least 70% of WME staff will consistently participate in Culture and Climate Surveys and each pillar will show a score of 7 or higher.

Evaluation Data Sources: Culture and Climate Survey Data

Strategy 1 Details	Reviews			
Strategy 1: WME Leadership will meet quarterly along with the area superintendent to review culture and climate survey data and discuss strategies for improving any pillar scoring below 7.	**Formative**			**Summative**
	Oct	Jan	Apr	June
Strategy's Expected Result/Impact: increased staff morale and retention of teachers **Staff Responsible for Monitoring:** principal **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

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

Goal 4: Strategic Design Goal 8: Katy ISD will engage its entire community to develop and implement intentional strategic relationships which capitalize on the strengths, resources, and talents of all stakeholders.

Performance Objective 1: WME will partner with community providers to provide student parent and family engagement opportunities throughout the school year.

Evaluation Data Sources: Sign in sheets for PFE events, purchase requisitions for contracted services

Strategy 1 Details	Reviews			
Strategy 1: WME will update parent and family engagement policy and distribute to the community as well as host multiple parent and family engagement events throughout the school year including but limited to: Reading Patrol, Parent Orientation, Multicultural Night, BINGO for Books Literacy Night, and STEAM Night.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: increased parent and family engagement and improved student achievement **Staff Responsible for Monitoring:** WME Leadership **Title I:** 2.4, 2.5, 2.6, 4.1, 4.2 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 2, 3 **Funding Sources:** Materials and Resources for PFE Nights - 211 - Title I Part A - $5,529.50				

Strategy 2 Details	Reviews			
Strategy 2: Advertise and provide Title III event flyers for: Parent Engagement - Enhancing Educational Supports for EB Students; Family Engagement - Empowering Families through Helpful Resources; and Community Engagement - Fostering Statewide Community Connections for Families of EB Students.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Parents will be informed of educational supports **Staff Responsible for Monitoring:** Principal **Title I:** 4.1, 4.2				

Strategy 3 Details	Reviews			
Strategy 3: WME will plan events to prepare PK/Kinder students for the transition into school and 5th grade students for the transition to junior high.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will be prepared for transitioning	**Oct**	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Leadership **Title I:** 4.1, 4.2 - ESF Levers: Lever 3: Positive School Culture				

0% No Progress　　　100% Accomplished　　　→ Continue/Modify　　　✖ Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Math Data shows low percentages of Meets and Masters performance.   **Root Cause**: The Math Workshop model is not implemented consistently with fidelity and some teachers lack the depth of content knowledge to develop and deliver high quality instruction.
Problem Statement 2: ELAR Data shows low percentages of Meets and Masters performance.   **Root Cause**: Teachers were still learning how to implement the new HMH resource and effective teaching strategies.
Problem Statement 3: 5th grade Science Data shows low percentages of approaches, meets, and masters performance.   **Root Cause**: There is lack of consistency in ensuring science is being taught with fidelity from PK-5.

Goal 5: Strategic Design Goal 9: In collaboration with families and community, Katy ISD will actively support the well-being of students and staff.

Performance Objective 1: West Memorial Elementary will utilize preventive strategies to increase the emotional well-being of students through positive support systems (e.g., Ron Clark House System, Project CLASS social skills, Morning Meetings, and the implementation of school wide social emotional learning programs-Purposefull People) and continuing tiered levels of identification and intervention to monitor, assist and reduce the numbers of students who exhibit disruptive discipline behaviors (physical contact and noncompliance).
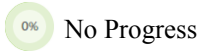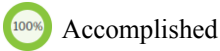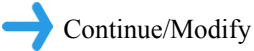
High Priority

Evaluation Data Sources: Discipline data, PAW Bucks, House Points, Referrals

Strategy 1 Details	Reviews			
Strategy 1: Teachers will participate in professional development supporting the RCA House System, PBIS, classroom management, and responses to misbehavior as well as and implement the RCA House system using the PBIS Rewards App and tangible PAWSitive Points as the tokens for positive reinforcement.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Increased student engagement, positive recognition, PAWsitive Point exchanges for rewards, with decreased incidences of disruptive/non-engaged student behaviors. **Staff Responsible for Monitoring:** Counselors, Leadership Team **Title I:** 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **- Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** School Processes & Programs 1 **Funding Sources:** RCA House Registration and Travel - 211 - Title I Part A - $7,500				

Strategy 2 Details	Reviews			
Strategy 2: WME Leadership will meet every 3 weeks to review campus discipline data and provide recommendations and training as needed.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Increased support to teachers who are struggling with behavior, increased supports to students who need additional social skills training **Staff Responsible for Monitoring:** WME Leadership Team **Title I:** 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning **Problem Statements:** School Processes & Programs 1				

Strategy 3 Details	Reviews			
Strategy 3: WME Staff will work participate in professional development and work collaboratively with Project Class to teach and reinforce social skills to students in the classroom and in small groups as a part of the MTSS-B process throughout the school year.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Increased support to teachers who are struggling with behavior, increased supports to students who need additional social skills training **Staff Responsible for Monitoring:** WME Admin and Instructional Coordinator **Title I:** 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 1 **Funding Sources:** Project Class - 211 - Title I Part A - $6,000				

Strategy 4 Details	Reviews			
Strategy 4: WME will provide character development assemblies to students in the fall and spring to address issues such as bullying and test anxiety before STAAR testing.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: improved student relationships and mental health **Staff Responsible for Monitoring:** Principal Secretary **Title I:** 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 1 **Funding Sources:** contracted assembly providers - 211 - Title I Part A - $5,000				

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: WME discipline data shows 134 Discipline referrals were submitted in the 2023-2024 school year with physical contact and persistent classroom disruption being the top reasons for referral. **Root Cause**: Calming Strategies, Conflict Resolution Strategies, and Classroom Management Strategies are not consistently taught, reinforced, and modeled throughout the school year by WME staff.

RDA Strategies

Goal	Objective	Strategy	Description
5	1	1	Teachers will participate in professional development supporting the RCA House System, PBIS, classroom management, and responses to misbehavior as well as and implement the RCA House system using the PBIS Rewards App and tangible PAWSitive Points as the tokens for positive reinforcement.

Targeted Support Strategies

Goal	Objective	Strategy	Description
5	1	1	Teachers will participate in professional development supporting the RCA House System, PBIS, classroom management, and responses to misbehavior as well as and implement the RCA House system using the PBIS Rewards App and tangible PAWSitive Points as the tokens for positive reinforcement.

Title I

1.1: Comprehensive Needs Assessment

School Profile

West Memorial Elementary (WME) is an elementary school campus in Katy ISD and opened its doors in 1974. WME is projected to serve 1025 students in grades PK-5 during the 2024-2025 school year, which is an increase from the previous year of approximately 250 students.

List of Stakeholders and Roles

Role	*Name*
Teacher	Victoria Winski
Teacher	Stephnie Brown
Teacher	Dymonds Duckworth
Teacher	Angelica Garcia
Teacher	Brogan Nunez
Para	Doris Nguyen
Parent	Whitney Koch
Parent	Karolina Sang
Parent	Jaime Cruz
Parent	Sarah Leifeste
Parent	Lakeiva Noel
Parent	Patty Simons
Parent	Patrick Radecker
Parent	Anquenette Harris
Community Member	Wanda Wertz
Business Rep	Mandy Collins (Rustic Boutique)
School Leader (Coordinator or Inst. Coach)	Casey Gentry
School Leader (Coordinator or Inst. Coach)	Keisha Thomas
Assistant Principal	Taz Aboustiet
Assistant Principal	Jade Hawkins
Principal	Becky Marron
District Rep	Kyle Sanchez
District Rep	Vivian Muldune

Comprehensive Needs Assessment Process

The WME needs assessment process is described below:

The campus leadership team evaluated the 2023-24 data. We reviewed the following data:

- STAAR Data
- District and Campus Assessment
- Attendance
- 23-24 CIP reviews
- Discipline
- Teacher Turnover Rate
- Failure Lists
- RTI/ MTSS
- Staff Quality
- Master Schedule
- Homeless Students
- Special Student Populations
- Economically Disadvantaged
- Report Cards
- EBs

Documentation of the process includes meeting minutes, agenda, and sign in sheets. The Campus Leadership Team met on May 15, 2024, and again on June 3 (via online forms) to develop the CNA. The meeting was held in the campus LGI at 4:00 p.m., and the second meeting was in an online format. We plan to meet again on September 12, 2024, October 17, 2024, December 5, 2024, February 13, 2025, and April 3, 2025, to review and revise the CNA as needed.

At the first meeting on May 15, Mrs. Marron began the meeting with introductions. The committee then reviewed the purpose of the Comprehensive Needs Assessment. Principal Marron also reviewed the 4 components of the campus needs assessment and provided each person with a sample list of data options that the committee members could use to begin the work of identifying both strengths and problems from the 2023 -2024 school year. The committee agreed upon the above-mentioned data. Mrs. Marron shared that the next part of the CNA work would be done via online google forms and an online Jamboard.

At the second meeting on June 3, Mrs. Marron sent a google form with 23-24 CIP information, data, and a Jamboard to collect feedback on the Title I parent Compact and the Parent and Family Engagement Brochure. The team worked at a self-paced independent level to review the information and provide feedback electronically. Strengths and Problems were identified and prioritized based on this data and feedback.

The Campus Leadership Team reviewed the data listed above to identify areas of strengths and problems.

Demographics	**Strengths**: WME met the Average Daily Attendance Targets in 4 out of 6 grading periods for the 23-24 school year. WME staff diversity is reflective of the student diversity on the campus as well. Almost all student Ethnicities and genders are represented in WME staff. Parents share that WME seems welcoming and accepting of all students.
	Problems: On average, approximately 25 students arrive after 8:10 (school start time) each day.
Student Learning	**Strengths**: 5th Grade Reading and Math increased in the approaches/meets/masters (AMM) average (reading +1; math +11) as compared to 2023 STAAR data. All 5th grade AMM average change from 2023-2024 was higher than the KISD AMM Change as well as the AMM change for Title I campuses in KISD. 4th grade AMM average change from 2023-2024 was higher than the KISD AMM Change as well as the AMM change for Title I campuses in KISD.
	Problems: Math Data shows low percentages of Meets and Masters performance. ELAR Data shows low percentages of Meets and Masters performance. 5th grade Science Data shows low percentages of approaches, meets, and masters performance.
School Process and Programs	**Strengths**: See Summary for this section
	Problems: WME discipline data shows 134 Discipline referrals were submitted in the 2023-2024 school year with physical contact and persistent classroom disruption being the top reasons for referral.
Perceptions	Strengths: See Summary for this section
	Problems: On average, approximately 25 students arrive after 8:10 (school start time) each day.

Problem Statement

Math Data shows low percentages of Meets and Masters performance.

Root Cause

The Math Workshop model is not implemented consistently with fidelity and some teachers lack the depth of content knowledge to develop and deliver high quality instruction.

Problem Statement

ELAR Data shows low percentages of Meets and Masters performance.

Root Cause

Teachers were still learning how to implement the new HMH resource and effective teaching strategies.

Problem Statement

5th grade Science Data shows low percentages of approaches, meets, and masters performance.

Root Cause

There is lack of consistency in ensuring science is being taught with fidelity from PK-5.

Problem Statement

WME discipline data shows 134 Discipline referrals were submitted in the 2023-2024 school year with physical contact and persistent classroom disruption being the top reasons for referral.

Root Cause

Calming Strategies, Conflict Resolution Strategies, and Classroom Management Strategies are not consistently taught, reinforced, and modeled throughout the school year by WME staff.

Three Areas of Focus for Next Year:

1. Student Achievement - Reading & Math

2. Family Engagement

3. Classroom Management

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 2023-2024 WME CAT Team Members are:

Dymonds Duckworth- Art Teacher

Angelica Garcia- 5th Grade Teacher

Brogan Nunez- 3rd Grade Teacher

Doris Nguyen- Para

Whitney Koch- Parent

Karolina Sang- Parent

Jamie Cruz- Parent

Sarah Leifeste- Parent

Lakeiva Noel- Parent

Patty Simmons- Parent

Patrick Radecker- Parent

Anquenette Harris- Parent

Casey Gentry- Instructional Coach

Keisha Thomas- Counselor

Taz Abousteit- Assistant Principal

Jade Hawkins- Assistant Principal

Becky Marron- Principal

Kyle Sanchez- District5 Rep.

Vivan Muldane- District Rep.

Mandy Collins- Business Rep

Community Member- Wanda Wertz

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 instructional coach will review the effectiveness of goals that pertain to instruction. 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/House Committee. These members will be identified at the beginning of the year.

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

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

2.4: Opportunities for all children to meet State standards

Our schoolwide instructional and intervention 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.

2. Identify how each activity in our school strengthens the core academic program.

3. Identify scientifically-based research programs that increase the amount and quality of learning time.

4. Review the master schedule to identify opportunities for appropriate opportunties to offer push in support as well as pull out support.

5. Investigate how manipulatives are used in the various core areas.

6. Identify programs within our school that address enriched and accelerated curriculum issues.

7. Disaggregate the data by student populations to determine our program's effectiveness in meeting the needs of all our students.

8. Intentional focus of implementation of the workshop model in Literacy and Math to ensure students are receiving small group instruction designed to meet their needs as well as participating in academic centers designed to reinforce skills.

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

2.5: Increased learning time and well-rounded education

West Memorial Elementary utilizes high-quality and ongoing professional development to ensure teachers are equipped to face the challenge of helping students meet the state's

academic achievement standards. Procedures include:

1. Select the professional development that meet the needs of all principals, teachers, paraprofessionals, parents, and others, as appropriate.
 2. Provide opportunities for all staff to obtain training in programs and initiatives that are already in place.
 3. Provide professional development opportunities for all personnel to meet the identified needs of all student populations to increase student performance.
 4. Allow teachers to attend professional developments throughout the year on content areas specific to teacher's assignment.
 5. Provide blocks of time during and after school for collaborative meetings or planning time across grade levels and content areas.

6. Teachers participate in weekly planning meetings to collaborate with their colleagues on best instructional strategies and plans.

In addition, the master schedule maximizes instructional time and pays close attention to minimizing transition times. Morning meetings are built into the master schedule so that emotional needs of the students can be addressed first thing in the morning which creates a family atmosphere conducive to learning. Intervention time 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 utilize Readers and and Writers Workshop along with HMH and Amira Resources for Literacy, Math Workshop, and the 5E model in planning and implementing classroom 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 MTSS 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.

3.1: Annually evaluate the schoolwide plan

The CNA committee met on June 3, 2024 to evaluate the 22-23 plan. From that evaluation, it was determined that a number of strategies should be modified and carried over to this school year in order to continue to work towards achievement of these strategies.

The CNA Committee will meet in June of 2025 to conduct a summative evaluation of the 24-25 plan and determine what strategies, if any, should be continued into the 25-26 school year.

4.1: 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.

4.2: 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 offered at multiple times on multiple days to ensure the most participation by parents.

Title I Personnel

Name	Position	Program	FTE
Ashley Cody	Teacher	Title I	1
Jennifer Lightsey	Teacher	Title I	1
Loretta Thompson	Teacher	Title I	1

Campus Funding Summary

			211 - Title I Part A		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Tutorials Staff Pay		$8,000.00
1	1	1	Instructional Materials and Resources		$600.00
1	1	2	admin registration and travel for NAESP		$5,000.00
1	1	2	Staff development registration and training		$4,000.00
1	1	3	staff pay		$233,134.00
2	1	1	StemScopes, Go Guardian, PBIS App		$13,000.00
2	1	1	ipads, apple pens, protective gear		$18,000.00
4	1	1	Materials and Resources for PFE Nights		$5,529.50
5	1	1	RCA House Registration and Travel		$7,500.00
5	1	3	Project Class		$6,000.00
5	1	4	contracted assembly providers		$5,000.00
				Sub-Total	$305,763.50

Addendums

The Percent of **West Memorial** Elementary 3rd Grade students who achieve Meets and above in Reading will increase from 47% to 52% by July 2029.

West Memorial: Goals

3rd Grade Reading Meets or Above		2024	2025	2026	2027	2028	2029
	Actual	47%					
	State Rate	46%					
	Met State Rate	Yes					
	Internal Goal	-	48%	49%	50%	51%	52%
	Met Internal Goal	-					

West Memorial: Targets

3rd Grade Reading Meets or Above		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# EB	% EB
	Federal Targets		34%		39%		59%		44%		73%		46%		55%		26%		35%		37%
	2024 Actual	33	42%	48	38%	28	68%	0		8	75%	0		6	17%	33	9%	83	45%	30	40%
	2025 Target				48%												19%				

The Percent of **West Memorial** Elementary 3rd Grade students who achieve Meets and above in Math will increase from 29% to 34% by July 2029.

West Memorial: Goals

3rd Grade Math Meets or Above		2024	2025	2026	2027	2028	2029
	Actual	29%					
	State Rate	40%					
	Met State Rate	No					
	Internal Goal	-	30%	31%	32%	33%	34%
	Met Internal Goal	-					

West Memorial: Targets

3rd Grade Math Meets or Above		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# EB	% EB
	Federal Targets		33%		44%		60%		47%		82%		51%		55%		29%		40%		45%
	2024 Actual	32	16%	48	21%	28	50%	0		8	75%	0		6	0%	33	12%	82	26%	30	20%
	2025 Target				31%																30%