Katy Independent School District

West Memorial Elementary

2023-2024 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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Needs Assessment Overview

Needs Assessment Overview Summary

Needs Assessment Overview Summary

The following data points were reviewed with Campus Advisory Team during the meetings on May 16, 2023 and June 12, 2023 meeting to determine the 2023-2024 focus areas:

- **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

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 Released Test Questions
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment result
- Student failure and/or retention rates
- Running Records results Observation Survey results
- Prekindergarten Circle Monitoring Data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EB/non-EB or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- Section 504 data Homeless data
- Gifted and talented data
- Dyslexia Data
- MTSS student achievement data

Student Data: Behavior and Other Indicators

- Attendance data Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- TTESS data

Parent/Community Data

- Parent surveys and/or other feedback
- CAT Member Feedback

Support Systems and Other Data

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

After looking at many pieces of data it was determined that that the three highest leverage areas for the 2023-2024 school year are as follows: social emotional/behavior, reading, and math. Goals were set for each of the focus areas and targeted strategies were developed and outlined in the campus improvement plan. In order to monitor progress towards meet the goals the campus needs assessment and campus improvement plan will be reviewed and revised throughout the year by the campus advisory team during the following months: September 2023, December 2023, February 2024 and May 2024.

A priority is to communicate the campus needs with all families and community members. This will be accomplished by making the campus needs assessment, campus improvement plan and parent family engagement policy & compact available in English and Spanish. These items will also be placed in the lobby of West Memorial Elementary and on the campus website. The locations of the documents will be communicated to West Memorial parents during the annual Title I meeting and through campus ENEWS.

Demographics

Demographics Summary

West Memorial Elementary is a ECSE, Life Skills, PK-5th grade Title I campus in Katy ISD.

Total Enrollment: 804

At-Risk: 56%

Economically Disadvantaged: 66%

ESL: 30%

Special Education: 20%

Gifted/Talented: 2%

Mobility Rate: 20%

Attendance Rate: 94%

WME has a mobility rate of 20%. 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 RTI. 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: 25%

Asian: 5%

Hispanic: 42%

White: 22%

Two or More: 6%

All of our teachers are highly qualified and have teacher certification (alternative or traditional route). 75% of our staff are ESL certified.

Our community is extremely diverse and consists of many cultures and languages, which requires consistent relationship building and community building strategies. We have single family neighborhoods, 17 apartment complexes, and many multi-generational households.

Demographics Strengths

Students and staff at West Memorial Elementary are very welcoming and friendly to new students regardless of race and ethnicity.

Teachers continue to strive towards building a family community in their classrooms through Morning Meetings including Purposefull People, and intentional relationship and team building strategies. WME will be in the 3rd year of implementation of the House System as a positive reinforcement and motivational system in the 2022-2023 school year.

A co-teach model for ESL students has continued to be a strength as ESL students demonstrated academic growth in math, reading, and writing on DLAs and TELPAS.

Problem Statements Identifying Demographics Needs

Problem Statement 1: West Memorial Elementary needs to continue to refine processes to determine interventions that are needed for students that arrive throughout the year. **Root Cause:** Expectations and procedures for pre-assessing new students have not been as effective as predicted.

Problem Statement 2 (Prioritized): Discipline data shows that physical contact which disrupts the learning environment is the most common discipline infraction at WME, and at-risk and economically disadvantaged students have the most discipline referrals. **Root Cause:** Lack of training opportunities in proactive relationship building and verbal de-escalation of students.

Problem Statement 3 (Prioritized): West Memorial Elementary has low percentages of parental/community involvement. **Root Cause:** Meaningful parent/school relationships are not being cultivated due to the high mobility rate of our students..

Student Learning

Student Learning Summary

2019, 2021, 2022 STAAR Data Comparison										
Grade	Subject	% Approaches			% Meets			% Masters		
		2019	2021	2022	2019	2021	2022	2019	2021	2022
3	Reading	89	69	73	52	30	45	34	9	27
	Math	89	54	65	58	18	38	31	3	12
4	Reading	70	60	75	40	30	43	17	14	22
	Math	73	60	48	44	33	19	23	18	6
	Writing	69	42	N/A	34	20	N/A	11	2	N/A
5	Reading	89	82	81	52	50	49	32	35	29
	Math	91	73	67	63	45	34	45	23	10
	Science	80	62	62	56	27	21	34	8	7

	May 2022 STAAR Mathematics, Grade 3						
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters
WME	130	19	1415	58.68%	65%	38%	12%
Economic Disadvantage	85	18	1390	55.16%	59%	27%	8%
Asian	6	23	1530	73%	83%	67%	33%
Black/African American	31	17	1378	53.03%	55%	16%	6%
Hispanic	54	19	1410	58.02%	63%	43%	13%
Two or More Races	9	15	1337	45.67%	33%	11%	11%
White	30	21	1461	66.73%	83%	57%	13%
Currently Emergent Bilingual	39	20	1430	61.82%	69%	49%	13%
Special Ed Indicator	24	14	1319	43%	29%	21%	4%
	May 2022 STAAR Mathematics, Grade 4						
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters
WME	129	17	1469	49.57%	48%	19%	6%
Economic Disadvantage	89	16	1459	48.11%	46%	15%	4%
Asian	9	22	1568	66%	78%	56%	11%

May 2022 STAAR Mathematics, Grade 3							
	Total Students	**Raw Score**	**Scale Score**	**Percent Score**	**Approaches**	**Meets**	**Masters**
Black/African American	32	13	1408	39.31%	28%	3%	0%
Hispanic	57	16	1459	47.93%	42%	18%	4%
Two or More Races	7	17	1477	51.29%	57%	14%	14%
White	24	21	1532	60.50%	75%	33%	17%
Currently Emergent Bilingual	36	19	1498	54.56%	61%	31%	8%
Special Ed Indicator	23	11	1363	31.13%	4%	0%	0%
May 2022 STAAR Mathematics, Grade 5							
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters
WME	126	21	1565	57.35%	67%	34%	10%
Economic Disadvantage	89	20	1546	54.47%	63%	28%	7%
Asian	7	24	1635	66.29%	71%	57%	29%
Black/African American	36	18	1515	49.08%	53%	14%	6%
Hispanic	43	21	1572	58.70%	72%	35%	9%
Two or More Races	6	18	1512	48.67%	50%	33%	0%
White	34	23	1605	64.09%	76%	50%	15%
Currently Emergent Bilingual	18	22	1581	60.50%	67%	56%	6%
Second Year of Monitoring	5	28	1738	76.60%	80%	60%	60%
Special Ed Indicator	21	19	1533	51.76%	48%	24%	10%

WME 3-5 Mathematics							
	Total Students	**Raw Score**	**Scale Score**	**Percent Score**	**Approaches**	**Meets**	**Masters**
WME	385	19	1482	55%	60%	31%	10%
Economic Disadvantage	263	18	1466	53%	56%	23%	6%
Asian	22	23	1579	68%	77%	59%	23%
Black/African American	99	16	1437	47%	45%	11%	4%
Hispanic	154	18	1474	54%	58%	31%	8%
Two or More Races	22	16	1429	48%	45%	18%	9%
White	88	22	1536	64%	78%	48%	15%

	WME 3-5 Mathematics						
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters
Currently Emergent Bilingual	93	20	1486	59%	66%	43%	10%
Second Year of Monitoring	5	28	1738	77%	80%	60%	60%
Special Ed Indicator	68	14	1400	42%	26%	15%	4%
	May 2022 STAAR Reading, Grade 3						
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters
WME	130	22	1438	65%	73%	45%	27%
Economic Disadvantage	85	21	1423	62%	71%	40%	21%
Asian	6	24	1466	71%	83%	50%	17%
Black/African American	31	22	1431	64%	71%	42%	19%
Hispanic	54	21	1426	62%	69%	44%	30%
Two or More Races	9	22	1426	63%	78%	33%	22%
White	30	23	1465	68%	80%	53%	33%
Currently Emergent Bilingual	39	20	1407	60%	64%	44%	21%
Special Ed Indicator	24	17	1354	51%	50%	21%	17%
	May 2022 STAAR Reading, Grade 4						
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters
WME	129	24	1516	67%	75%	43%	22%
Economic Disadvantage	89	24	1513	67%	74%	45%	19%
Asian	9	27	1559	75%	78%	67%	44%
Black/African American	32	23	1486	63%	69%	31%	13%
Hispanic	57	24	1506	66%	74%	42%	19%
Two or More Races	7	25	1537	71%	86%	71%	29%
White	24	26	1554	73%	83%	46%	29%
Currently Emergent Bilingual	36	24	1521	68%	72%	50%	28%
Special Ed Indicator	23	19	1419	51%	48%	9%	4%
	May 2022 STAAR Reading, Grade 5						
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters
WME	126	27	1579	71%	81%	49%	29%
Economic Disadvantage	89	27	1568	70%	80%	48%	27%
Asian	7	26	1615	69%	57%	57%	43%

	May 2022 STAAR Reading, Grade 3						
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters
Black/African American	36	27	1571	71%	81%	53%	22%
Hispanic	43	27	1578	72%	88%	49%	28%
Two or More Races	6	24	1545	64%	67%	33%	33%
White	34	27	1587	71%	79%	47%	32%
Currently Emergent Bilingual	18	25	1544	66%	67%	44%	28%
Second Year of Monitoring	5	32	1722	84%	100%	80%	60%
Special Ed Indicator	21	23	1506	60%	67%	19%	10%

	Reading/ELA						
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters
WME	385	24	1510	68%	76%	46%	26%
Economic Disadvantage	263	24	1502	66%	75%	44%	22%
Asian	22	26	1551	72%	73%	59%	36%
Black/African American	99	24	1500	66%	74%	42%	18%
Hispanic	154	24	1498	66%	76%	45%	25%
Two or More Races	22	24	1494	66%	77%	45%	27%
White	88	26	1536	71%	81%	49%	32%
Currently Emergent Bilingual	93	23	1477	64%	68%	46%	25%
Second Year of Monitoring	5	32	1722	84%	100%	80%	60%
Special Ed Indicator	68	19	1423	54%	54%	16%	10%

Student Learning Strengths

2022 STAAR results and campus data show strengths in the following areas:

- 2nd year monitor students achieved 80% approaches standards on 4th and 5th grade Math STAAR and 60% achieved meets standards in 5th grade Math STAAR
- 3-5th grade 2nd year monitoring students achieved 80% approaches standards on campus based assessments
- 75% of 4th grade students scored approaches or above on the Reading STAAR

- 81% of 5th grade students scored approaches or above on the Reading STAAR
- 73% of 3rd grade students scored approaches or above on the Reading STAAR
- 65% of 3rd grade students scored approaches or above on the Math STAAR
- 48% of 4th grade students scored approaches or above on the Math STAAR
- 67% of 5th grade students scored approaches or above on the Math STAAR

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 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 2 (Prioritized): Math Data shows low percentages of Meets and Masters performance.   **Root Cause:** There was a lack of quality first time instruction and small group engagement this year due to lack of implementation of routines and procedures in the classroom for both small group and station time.

Problem Statement 3 (Prioritized): TPRI data shows that students in primary grades are reported as still developing and are increasingly being evaluated for dyslexia, and upper level Reading data shows low percentages of Meets and Masters Performance.   **Root Cause:** There was a lack of quality first time instruction and small group engagement this year due to lack of implementation of routines and procedures in the classroom for both small group and station time.

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 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 instructional coaches
- 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: General education teachers, special education teachers and academic support teachers find it challenging to collaborate effectively to improve all students academic and/or behavior progress.   **Root Cause:** Teachers don't see the value of these collaborative conversations and teachers feel that time prohibits them from having the conversations/meetings.

Problem Statement 2 (Prioritized): Discipline data shows that physical contact which disrupts the learning environment is the most common discipline infraction at WME, and at-risk and economically disadvantaged students have the most discipline referrals.   **Root Cause:** Lack of training opportunities in proactive relationship building and verbal de-escalation of students.

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 will 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. 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. We will also be using Capturing Kids Hearts and Project Class this year to continue our goal of building relationships and creating a positive school culture and climate.

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 PAW 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 (Prioritized): West Memorial Elementary has low percentages of parental/community involvement.   **Root Cause:** Meaningful parent/school relationships are not being cultivated due to the high mobility rate of our students..

Priority Problem Statements

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

Root Cause 1: There was a lack of quality first time instruction and small group engagement this year due to lack of implementation of routines and procedures in the classroom for both small group and station time.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: TPRI data shows that students in primary grades are reported as still developing and are increasingly being evaluated for dyslexia, and upper level Reading data shows low percentages of Meets and Masters Performance.

Root Cause 2: There was a lack of quality first time instruction and small group engagement this year due to lack of implementation of routines and procedures in the classroom for both small group and station time.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Discipline data shows that physical contact which disrupts the learning environment is the most common discipline infraction at WME, and at-risk and economically disadvantaged students have the most discipline referrals.

Root Cause 3: Lack of training opportunities in proactive relationship building and verbal de-escalation of students.

Problem Statement 3 Areas: Demographics - School Processes & Programs

Problem Statement 4: Special education students show achievement gaps based on campus data.

Root Cause 4: 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 4 Areas: Student Learning

Problem Statement 5: West Memorial Elementary has low percentages of parental/community involvement.

Root Cause 5: Meaningful parent/school relationships are not being cultivated due to the high mobility rate of our students..

Problem Statement 5 Areas: Demographics - Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- 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

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Accountability Distinction Designations

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
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups

- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- 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
- 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

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

Performance Objective 1: Provide training and resources to Special Education teachers to ensure they can plan appropriately, have knowledge of the content that needs to be taught and the delivery of the instruction is cohesive with the grade level content.

Evaluation Data Sources: IEP goal progress, grade reports, campus, district and state assessments

Strategy 1 Details	Reviews			
Strategy 1: Special education resource/ co-teachers will have a weekly designated planning time and opportunities to participate in professional learning to build stronger content knowledge and develop various strategies to support learning in the general education and special education setting.	**Formative**			**Summative**
	Oct	Jan	Apr	June
Strategy's Expected Result/Impact: Sped teachers are more effectively able to plan and modify the content for special education students. **Staff Responsible for Monitoring:** Special Education Team Leader, Principal, **Title I:** 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 2: Strategic Staffing **Problem Statements:** Student Learning 1 **Funding Sources:** Professional Development - 211 - Title I Part A - $500	50%			

Strategy 2 Details	Reviews			
Strategy 2: Create a more efficient master schedule to allow more consistency in the students and teachers they support and maximize learning time for a well rounded education with a focus on special education and at risk students.	Formative			Summative
	Oct	Jan	Apr	June
Strategy's Expected Result/Impact: Sped teachers will support no more than 3 different grade contents. **Staff Responsible for Monitoring:** Principal, Special Education Team Leader **Title I:** 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing **Problem Statements:** Student Learning 1	45%			

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

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: 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.

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

Performance Objective 2: HB3: The percent of West Memorial Elementary Students 3rd grade students who achieve meets and above in Math will increase from to 65% by July 2024.

HB3 Goal

Evaluation Data Sources: 3rd-5th grade DLA and state assessment data and Dreambox data
K-2nd grade Dreambox, teacher data binders, DLAs if applicable

Strategy 1 Details	Reviews			
Strategy 1: Math Teachers, including special education and intervention teachers, will participate in professional development and utilize Katy ISD resources and campus purchased resources to ensure implementation of the math workshop model, and students will be offered opportunities for tutoring before, during, and after school.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Data will demonstrate student growth in target TEKS per student. Effective Instruction will result in student progress on CBAs, DLAs, and STAAR. In 3rd grade math the percent of students achieving meets will increase from as evidenced on 2024 STAAR. **Staff Responsible for Monitoring:** Math Teachers, Instructional Coach, Academic Support, Special Education Teachers, Assistant Principals, 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 2 **Funding Sources:** Materials, Supplies, Resources - 211 - Title I Part A - $4,000, Staff Development - 211 - Title I Part A - $500	45%			

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

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 2: Math Data shows low percentages of Meets and Masters performance.   **Root Cause**: There was a lack of quality first time instruction and small group engagement this year due to lack of implementation of routines and procedures in the classroom for both small group and station time.

Goal 1: 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 from to 59% by July 2024.

> **HB3 Goal**

Strategy 1 Details	Reviews			
Strategy 1: ELAR Teachers, including special education and intervention teachers, will participate in professional development and utilize Katy ISD resources and campus purchased resources to ensure implementation of HMH Literacy Model and students will be offered opportunities for tutoring before, during, and after school.	**Formative**			**Summative**
	Oct	Jan	Apr	June
Strategy's Expected Result/Impact: Data will demonstrate student growth in target TEKS per student. Effective Instruction will result in student progress on CBAs, DLAs, and STAAR. In 3rd grade reading the percent of students achieving meets will increase as evidenced on STAAR 2024. **Staff Responsible for Monitoring:** Reading Teachers and ICs **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** 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 3 **Funding Sources:** Supplies, Materials, Resources - 211 - Title I Part A - $4,000	45%			
0% No Progress	100% Accomplished	Continue/Modify	Discontinue	

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 3: TPRI data shows that students in primary grades are reported as still developing and are increasingly being evaluated for dyslexia, and upper level Reading data shows low percentages of Meets and Masters Performance. **Root Cause**: There was a lack of quality first time instruction and small group engagement this year due to lack of implementation of routines and procedures in the classroom for both small group and station time.

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

Performance Objective 4: WME staff will participate in collaborative conversations about student academic performance at least once each nine weeks as a part of MTSS processes.

Evaluation Data Sources: Data digs and kid chats

Strategy 1 Details	Reviews			
Strategy 1: WME teachers will attend "data digs" with academic support teachers and instructional coaches each nine weeks to review and analyze current data with a focus on performance of at-risk students.	**Formative**			**Summative**
	Oct	Jan	Apr	June
Strategy's Expected Result/Impact: Teachers will analyze individual student data. **Staff Responsible for Monitoring:** Campus leadership **Title I:** 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction **Problem Statements:** Student Learning 2, 3	45%			
0% **No Progress**	100% **Accomplished**	→ **Continue/Modify**	✕ **Discontinue**	
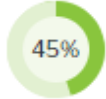
Performance Objective 4 Problem Statements:

Student Learning
Problem Statement 2: Math Data shows low percentages of Meets and Masters performance.   **Root Cause**: There was a lack of quality first time instruction and small group engagement this year due to lack of implementation of routines and procedures in the classroom for both small group and station time.
Problem Statement 3: TPRI data shows that students in primary grades are reported as still developing and are increasingly being evaluated for dyslexia, and upper level Reading data shows low percentages of Meets and Masters Performance.   **Root Cause**: There was a lack of quality first time instruction and small group engagement this year due to lack of implementation of routines and procedures in the classroom for both small group and station time.

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

Performance Objective 5: Increase the number of students scoring at health fitness zones, as measured on FitnessGram, to contribute to optimal health

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**
	Oct	**Jan**	**Apr**	**June**
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 **Title I:** 2.5 -	45%			

Strategy 2 Details	Reviews			
Strategy 2: Students will participate in moderate and vigorous activities, in accordance with state mandated minutes per week, focused on the areas of: cardiovascular endurance, body strength endurance and flexibility.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Students will be provided multiple opportunities per week to increase cardiovascular endurance, body strength endurance and flexibility through the use of games, activities and stations in physical education class. **Staff Responsible for Monitoring:** Administrators Physical Education Teachers **Title I:** 2.5 -	75%			

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

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

Performance Objective 6: ESF Annual Goal: By May 2024, at least 80% of WME teachers will implement small group instruction in reading and math, including designated stations and will see at least 2 small groups per content each day at least 4 days each week.

High Priority

Evaluation Data Sources: weekly planning, teacher walk throughs, leadership learning walks, lesson plans

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

Performance Objective 7: ESF 90 Day Goal: By December 2023, All Reading and Math teachers at WME will pull at least 1 small group in Reading and Math for at least 3 days each week, and students will rotate through literacy and math stations during small group time.

Evaluation Data Sources: Data Digs notes, PLC notes, Small group notes in data binders, running records

Strategy 1 Details	Reviews			
Strategy 1: WME Leadership team will create and communicate an accountability tool to assess where teachers are in reaching the 90 day goal.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: calibration amongst leadership team in look fors and explicit communication with staff about expectations. **Staff Responsible for Monitoring:** Leadership team **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Problem Statements:** Demographics 2 - Student Learning 2, 3 - School Processes & Programs 2	10%			

Strategy 2 Details	Reviews			
Strategy 2: K-3 and 5th grade Math Teachers will utilize a universal screener, and 4th grade math teachers will utilize running records to collect baseline data on students in order to begin forming targeted small groups.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Teachers will know where their students are starting mathematically so they can plan more targeted small group instruction. **Staff Responsible for Monitoring:** Math IC, Admin, Math Teachers **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Problem Statements:** Student Learning 2	95%			→

Strategy 3 Details	Reviews			
Strategy 3: K-5th grade ELAR teachers will analyze Amira data to collect baseline data on their current students in order to begin forming targeted small groups.	Formative			Summative
	Oct	Jan	Apr	June
Strategy's Expected Result/Impact: Teachers will know where their students are starting mathematically so they can plan more targeted small group instruction. **Staff Responsible for Monitoring:** ELAR IC, Admin, ELAR teachers **Title I:** 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Problem Statements:** Student Learning 3	90%			

Strategy 4 Details	Reviews			
Strategy 4: WME Leadership will develop model classrooms which include designated areas for literacy and math stations, calm down area, whole group, and small group instruction areas prior to teachers setting up classrooms.	Formative			Summative
	Oct	Jan	Apr	June
Strategy's Expected Result/Impact: There will be clear expectations regarding stations and instructional spaces in the classroom. Classrooms will be set up and ready for small group and stations from day 1. **Staff Responsible for Monitoring:** ICs, Admin, teachers **Title I:** 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Problem Statements:** Demographics 2 - Student Learning 2, 3 - School Processes & Programs 2	100%	100%	100%	

Strategy 5 Details	Reviews			
Strategy 5: Math and ELAR teachers will attend planning with instructional coaches weekly to rehearse mini lessons/ module lessons, discuss data used to form small groups and share small group lessons and strategies.	Formative			Summative
	Oct	Jan	Apr	June
Strategy's Expected Result/Impact: Small group instruction will be targeted at specific TEKS and individual student needs. **Staff Responsible for Monitoring:** ICs, admin, teachers **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 2, 3	80%			

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

Performance Objective 7 Problem Statements:

Demographics
Problem Statement 2: Discipline data shows that physical contact which disrupts the learning environment is the most common discipline infraction at WME, and at-risk and economically disadvantaged students have the most discipline referrals. **Root Cause**: Lack of training opportunities in proactive relationship building and verbal de-escalation of students.

Student Learning
Problem Statement 1: 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 2: Math Data shows low percentages of Meets and Masters performance. **Root Cause**: There was a lack of quality first time instruction and small group engagement this year due to lack of implementation of routines and procedures in the classroom for both small group and station time.
Problem Statement 3: TPRI data shows that students in primary grades are reported as still developing and are increasingly being evaluated for dyslexia, and upper level Reading data shows low percentages of Meets and Masters Performance. **Root Cause**: There was a lack of quality first time instruction and small group engagement this year due to lack of implementation of routines and procedures in the classroom for both small group and station time.

School Processes & Programs
Problem Statement 2: Discipline data shows that physical contact which disrupts the learning environment is the most common discipline infraction at WME, and at-risk and economically disadvantaged students have the most discipline referrals. **Root Cause**: Lack of training opportunities in proactive relationship building and verbal de-escalation of students.

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

Performance Objective 8: ESF 180 Day Goal: By February 2024, 60% of Reading and Math teachers at WME will pull at least 2 small groups in Reading and Math and students will rotate through literacy/math stations during small group time for at least 4 days each week.

    Evaluation Data Sources: Data Digs notes, PLC notes, Small group notes in data binders, running records

Strategy 1 Details	Reviews			
Strategy 1: Instructional Coaches and Math and Reading teachers will unpack modules/unit plans as well as discuss high impact TEKS in Long Range Planning to guide small group instruction.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**

Strategy's Expected Result/Impact: Teachers will know the most important TEKS to scaffold and reinforce through small group instruction
     Staff Responsible for Monitoring: Teachers, ICs
 	
     Title I:
 2.4, 2.6
  - **TEA Priorities:**
 Build a foundation of reading and math
  - **ESF Levers:**
 Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction
     Problem Statements: Student Learning 2, 3
	45%			

Strategy 2 Details	Reviews			
Strategy 2: Instructional Coaches will implement coaching cycles with individual teachers based on their feedback, needs, and strengths. Coaching cycles may include Instructional Coaches modeling, observing, and/or meeting individually with teachers to discuss review feedback and discuss goals.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**

Strategy's Expected Result/Impact: Instructional Coaches will support teachers at their level with curriculum and instruction.
     Staff Responsible for Monitoring: Admin, ICs
 	
     Title I:
 2.4, 2.5, 2.6
  - **TEA Priorities:**
 Recruit, support, retain teachers and principals, Improve low-performing schools
  - **ESF Levers:**
 Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction
     Problem Statements: Demographics 2 - Student Learning 2, 3 - School Processes & Programs 2
     Funding Sources: Teacher Reading Materials for Professional Development - 211 - Title I Part A - $1,000
	20%			

Strategy 3 Details	Reviews			
Strategy 3: Leadership team will schedule weekly learning walks focused on observing small group instruction and will reserve time in each weekly leadership team meeting to debrief learning walks and plan for support for teachers who are struggling.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: alignment between leadership team in supporting teachers on campus, accountability to ensure that small group instruction is happening in classrooms. **Staff Responsible for Monitoring:** leadership team **TEA Priorities:** Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning	5%			
0% No Progress	100% Accomplished	➡ Continue/Modify	✖ Discontinue	

Performance Objective 8 Problem Statements:

Demographics
Problem Statement 2: Discipline data shows that physical contact which disrupts the learning environment is the most common discipline infraction at WME, and at-risk and economically disadvantaged students have the most discipline referrals.   **Root Cause**: Lack of training opportunities in proactive relationship building and verbal de-escalation of students.

Student Learning
Problem Statement 2: Math Data shows low percentages of Meets and Masters performance.   **Root Cause**: There was a lack of quality first time instruction and small group engagement this year due to lack of implementation of routines and procedures in the classroom for both small group and station time.
Problem Statement 3: TPRI data shows that students in primary grades are reported as still developing and are increasingly being evaluated for dyslexia, and upper level Reading data shows low percentages of Meets and Masters Performance.   **Root Cause**: There was a lack of quality first time instruction and small group engagement this year due to lack of implementation of routines and procedures in the classroom for both small group and station time.

School Processes & Programs
Problem Statement 2: Discipline data shows that physical contact which disrupts the learning environment is the most common discipline infraction at WME, and at-risk and economically disadvantaged students have the most discipline referrals.   **Root Cause**: Lack of training opportunities in proactive relationship building and verbal de-escalation of students.

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

Performance Objective 9: ESF 270 Day Goal: By May 2024, 80% of Reading and Math teachers at WME will pull at least 2 small groups in Reading and Math and students will rotate through literacy/math stations during small group time for at least 4 days each week.

Evaluation Data Sources: Data Digs notes, PLC notes, Small group notes in data binders, running records

Strategy 1 Details	Reviews			
Strategy 1: Instructional coaches and Math and ELAR teachers will use cumulative assessment data, including math checkpoints and module assessments as well as previous STAAR data to continue to refine small group instruction.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Students will revisit skills that have been difficult throughout the school year and prepare for STAAR. **Staff Responsible for Monitoring:** teachers and ICs **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 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Student Learning 2, 3	10%			

Strategy 2 Details	Reviews			
Strategy 2: Math small group instruction will consist of the following sequence: forward # counting, # identification, backward # counting, numeracy progression, and current skill or word problem work.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Teachers will scaffold student number sense from where they are to where they should be, thereby closing gaps in Math. **Staff Responsible for Monitoring:** Math IC, Math teachers **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 2	20%			

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

Performance Objective 9 Problem Statements:

Student Learning
Problem Statement 2: Math Data shows low percentages of Meets and Masters performance.   **Root Cause**: There was a lack of quality first time instruction and small group engagement this year due to lack of implementation of routines and procedures in the classroom for both small group and station time.
Problem Statement 3: TPRI data shows that students in primary grades are reported as still developing and are increasingly being evaluated for dyslexia, and upper level Reading data shows low percentages of Meets and Masters Performance.   **Root Cause**: There was a lack of quality first time instruction and small group engagement this year due to lack of implementation of routines and procedures in the classroom for both small group and station time.

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: Provide devices, technology, technology accessories, learning materials, lab supplies, and resources to enhance the learning experience for students in grades PK-5.

Evaluation Data Sources: Budget Ledgers

Strategy 1 Details	Reviews			
Strategy 1: WME will purchase instructional technology, technology accessories, learning materials, lab supplies, and resources to support innovative instruction in PK-5 Classrooms during the school year as well as learning materials, resources, and snacks for summer learning on campus.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Teachers will utilize technology and materials to enhance instructional strategies and practices. **Staff Responsible for Monitoring:** Librarian, Financial Clerk, Principal **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 **Problem Statements:** Demographics 2 - Student Learning 1, 2, 3 - School Processes & Programs 2 **Funding Sources:** Technology and Technology Accessories - 211 - Title I Part A - $15,000, Prepared media - 211 - Title I Part A - $4,000, General Supplies - 211 - Title I Part A - $1,070	55%			
	0% **No Progress**	100% **Accomplished**	➡️ **Continue/Modify**	❌ **Discontinue**

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: Discipline data shows that physical contact which disrupts the learning environment is the most common discipline infraction at WME, and at-risk and economically disadvantaged students have the most discipline referrals.   **Root Cause**: Lack of training opportunities in proactive relationship building and verbal de-escalation of students.

Student Learning
Problem Statement 1: 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 2: Math Data shows low percentages of Meets and Masters performance.   **Root Cause**: There was a lack of quality first time instruction and small group engagement this year due to lack of implementation of routines and procedures in the classroom for both small group and station time.
Problem Statement 3: TPRI data shows that students in primary grades are reported as still developing and are increasingly being evaluated for dyslexia, and upper level Reading data shows low percentages of Meets and Masters Performance.   **Root Cause**: There was a lack of quality first time instruction and small group engagement this year due to lack of implementation of routines and procedures in the classroom for both small group and station time.
School Processes & Programs
Problem Statement 2: Discipline data shows that physical contact which disrupts the learning environment is the most common discipline infraction at WME, and at-risk and economically disadvantaged students have the most discipline referrals.   **Root Cause**: Lack of training opportunities in proactive relationship building and verbal de-escalation of students.

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

Performance Objective 1: WME teachers will utlize required district assessments, provided resources, and track student data to guide instructional practices. Team lesson plans will reflect new research and innovative strategies developed through collaboration in all content areas and cross-curriculum when appropriate.

    Evaluation Data Sources: AWARE, Cambium, Dreambox Data, Teacher Data Binders

Strategy 1 Details	Reviews			
Strategy 1: All students will complete district assessments (Dreambox, Amira, Module assessments, Checkpoints, interims, Circle Progress Monitoring, DLAs) throughout the school year within the window specified by KISD.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**

Strategy's Expected Result/Impact: General education teachers, academic support teachers, and instructional coordinators will utilize data to determine appropriate interventions for students who are not making adequate progress.
    Staff Responsible for Monitoring: Instructional coordinator, Instructional Coaches
 	
    Title I:
2.4, 2.6
 - **TEA Priorities:**
Build a foundation of reading and math
 - **ESF Levers:**
Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction
    Problem Statements: Student Learning 1, 2, 3
	60%			

Strategy 2 Details	Reviews			
Strategy 2: WME Leadership will cultivate a culture of growth and strengthen Math instructional practices by sending teachers to CAMT (Conference for the Advancement of Mathematics). This conference occurs yearly across Texas and brings educators from all over to train teachers in new innovative practices.	Formative			Summative
	Oct	Jan	Apr	June
Strategy's Expected Result/Impact: Math teachers will utilize new learning to enhance lessons, make them more engageing, and improve student learning. **Staff Responsible for Monitoring:** Instructional coordinator, Instructional Coaches, APs, 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - **Targeted Support Strategy** **Problem Statements:** Student Learning 2 **Funding Sources:** Employee Registration - 211 - Title I Part A - $3,500, Employee Room and Board - 211 - Title I Part A - $1,000	N/A			

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

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: 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 2: Math Data shows low percentages of Meets and Masters performance.   **Root Cause**: There was a lack of quality first time instruction and small group engagement this year due to lack of implementation of routines and procedures in the classroom for both small group and station time.
Problem Statement 3: TPRI data shows that students in primary grades are reported as still developing and are increasingly being evaluated for dyslexia, and upper level Reading data shows low percentages of Meets and Masters Performance.   **Root Cause**: There was a lack of quality first time instruction and small group engagement this year due to lack of implementation of routines and procedures in the classroom for both small group and station time.

Goal 4: 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 plan and communicate events that encourage involvement with local businesses, parents and students to engage in campus community activities.

Evaluation Data Sources: sign in sheets and invitations to events, parent and community survey

Strategy 1 Details	Reviews			
Strategy 1: Create virtual and face to face parent participation opportunities and special events at the school to engage parents in reinforcing student learning.	**Formative**			**Summative**
	Oct	Jan	Apr	June
Strategy's Expected Result/Impact: Results will be based on parent survey of training benefits. Data will show 2/3 of parents found the information useful **Staff Responsible for Monitoring:** Principal, Campus appointed committee (Community engagement committee) **Title I:** 2.6, 4.1, 4.2 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 3 - Perceptions 1 **Funding Sources:** Other Contracted Services - 211 - Title I Part A - $1,500, General Supplies - 211 - Title I Part A - $345, Extra duty Paraprofessional Pay - 211 - Title I Part A, Reading Materials for parental involvement - 211 - Title I Part A - $100, Printing - 211 - Title I Part A - $300, Snacks for Parent Meetings - 211 - Title I Part A - $200, Extra Duty Pay: professional - 211 - Title I Part A - $500	40%			

Strategy 2 Details	Reviews			
Strategy 2: Develop and distribute the parent parent and family engagement policy and and compact as well as utilize Canvas, announcement videos and ENews to spotlight achievements, resources, community, KVA news and upcoming events.	**Formative**			**Summative**
	Oct	Jan	Apr	June
Strategy's Expected Result/Impact: Campus will send out weekly information to all WME parents with information regarding school events. Data will show all parents received a weekly email from the school to the email address on file. **Staff Responsible for Monitoring:** Principal **Title I:** 4.1	65%			

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.
    Strategy's Expected Result/Impact: Students will be prepared for their new learning environments and parents will l be informed of the specific needs for the transition.
    Staff Responsible for Monitoring: Principal, Counselor
	Formative			Summative

	Oct	Jan	Apr	June
	10%			

Strategy 4 Details	Reviews			

Strategy 4: Advertise Title III: Parent Engagement Event - Enhancing Educational Supports for EB Students.
    Strategy's Expected Result/Impact: Communication will be sent to parents about this engagement opportunity
    Staff Responsible for Monitoring: Principal
 	
Title I:
4.2
 - **ESF Levers:**
Lever 3: Positive School Culture
Problem Statements: Demographics 3 - Perceptions 1
	Formative			Summative

	Oct	Jan	Apr	June
	15%			

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue
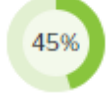
Performance Objective 1 Problem Statements:
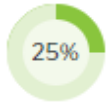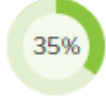
Demographics
Problem Statement 3: West Memorial Elementary has low percentages of parental/community involvement. **Root Cause**: Meaningful parent/school relationships are not being cultivated due to the high mobility rate of our students..
Perceptions
Problem Statement 1: West Memorial Elementary has low percentages of parental/community involvement. **Root Cause**: Meaningful parent/school relationships are not being cultivated due to the high mobility rate of our students..

Goal 5: Katy ISD will actively support the emotional well-being of all learners.

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, Capturing Kids Hearts, 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).

Evaluation Data Sources: discipline referrals, RTI data

Strategy 1 Details		Reviews			
Strategy 1: Implement Ron Clark House System to increase positive behavior support and community relationships by creating a welcoming and supporting culture for students and staff.		**Formative**			**Summative**
		Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Discipline data will show a decrease in discipline referrals. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Counselor, Classroom Teachers **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 2 - School Processes & Programs 2 **Funding Sources:** Employee Room and Board and mileage - 211 - Title I Part A - $9,000, Admin Registration - 211 - Title I Part A - $1,500, Admin Room and Board and mileage - 211 - Title I Part A - $2,000, General Supplies - 211 - Title I Part A - $3,000, Employee Registration - 211 - Title I Part A - $3,500		60%			

Strategy 2 Details		Reviews			
Strategy 2: Implement the Purposefull People program to increase student's social and emotional connectedness, build relationship skills with peers and adults, and develop self-management and decision making strategies to demonstrate appropriate conflict resolution.		**Formative**			**Summative**
		Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Through student surveys, there will be an Increase in student's emotional well-being and ability to solve conflicts in a positive manner. **Staff Responsible for Monitoring:** Counselor, PurposeFull People Core Team, Teachers **ESF Levers:** Lever 3: Positive School Culture		45%			

Strategy 3 Details	Reviews			
Strategy 3: Continue to implement morning meetings, developing a growth mindset, and learning to self-regulate using a Calm Corner to build a positive classroom culture establishing a climate of trust and respect where students feel supported emotionally, socially and academically.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Through student and staff surveys, there will be an increase in positive classroom climate and rapport. **Staff Responsible for Monitoring:** Classroom Teachers, Team Leaders, Assistant Principals, Principal **Title I:** 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 2 - School Processes & Programs 2 **Funding Sources:** Calm Corner Kits - 282 - ESSER III - $13,000	50%			

Strategy 4 Details	Reviews			
Strategy 4: Information on violence prevention and bullying prevention will be provided to parents, students, and teachers.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Parents, Teachers and Students will be aware of warning signs of violent behavior or bullying and be able to proactively address these concerns to prevent violence and bullying on campus. **Staff Responsible for Monitoring:** Counselor, Assistant Principals **ESF Levers:** Lever 3: Positive School Culture	25%			

Strategy 5 Details	Reviews			
Strategy 5: WME staff will participate in Capturing Kids' Hearts training to develop healthy relationships between members of the school's educational community and to teach effective skills that help participants: Develop self-managing classrooms and decrease discipline issues through innovative techniques such as a social contract, as well as decrease delinquent behaviors such as disruptive outbursts and violent acts.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: decrease discipline issues through innovative techniques such as a social contract, as well as decrease delinquent behaviors such as disruptive outbursts and violent acts. **Staff Responsible for Monitoring:** Assistant Principal, Principal **Title I:** 2.5, 2.6 - **ESF Levers:** Lever 3: Positive School Culture	35%			

Strategy 6 Details	Reviews			
Strategy 6: All Staff will implement Project Class interventions to increase students' social and emotional toolbox, help them learn to build trusting relationships with peers and adults. Teachers will have Tier 1, 2, and 3 strategies to utilize when teaching students to develop self-management skills, decision making strategies, and the ability to demonstrate appropriate conflict resolution.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Students will develop strategies that they can use independently to have the ability to remain in class, manage emotions, and make choices that consider their safety and the safety of others. **Staff Responsible for Monitoring:** Admin, Coordinator, Coaches, and Teachers **Title I:** 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture	10%			

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

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: Discipline data shows that physical contact which disrupts the learning environment is the most common discipline infraction at WME, and at-risk and economically disadvantaged students have the most discipline referrals.   **Root Cause**: Lack of training opportunities in proactive relationship building and verbal de-escalation of students.

School Processes & Programs
Problem Statement 2: Discipline data shows that physical contact which disrupts the learning environment is the most common discipline infraction at WME, and at-risk and economically disadvantaged students have the most discipline referrals.   **Root Cause**: Lack of training opportunities in proactive relationship building and verbal de-escalation of students.

Goal 6: 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: WME will attract and support high quality staff members to optimize their impact on student learning and create a culture of staff retention.

    Evaluation Data Sources: Job fair sign in sheets, staff retention data, admin attendance at administrative conference

Strategy 1 Details	Reviews			
Strategy 1: WME administration and leadership will participate in the Katy ISD job fair and collaborate to interview and select high quality candidates.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: WME will hire highly effective teachers	N/A			
Staff Responsible for Monitoring: Principal				
TEA Priorities:				
Recruit, support, retain teachers and principals				

Strategy 2 Details	Reviews			
Strategy 2: WME will have team and morale building activities throughout the school year in order to create a positive culture of staff retention.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: There will be a low turnover rate at WME	60%			
Staff Responsible for Monitoring: Principal				
TEA Priorities:				
Recruit, support, retain teachers and principals				
- **ESF Levers:**				
Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
Strategy 3: WME will hire 4 Academic Support Teachers to provide intervention to at- risk students during the school year and will hire campus staff to provide summer school opportunities to students in grades 3 and 4 who are not successful on state assessments.	Formative			Summative
	Oct	Jan	Apr	June
Strategy's Expected Result/Impact: Students will demonstrate an improvement in content and process skills knowledge. **Staff Responsible for Monitoring:** Instructional Coaches, Instructional Coordinator, Principal **Title I:** 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 2, 3 **Funding Sources:** Professional Pay for Teachers - 211 - Title I Part A - $220,919	100%	100%	100%	
	0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 2: Math Data shows low percentages of Meets and Masters performance. **Root Cause**: There was a lack of quality first time instruction and small group engagement this year due to lack of implementation of routines and procedures in the classroom for both small group and station time.
Problem Statement 3: TPRI data shows that students in primary grades are reported as still developing and are increasingly being evaluated for dyslexia, and upper level Reading data shows low percentages of Meets and Masters Performance. **Root Cause**: There was a lack of quality first time instruction and small group engagement this year due to lack of implementation of routines and procedures in the classroom for both small group and station time.

Title I

1.1: Comprehensive Needs Assessment

West Memorial Elementary conducted a comprehensive needs assessment on May 16 and June 12 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.

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 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/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 12, 2023 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 2024 to conduct a summative evaluation of the 23-24 plan and determine what strategies, if any, should be continued into the 24-25 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	Professional Development		$500.00
1	2	1	Staff Development		$500.00
1	2	1	Materials, Supplies, Resources		$4,000.00
1	3	1	Supplies, Materials, Resources		$4,000.00
1	8	2	Teacher Reading Materials for Professional Development		$1,000.00
2	1	1	Technology and Technology Accessories		$15,000.00
2	1	1	General Supplies		$1,070.00
2	1	1	Prepared media		$4,000.00
3	1	2	Employee Room and Board		$1,000.00
3	1	2	Employee Registration		$3,500.00
4	1	1	Snacks for Parent Meetings		$200.00
4	1	1	Extra Duty Pay: professional		$500.00
4	1	1	Printing		$300.00
4	1	1	Reading Materials for parental involvement		$100.00
4	1	1	Extra duty Paraprofessional Pay		$0.00
4	1	1	Other Contracted Services		$1,500.00
4	1	1	General Supplies		$345.00
5	1	1	Employee Registration		$3,500.00
5	1	1	Admin Registration		$1,500.00
5	1	1	Admin Room and Board and mileage		$2,000.00
5	1	1	Employee Room and Board and mileage		$9,000.00
5	1	1	General Supplies		$3,000.00
6	1	3	Professional Pay for Teachers		$220,919.00
				Sub-Total	$277,434.00

282 - ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	3	Calm Corner Kits		$13,000.00
				Sub-Total	$13,000.00

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

2019 TELPAS Summary
West Memorial Elementary
Excludes TELPAS Alt

Proficiency Rating
- Adv. High
- Advanced
- Intermediate
- Beginning

Proficiency Rating Percent

West Memorial Elementary

	Beginning	Intermediate	Advanced	Adv. High
Composite		18%	40%	39%
Listening	5%	17%	33%	45%
Reading	7%	25%	23%	45%
Speaking		23%	36%	36%
Writing		21%	29%	46%

District, All Levels

	Beginning	Intermediate	Advanced	Adv. High
Composite	6%	22%	38%	34%
Listening	7%	19%	30%	43%
Reading	12%	24%	27%	37%
Speaking	9%	28%	37%	26%
Writing	11%	23%	32%	34%
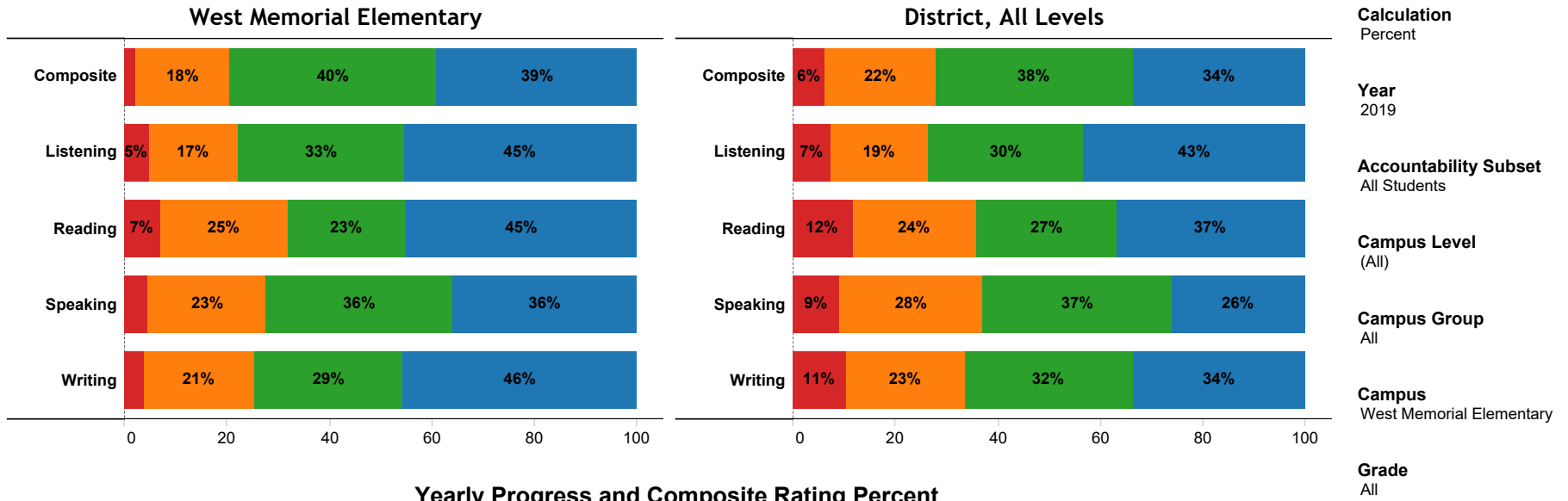
Yearly Progress and Composite Rating Percent

West Memorial Elementary

	Progressed at Least One Level				Did Not Progress	
	One Level	Two Levels	Three Levels	Total	Lower or the Same	Total
Beginning					100%	100%
Intermediate	18%			18%	82%	82%
Advanced	23%	5%		29%	71%	71%
Adv. High	90%	10%		100%		
Total	50%	6%		56%	44%	44%

District, All Levels

	Progressed at Least One Level				Did Not Progress	
	One Level	Two Levels	Three Levels	Total	Lower or the Same	Total
Beginning					100%	100%
Intermediate	24%			24%	76%	76%
Advanced	29%	3%		32%	68%	68%
Adv. High	93%	7%	0%	100%		
Total	53%	4%	0%	57%	43%	43%

The yearly progress indicator is set to "Progressed One Level" if a student is advanced high in the current and previous year.

Calculation Percent

Year 2019

Accountability Subset All Students

Campus Level (All)

Campus Group All

Campus West Memorial Elementary

Grade All

Student Group (All)

Ethnicity All

Bilingual All

Parental Denial All

ESL All

Years in U.S. Schools All

The percent of **West Memorial** Elementary 3rd grade students who achieve Meets and above in Reading will increase **52%** to **59%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			53%	55%	57%	59%
Actual	41%	52%	30%	45%	54%	
Met Goal			N	N	N	

West Memorial	3rd Grade Reading At 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	# LEP	% LEP
		Federal Targets		32%		37%		60%		43%		74%		45%		56%		19%		33%		29%
		2019 Actual	25	36%	48	46%	54	65%	0		9	67%	0		6	33%	13	23%	67	42%	33	55%
		2021 Actual	28	18%	46	22%	22	41%	0		11	64%	0		7	43%	18	0%	65	26%	30	37%
		2022 Actual	31	42%	54	44%	30	53%	0		7	43%	0		9	33%	24	21%	85	40%	38	42%
		2023 Target		51%		51%		63%				67%				33%		23%		50%		55%
		2023 Actual	16	25%	43	60%	27	56%	0		4	100%	0		8	50%	20	20%	63	49%	24	50%
		Met Target		N		Y		N				Y				Y		N		N		N
		2024 Target		51%		51%		**66%**				67%				33%		23%		**59%**		55%

The percent of **West Memorial** Elementary 3rd grade students who achieve Meets and above in Math will increase fror **58%** to **65%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			59%	61%	63%	65%
Actual	38%	58%	18%	38%	40%	
Met Goal			N	N	N	

West Memorial	3rd Grade Math At 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	# LEP	% LEP
		Federal Targets		31%		40%		59%		45%		82%		50%		54%		23%		36%		40%
		2019 Actual	25	48%	47	55%	54	61%	0		9	89%	0		6	50%	13	23%	66	53%	33	64%
		2021 Actual	28	11%	46	17%	22	18%	0		11	36%	0		7	14%	18	0%	65	14%	30	33%
		2022 Actual	31	16%	54	43%	30	57%	0		7	57%	0		9	11%	24	21%	85	27%	38	47%
		2023 Target		26%		60%		61%				89%				50%		23%		37%		64%
		2023 Actual	16	13%	43	49%	28	36%	0		4	100%	0		8	38%	20	5%	63	41%	25	48%
		Met Target		N		N		N				Y				N		N		Y		N
		2024 Target		26%		60%		**46%**				89%				50%		23%		**51%**		64%