

# **Spring Branch Independent School District**

## **Westwood Elementary School**

### **Improvement Plan**

**2020-2021**



# Mission Statement

WWE is committed to the personal growth of our learning community. We are dedicated to nurturing resiliency in individuals which will lead them on a successful path of learning. We will foster meaningful relationships with our students and parents and promote a strong work ethic which will follow them to and through their educational experiences.

## Vision

We will be a community of empowered learners in an atmosphere of mutual respect and trust,  
which will optimize student's limitless learning potential.

## Core Values

### Every Child

We put students at the heart of everything we do.

### Collective Greatness

We, as a community, leverage our individual strengths to reach challenging goals.

### Collaborative Spirit

We believe in each other and find joy in our work.

### **Limitless Curiosity**

We never stop learning and growing.

### **Moral Compass**

We are guided by strong character, ethics and integrity.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Westwood Elementary had 555 students reported on PEIMS this year. We are a K-5th grade one way dual language and Leader In Me Elementary School.

Demographics are as follows:

Subgroups	# out of 555	%
AA	37	5.8
Hispanic	479	73
White	24	3.6
Asian	4	.7
Multi Race	11	1.8
Econ. Dis.	366	66.2
ELL	391	70.4
At Risk		
Mobility		
Bil/ESL Program	291	52.4
GT	19	3.4
Special Ed.	72	12.4

We have the following teachers/staff working with students:

Grade Level/Program	# Classroom Teachers
Kinder MS	2
Kinder Bil	2
1st MS	1
1st BIL	2
2nd MS	2
2nd BIL	2

Grade Level/Program	# Classroom Teachers
3rd MS	2
3rd BIL	2
4th MS	2
4th BIL	3
5th MS	2
5th BIL	2

#### Instructional Support

Support	Grade Levels/Programs
Bil MCL Specialist	K-1
MCL Specialist	2-3
MCL Specialist	4th
Bil MCL Specialist	5th
Associate Teacher	K-4 At Risk Students
3 Teachers and 1 Asst.	Special Ed.
LEP Asst.	ESL Students

#### SEL/Parent Support

2 CIS	Monthly Parent Meetings and Laisons from school to community. Provides mentors for students. Also provides 40 student case load to support students with the most needs
Counselor	Works with students by class and small/individual groups as needed. She is also our Leader in Me Coordinators
BGC Program	Provides afterschool programing, community support and parent meetings
PTA	Active PTA that provides events to support our community

## **Demographics Strengths**

Westwood learning community is committed to working together to support each other. Parents, community businesses and staff provide resources and are actively involved in their child's education. We have a diverse representation on our campus that is supportive of each other. We have high expectations for our learning community. We have parents that volunteer in classrooms, creating projects and supporting teachers. They are active participants in our Campus Improvement Team and our PTA.

Our campus is a Leader In Me campus which allows all our teachers to take leadership roles and have voice in developing leadership, positive culture and strengthening our academics. It also allows our students to take ownership of the learning and build strong character skills.

# Student Learning

## Student Learning Summary

Formative Data: Our Formative Data indicates that our students made improvement each benchmark.

Summative: Due to COVID-19 we were not able to show our students end of year progress on STAAR, TELPAS, MAP and Running Records. We will be using our data from our formative data and continue our work from our 2019 data:

Westwood's utilized our PLCs to create formative assessments throughout the year. We documented and analyzed data on at least a three week period. We utilized a 48 hour turn around to support collaborative deep dive analysis with teachers to support instructional needs both whole group and individually to support her students needs. All data was accumulated during each assessment on our Google drive and broken down by our demographics to support continual progress. We utilized the same timeline and process for running records to support our students reading in K-5th as they did not create assessments in reading only math.

Westwood Elementary met the standards on the state accountability system this year. On the 2018 -2019 Accountability, Westwood projected to receive a "D" rating:

Domain 1: Student Achievement at all 3 levels: 62%

Domain 2A: Student Progress: 57%

Domain 2B: Relative Performance ED Comparison to Domain 1: 69%

Domain 3: ESSA Domain (System Safe Guards): 61 %

Based on Preliminary data our STAAR indicates we made progress in all Domains.

Longitudinal Data:

	Target Score	2015-16	2016-2017
Index 1: Student Achievement	60	57	56
Index 2: Progress	32	35	29



	Target Score	2015-16	2016-2017
Index 3: Closing Performance Gap	28	31	31
Index 4: Post-Secondary Readiness	12	20	20

	2017-18	2018-2019	
Index 1 Student Performance	70	62	-8
Index 2 Academic Growth	60	57	-3
Index 2B Relative Performance	71	69	-2
Index 3 Closing the Gap	N/A	61	See Below for Info.

Overall score in 2018-19 is a 67 D (2017-18 Overall Scale Score 70 C) -3

Targeted Improvement noted in Index 4 related to All, Hisp, Econ. Dis. and ELs in Academic Achievement, Growth and Student Success Criteria in reading and math. A large percentage of the same students are in each area. Development in one will improve all areas.

WWE aggregate MAP data:

- Percent of students with a CGI of zero or higher in math – **58%**
- Percent of students with a CGI of zero or higher in reading – **40%**

TELPAS Data: Met composite score 42 (only needed 36) Area to continue to develop is listening and speaking.

## Student Learning Strengths

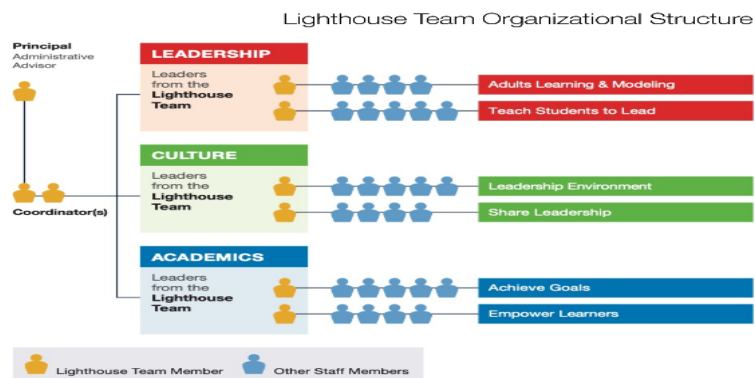
Formative Data:

Summative Data:

# School Processes & Programs

## School Processes & Programs Summary

Westwood's **Organizational Structure** supports a focus on leadership, culture (SEL) and academics. Staff take leadership roles in one of the following:



**Curricular focus** supports literacy, numeracy and eliminating the academic gap for our ELs to allow them to be successful. This year we will work with our LIM representative and seek additional training to support our students academic growth. Our campus utilizes PLC protocols to support best practices and individualizing instruction for our students.

Our **support structures** consist of a campus assessment and instruction lead that supports with our RTI work. We have 4 MCLs that support K-1, 2-3, 4th and 5th grades in planning and instruction. We also have a lead mentor that supports our grade level mentors that support new teachers to our campus.

**Programs** on our campus consist of adaptive software to integrate with instruction, TC that supports literacy development and flex grouping that supports both math and literacy development. We have 2 Vanguards that support and provide trainings related to integrating technology and how to utilize our Its Learning platform.

**Administration** provides leadership collaboration with our leads of our lighthouse on a regular basis and attend all planning sessions to ensure alignment. Walkthroughs are conducted to provide feedback to teachers to support professional growth and alignment to essential standards. New teachers meet with the principal on a weekly basis in the fall to ensure the needs and understanding of campus expectations. Administration also attends recruiting with MCLs at least twice a year.

## WWE Processes

<b>Instructional Processes</b>	<b>Organizational Processes</b>	<b>Administrative Processes</b>	<b>CIP Processes</b>	<b>Programs</b>
Curriculum	Data Teams	Scheduling	Data Analysis	ESL/BIL
Instruction	Leadership	Discipline	Mission	Sped
Assessment	RTI	Data Collection	Vision	Intervention
	Coaching		Professional Development	

### **School Processes & Programs Strengths**

The following are our strengths related to school processes and programs:

- Our Instructional framework that focuses on a PLC approach.
- Master schedule that supports LIM instruction, flex grouping in both reading and writing
- LIM organizational structure
- Roles and responsibilities are clearly communicated
- RTI approach
- TC work and planning
- Fidelity to Dual Language Program
- Protocols to support collaboration during planning and data reflection

# Perceptions

## Perceptions Summary

Overall our Attendance rate meet expectations. This past year, many of our parents struggled financially. Our number of families living together has increased significantly. Our CIS worked with parents to support their needs.

We had a group of staff members participate and implement strategies outline in the book study Conscious Discipline. We have at least one class in each grade level that are integrating our character traits into their curriculum. This year are campus did a school wide book study on Leader in Me. We dedicated 5 faculty meetings to discuss our book study and how we can support our students having a learner focus.

Our Panorama data indicated that although our Teacher-Student relationships are high (**82%**) we have been working on how students interact with each other (respect towards each other **56%**). We have continued to study how to support our students soft skills to allow them to understand their “why” they need to take more ownership of their learning which should impact how they work together. We will be continuing to work with teachers on how to utilize the play list and create trainings to support them in helping our students in this area. This year our teachers will be implementing Leader in Me as part of our redesign. We have a Kids Meeting that meets regularly depending on the needs of our students. We will be shifting it to meet on a biweekly time period to allow us to monitor our culture needs as well as any student in crisis.

Safety was an issue on our campus due to issues happening in our community. We continue to have 4 students that were in crisis from last year and had 3 more students come to our school that had disciplinary issues. The support we recieved from our district's System of Care, our counselor and CIS working together with administration to support our students who were in crisis. All seven students were getting support and have been provided the accommodations and programming they need for this year to support them. 4 of them did make alot of progress that made improvements in their behavior and academics. We will continue to work with them this year.

This year we implemented Leader in Me initiative to support our students leadership, SEL and academic development. We are working with a LIM representative that is aligning our mission statement with how we organize and work with each other. We have already seen to impact and look forward to continued development in helping us upport our students leadership skills through Coveys 7 Habits. We will be participating in trainings this year related to The Leader in Me and begin our second year as a LIM campus.

In relation to retentions we did not have any retentions due to COVID-19. We will be providing formative data at the beginning of the year to develop our flex grouping and additional instructional needs for our students. Students reading below reading level and who struggled during our virtual instruction attended a virtual summer school and also attended a literacy program.

## Perceptions Strengths

Our strength is our staff's ability to embrace the needs of our students and work collaboratively to support them through lessons, community circles and in

town hall meetings by grade level. Students and Families trust our teachers and show it through their perceptions on our Panorama data. Our culture this past year was on developing a learning environment that supports students having voice and taking leadership in their learning.

Our areas of focus is developing a PLC approach that focuses on meeting the needs of our students and utilizing RTI to support just in time instruction/intervention. We have restructured our organizational structure to support our focus. Our teachers are attending trainings to understand the process and put it into practice. Our instructional support staff focuses on building our PLC approach with the understanding of how to support through our core values:



# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Quantifiable goals for student performance in reading and math PreK-3(HB 3)
- Campus goals
- Quantifiable goals for measures of CCMR(HB 3)
- 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
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

## Accountability Data

- Student Achievement Domain
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Targeted support Identification data
- Federal Report Card Data
- Annual Measurable Achievement Objectives (AMAO) data

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Student failure and/or retention rates

- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- 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
- Race and ethnicity 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
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- Migrant population, including performance, discipline, attendance, and mobility
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- 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
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio



- State certified and high quality staff data
- Highly qualified 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
- TTESS data
- T-PESS data

#### **Parent/Community Data**

- Parent surveys and/or other feedback
- Parent engagement rate
- Parent Involvement Rate
- Community surveys and/or other feedback

#### **Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

# Goals

**Goal 1: STUDENT ACHIEVEMENT.** Every Westwood Elementary School student will master rigorous academic standards to ensure college and career readiness.

**Performance Objective 1: ACHIEVEMENT:** By June 2021, Westwood Elementary School will increase student performance on STAAR Grades 3-5 exams in reading and math by at least 15 points at each performance level (approaches, meets, masters).

2019-20: Not Rated due to COVID

2018-19: Reading: 67% (approaches), 27% (meets), 24% (masters); Math: 72% (approaches), 31% (meets), 15% (masters)

2017-18: Reading: 66% (approaches), 29% (meets), 10% (masters); Math: 71% (approaches), 32% (meets), 10% (masters)

**Evaluation Data Sources:** STAAR 3-8 Reports

**Summative Evaluation:** None

**Strategy 1:** To support the continual work on Rigor and Relevance our staff will be engaged in trainings to support Project Based Instruction, critical thinking and students academic needs into their instruction to support students learning of concepts and skills. To continue to provide training and materials for our Primary and Intermediate Action Based Lab for student to utilize movement by engaging different parts of the brain to support their development. Continue to develop lessons that incorporates critical thinking and real world experiences such as, but not exclusive to: Hands on Real World Project Based Community Service Projects Scenario Based Instruction.

<p><b>Strategy's Expected Result/Impact:</b> PD Attendance Rosters Lesson Plans Report Cards Walkthroughs STAAR/TELPAS</p> <p><b>Staff Responsible for Monitoring:</b> Administration MCLs Leadership Team</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>
	<b>Nov</b>
	<b>Jan</b>
	<b>Mar</b>
	<b>Summative</b>
<p><b>Problem Statements:</b> None</p> <p><b>Funding Sources:</b> Substitutes 211 - Title I, Part A 6112 \$8,000 Webinars (Teachers and Admin) 211 - Title I, Part A 13.6499 and 23.6499 \$1,000 Employee Travel 211 - Title I, Part A 6411 \$2,000 Region 4 211 - Title I, Part A 6239 \$1,000</p>	<b>June</b>

**Strategy 2:** Technology: Continue to provide software and online programs that supports the integration of technology into instruction to support students utilization within their learning/products/presentation.

<b>Strategy's Expected Result/Impact:</b> Teacher Technology Implementation Survey Lesson Plans Student Products <hr/> <b>Staff Responsible for Monitoring:</b> Principal AP MCLs Librarian Technology Committee <hr/> <b>Title I Schoolwide Elements:</b> 2.4 <hr/> <b>TEA Priorities:</b> None <hr/> <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers	<b>Formative</b>
	<b>Nov</b>
	<b>Jan</b>
	<b>Mar</b>
	<b>Summative</b>
	<b>June</b>
<b>Problem Statements:</b> None <hr/> <b>Funding Sources:</b> Software 211 - Title I, Part A (FBG20 Carryover) 6397 \$15,000 Software 211 - Title I, Part A 6397 \$5,500	

**Strategy 3:** Provide training for teachers on how to integrate technology TEKs to support integration into core academic areas. Provide on going training for staff on how to utilize technology to support collaborating globally to reinforce integrating skyping, blogging and other forms of media during classroom instruction.

<b>Strategy's Expected Result/Impact:</b> PD Attendance roster Walkthrough Observations Lesson Plans Teacher Blogs and other Media sites <hr/> <b>Staff Responsible for Monitoring:</b> Administration Technology Rep. Technology Committee <hr/> <b>Title I Schoolwide Elements:</b> 2.4 <hr/> <b>TEA Priorities:</b> Recruit, support, retain teachers and principals <hr/> <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers	<b>Formative</b>
	<b>Nov</b>
	<b>Jan</b>
	<b>Mar</b>
	<b>Summative</b>
	<b>June</b>
<b>Problem Statements:</b> None <hr/> <b>Funding Sources:</b> None	

**Strategy 4: Monitoring Students Progress:** Meet as teams to desegregate both Common and District Assessment data and identify strengths, gaps and needs of our students. Teams will develop grade level goals throughout the year to support overall academic growth and reflect and adjust instruction to support each subgroup as needed. Grade level teams meet at least once a week to discuss and develop instructional plans and reflect on how assessing students understanding of skills/concepts taught utilizing WWE Instructional Framework. Provide assessment resources to support teachers alignment between intended and taught curriculum.

<b>Strategy's Expected Result/Impact:</b> Walkthrough Observations Lesson Plans Report Cards STAAR/TELPAS Meeting Agendas and Minutes Instructional Plans  <b>Staff Responsible for Monitoring:</b> Administration Leadership Team MCLs Grade Level Teams  <b>Title I Schoolwide Elements:</b> 2.4, 2.6  <b>TEA Priorities:</b> Build a foundation of reading and math  <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction	<b>Formative</b>
	<b>Nov</b>
	<b>Jan</b>
	<b>Mar</b>
	<b>Summative</b>
	<b>June</b>
<b>Problem Statements:</b> None  <b>Funding Sources:</b> None	

**Strategy 5:** Provide after school programs that demonstrates college readiness through the completion of rigorous programs such as, but not limited to: Readers Theater, STEM Class, Legos and Robotics, Coding

<b>Strategy's Expected Result/Impact:</b> After-school program roster Report cards STAAR/TELPAS Data Attendance <hr/> <b>Staff Responsible for Monitoring:</b> Administration Leadership Team <hr/> <b>Title I Schoolwide Elements:</b> 2.4, 2.5 <hr/> <b>TEA Priorities:</b> Build a foundation of reading and math <hr/> <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction		<b>Formative</b>
		<b>Nov</b>
		<b>Jan</b>
		<b>Mar</b>
		<b>Summative</b>
<b>Problem Statements:</b> None <hr/> <b>Funding Sources:</b> None		<b>June</b>

**Strategy 6:** Provide computers/technology to support students to work on online applications and Project Based activities that support blended learning and the utilizing our It's Learning Platform.

<b>Strategy's Expected Result/Impact:</b> After-school Program Rosters District/Common Assessments Report Cards STAAR/TELPAS Data Attendance <hr/> <b>Staff Responsible for Monitoring:</b> Administration Leadership Team <hr/> <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 <hr/> <b>TEA Priorities:</b> Build a foundation of reading and math <hr/> <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction		<b>Formative</b>
		<b>Nov</b>
		<b>Jan</b>
		<b>Mar</b>
		<b>Summative</b>
<b>Problem Statements:</b> None <hr/> <b>Funding Sources:</b> None		<b>June</b>

**Strategy 7:** Provide supplemental At-Risk services/support in the content areas: Language Arts, Math, Science and Social Studies. We will continue to monitor and evaluate our programs by continually collaborating and working through our leadership team, team leaders and grade level meetings on an ongoing basis to provide the support that is needed systemically to individual teachers. They will provide this support through:

- \* Provide MCLs to work with teachers to support instructional needs.
- \* Our MCLs and TC instructional Specialist will work with teachers on instructional needs and model lessons as needed.
- \* We will provide an Associate Teacher to work with students to support instructional needs.
- \* Our librarian will continue to provide educational resources and media

<b>Strategy's Expected Result/Impact:</b> STAAR/TELPAS District Assessments Report Cards ILT Minutes Walkthroughs observations Attendance Rosters for PD		<b>Formative</b>
		<b>Nov</b>
		<b>Jan</b>
<b>Staff Responsible for Monitoring:</b> Principal AP Librarian MCLs		<b>Mar</b>
		<b>Summative</b>
<b>Title I Schoolwide Elements:</b> 2.4, 2.6 <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction		<b>June</b>

**Problem Statements:** None

**Funding Sources:**

Support Personnel (Associate Teacher) 211 - Title I, Part A 6129 \$39,000

Professional Salary (MCLs) 211 - Title I, Part A 6119 \$109,723

**Strategy 8:** Special Ed. - Monitor LRE ratio. Develop campus capacity to support inclusive programming for students with disabilities. Evaluate campus LRE ratio.

We will continue to develop and implement levels of support plan and monitor its effectiveness on a bimonthly basis.

Special Ed. Staff will attend district level trainings on differentiation and modifications to meet students IEPs. We will provide additional time to inclusion teachers and special ed. staff to discuss student needs and provide opportunities for effective co-teaching. Provide portfolios with IEP's for every staff member who has a special ed. student.

Provide additional support for students needing accommodations during STAAR testing.

<b>Strategy's Expected Result/Impact:</b> LRE Campus ration annual report STAAR/TELPAS District Assessments  <b>Staff Responsible for Monitoring:</b> Principal AP Special Ed. Staff Diagnostician Inclusion Teachers  <b>Title I Schoolwide Elements:</b> 2.4 <b>TEA Priorities:</b> Build a foundation of reading and math <b>ESF Levers:</b> Lever 5: Effective Instruction	<b>Formative</b>
	<b>Nov</b>
	<b>Jan</b>
	<b>Mar</b>
	<b>Summative</b>
	<b>June</b>
<b>Problem Statements:</b> None <b>Funding Sources:</b> Instructional Supplies 199 PIC 23 - Special Education 6399 \$2,155	

No Progress

Accomplished

Continue/Modify

Discontinue



**Performance Objective 2: GAP-CLOSING:** By June 2021, Westwood Elementary School will increase overall performance on STAAR Grades 3-5 exams to narrow the gap or improve performance above the target by at least 12 percentage points for English Learners.

2019-20: Not Rated due to COVID

2018-19: English Learners 19%; non-English Learners 17%

2017-18: English Learners 13%; non-English Learners 28%

**Evaluation Data Sources:** State Accountability Reports

**Summative Evaluation:** None

<b>Strategy 1:</b> Purchase and Provide Supplemental materials to support students maintenance of core area TEKS.	
<b>Strategy's Expected Result/Impact:</b> District Assessments PD Attendance reports Campus walkthrough forms Lesson Plans Report Card Grades STAAR/District/ Common Assessments	<b>Formative</b>
	<b>Nov</b>
	<b>Jan</b>
<b>Staff Responsible for Monitoring:</b> MCLs Administration Core Curriculum Leadership Team	<b>Mar</b>
	<b>Summative</b>
<b>Title I Schoolwide Elements:</b> 2.4, 2.6 <b>TEA Priorities:</b> Build a foundation of reading and math <b>ESF Levers:</b> Lever 5: Effective Instruction	<b>June</b>
	<b>Problem Statements:</b> None <b>Funding Sources:</b> Instructional Supplies/Materials 199 PIC 30 - At Risk School Wide SCE 6399 \$6,260 Misc. Operating Expenses 199 PIC 11 - Instructional Services 6499 \$1,000 Misc. Operating Maintenance 199 PIC 11 - Instructional Services 6267 \$2,000 Reading Materials for At Risk Students 199 PIC 30 - At Risk School Wide SCE 6329 \$3,000 Instructional Materials (Such as Mentoring Minds) 211 - Title I, Part A (FBG20 Carryover) 6329 \$5,000

<b>Strategy 2:</b> Provide Training for teachers on how to accommodate and meet individual education plans to support students academic needs.		
<b>Strategy's Expected Result/Impact:</b> Sign in Sheet Agenda Walkthrough Observations Report Cards STAAR/TELPAS EOY Reading Levels	<b>Formative</b>	
	<b>Nov</b>	
	<b>Jan</b>	
<b>Staff Responsible for Monitoring:</b> Spec. Ed. Team Dyslexia Specialist Administration	<b>Mar</b>	
	<b>Summative</b>	
<b>Title I Schoolwide Elements:</b> 2.4 <b>TEA Priorities:</b> Recruit, support, retain teachers and principals <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction	<b>June</b>	
	<b>Problem Statements:</b> None	
	<b>Funding Sources:</b> None	

**Strategy 3:** ELL Development: Continue to develop our Dual Language program into our K - 5th grade bilingual classrooms to support students conceptual understanding of concepts and skills in their 2nd language. Continue to provide training for staff to support the implementation of the English Proficiency Standards (ELPS) for L2 students. Provide our bilingual/ESL students who show a need of English development tutorial/intervention support.

<b>Strategy's Expected Result/Impact:</b> PD Attendance Rosters Walkthrough Observations Lesson Plans Report Cards STAAR/TELPAS EOY Reading Levels <hr/> <b>Staff Responsible for Monitoring:</b> Administration Bilingual Committee Campus Bilingual Rep. <hr/> <b>Title I Schoolwide Elements:</b> 2.4, 2.6 <hr/> <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math <hr/> <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	<b>Formative</b>
	<b>Nov</b>
	<b>Jan</b>
	<b>Mar</b>
	<b>Summative</b>
	<b>June</b>
<hr/> <b>Problem Statements:</b> None <hr/> <b>Funding Sources:</b> Bil/ESL Instructional Materials 199 PIC 25 - ESL/Bilingual 6399 \$6,480	

<b>Strategy 4:</b> Provide professional development to Teachers, Administrators and CIT that increases knowledge and skills related to: Support our staffs instructional skills for improving teaching and learning (CIT members will be invited to attend these trainings): *Vertical alignment meetings between grade levels. *Integration of technology into curricula and instruction for improving teaching, learning and technology *State Curriculum standards (TEKS) in the content areas of English/Language Arts, Social Studies, and/or Science, and/ or math. *Continue discussions on the implementation of One-Way Dual Language to ensure fidelity to the program *This includes oppotunities for teachers to be coached, attend sustained training/DSDD/Workshop and/or conferences together with structured follow-up on small group instruction.		
<b>Strategy's Expected Result/Impact:</b> Implementation Survey Teacher Appraisals Panorama Survey Reading Levels Report Cards STAAR/TELPAS Common/District Assessments	<b>Formative</b>	
	<b>Nov</b>	
	<b>Jan</b>	
	<b>Mar</b>	
		<b>Summative</b>
<b>Staff Responsible for Monitoring:</b> Administration MCLs Team Leaders Instructional Leadership Team	<b>June</b>	
<b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6	<b>Problem Statements:</b> None	
<b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math	<b>Funding Sources:</b> Other reading materials (PD Book Studies) 199 PIC 99 - Undistributed 6329 \$1,000 Substitutes (Teachers and other Professionals) 199 PIC 11 - Instructional Services 6112 \$4,550 Admin. Employee Travel (Conf., Registration) 199 PIC 99 - Undistributed 6411 \$1,300 Employee Travel (Conf., Workshops and Registration Fees for PD (Teachers) 199 PIC 11 - Instructional Services 6411 \$2,000	
<b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction		

**Strategy 5:** Study Trips and Campus Presentations to provide experiences for students to support classroom curriculum and instruction in at least one content area. K-5th grade level selected study trips Program specific study trips College Awareness/ Focus of Study Trips Grade level Presentations

<b>Strategy's Expected Result/Impact:</b> STAAR/TELPAS Report Cards Lesson Plans <hr/> <b>Staff Responsible for Monitoring:</b> Administration Team Leaders <hr/> <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 <hr/> <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Connect high school to career and college <hr/> <b>ESF Levers:</b> Lever 5: Effective Instruction		<b>Formative</b>
		<b>Nov</b>
		<b>Jan</b>
		<b>Mar</b>
<b>Problem Statements:</b> None		<b>Summative</b>
<b>Funding Sources:</b> Admissions 211 - Title I, Part A 6412 \$4,000 Student Travel 199 PIC 11 - Instructional Services 6412 \$130 Transportation 199 PIC 11 - Instructional Services 6494 \$1,000 Transportation 211 - Title I, Part A 6494 \$4,000		<b>June</b>

**Strategy 6:** Academic Events continue to differentiate parental involvement activities on our campus to meet specific student and parent needs:  
 Incorporate Curriculum Night as part of our Open House Activities  
 STAAR Information Meeting  
 Interdisciplinary (Science/Math/ Technology) Night  
 2nd - 5th Grade Testing Info. Nights

<div> <b>Strategy's Expected Result/Impact:</b> Number of parents attending (Sign in sheet)            Panorama Survey         </div> <div> <b>Staff Responsible for Monitoring:</b> Administration            Family Library            Night Coordinator            Librarian            MCLs            Core Curriculum            Cadre Chairs         </div>		<b>Formative</b>
		<b>Nov</b>
		<b>Jan</b>
		<b>Mar</b>
		<b>Summative</b>
		<b>June</b>
<div> <b>Title I Schoolwide Elements:</b> 3.2           </div> <div> <b>TEA Priorities:</b> None           </div> <div> <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning           </div>		<div> <b>Problem Statements:</b> None           </div> <div> <b>Funding Sources:</b>            Overtime (Paras) 199 PIC 99 - Undistributed 6121 \$300            Supplies and Materials 211 - Title I, Part A 6399 \$1,500           </div>

**Strategy 7:** Continue our after school tutorial programs and extended learning through summer programming that support Language Arts and Math of at risk students.

<b>Strategy's Expected Result/Impact:</b> After-school Program rosters District/Common Assessments Report Cards STAAR/TELPAS Data <hr/> <b>Staff Responsible for Monitoring:</b> Administration Leadership Teams Grade Level Team Leaders <hr/> <b>Title I Schoolwide Elements:</b> 2.4, 2.6 <hr/> <b>TEA Priorities:</b> Build a foundation of reading and math <hr/> <b>ESF Levers:</b> Lever 5: Effective Instruction	<b>Formative</b>
	<b>Nov</b>
	<b>Jan</b>
	<b>Mar</b>
	<b>Summative</b>
	<b>June</b>
<b>Problem Statements:</b> None <hr/> <b>Funding Sources:</b> Tutorials Paras 211 - Title I, Part A 6121 \$2,000 Tutorials 211 - Title I, Part A 6116 \$14,000 Tutorials 211 - Title I, Part A (FBG20 Carryover) 6116 \$8,000	

**Strategy 8:** Provide Take Home Reading Books for K-3rd grade to bridge student learning from classroom to home to support home/school connection that develops students reading skills. Provide at least 2 parent trainings on how to utilize take home reading books at home to support students literacy development.

<b>Strategy's Expected Result/Impact:</b> Sign in sheet for parent meetings EOY reading assessment Student Progress on Report Card <hr/> <b>Staff Responsible for Monitoring:</b> Classroom Teachers MCLs Principal AP <hr/> <b>Title I Schoolwide Elements:</b> 2.6, 3.1 <hr/> <b>TEA Priorities:</b> Build a foundation of reading and math <hr/> <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	<b>Formative</b>
	<b>Nov</b>
	<b>Jan</b>
	<b>Mar</b>
	<b>Summative</b>
	<b>June</b>
<b>Problem Statements:</b> None <hr/> <b>Funding Sources:</b> None	



No Progress



Accomplished



Continue/Modify



Discontinue

**Performance Objective 3: STUDENT GROWTH:** By June 2021, Westwood Elementary School will increase the % of students who meet or exceed conditional growth index (CGI) targets on Measures of Academic Progress: Reading (K-5) increase by 10 points, Math (K-5) increase by 10 points.

2019-20: Not Rated due to COVID

2018-19: Reading - 42% met CGI; Math - 51% met CGI

2017-18: Reading - 40% met CGI; Math - 58% met CGI

**Evaluation Data Sources:** Measures of Academic Progress (MAP) Reports

**Summative Evaluation:** None

**Strategy 1:** Provide trainings and planning time on utilizing MAP data as well as on going formative data to support effective instructional strategies (small group, workshops, flex groups, Do Nows, etc..).

**Strategy's Expected Result/Impact:** District Assessments

PD Attendance Reports

Campus Walkthrough forms

Lesson Plans

Report Card Grades

Common Assessments

STAAR/District Assessment Data

MAP Assessments

**Staff Responsible for Monitoring:** MCLs

Principal/AP

**Title I Schoolwide Elements:** 2.4, 2.5, 2.6

**Problem Statements:** None

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

**Funding Sources:**  
None

**ESF Levers:** Lever 1: Strong School Leadership and Planning,  
Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective  
Instruction

**Formative**

**Nov**

**Jan**

**Mar**

**Summative**

**June**



**Strategy 2:** Continue to provide opportunities for teachers to attend trainings to support Blended learning and developing lessons with effective teaching points to support students needs. Trainings will focus in the following areas:  
 Project Based Learning  
 It's Learning Platform implementation  
 TCRWP  
 Incorporating Rubric

<div> <b>Strategy's Expected Result/Impact:</b> District Assessments            PD Attendance Reports            Campus Walkthrough forms            Lesson Plans            Report Card Grades            Common Assessments            STAAR/District Assessment Data            MAP Assessments         </div> <div> <b>Staff Responsible for Monitoring:</b> MCLs            LA Cadre         </div> <div> <div> <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6             </div> <div> <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math             </div> <div> <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction             </div> </div> <div> <b>Problem Statements:</b> None         </div> <div> <b>Funding Sources:</b> None         </div>	Formative
	Nov
	Jan
	Mar
	Summative
	June

<b>Strategy 3:</b> K-5 will implement teachers college Reading Projects Units of study. Teachers will be provided training on how to utilize literacy materials from TCRWP (reading kits, mentor text and their classroom libraries).		
<b>Strategy's Expected Result/Impact:</b> PD Attendance Report Campus Walkthroughs MAP Assessments STAAR Running Records Common Assessments	<b>Formative</b>	
	<b>Nov</b>	
	<b>Jan</b>	
	<b>Mar</b>	
<b>Staff Responsible for Monitoring:</b> WWE Teachers MCLs ILT Principal AP	<b>Summative</b>	
	<b>June</b>	
<b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6	<b>Problem Statements:</b> None	
<b>TEA Priorities:</b> Build a foundation of reading and math	<b>Funding Sources:</b>	
<b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	None	

<b>Strategy 4:</b> Continue to provide training on small group/differentiated instruction to support implementation in classrooms through: Reading Workshop Approach that supports Balanced Literacy Abydos Vocabulary Development		
<b>Strategy's Expected Result/Impact:</b> PD Attendance Roster Walkthrough Observations Lesson Plans Report Cards STAAR/TELPAS MAP Assessments <hr/> <b>Staff Responsible for Monitoring:</b> Principal AP MCLs TC Instructional Specialist <hr/> <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 <hr/> <b>TEA Priorities:</b> Build a foundation of reading and math <hr/> <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	<b>Formative</b>	
	<b>Nov</b>	
	<b>Jan</b>	
	<b>Mar</b>	
	<b>Summative</b>	
	<b>June</b>	
	<b>Problem Statements:</b> None	
	<b>Funding Sources:</b> None	

**Strategy 5:** Continue to provide ongoing training on the utilization of our WWE instructional framework to support a data driven culture that allows teachers to inform their daily instruction through informative assessments such as, but not limited to: Running Records miscues, common assessments, anecdotal records, etc.... in order to create individualized plans for at risk students that need support.

<b>Strategy's Expected Result/Impact:</b> PD Attendance Roster Walkthrough Observations Lesson plans Report Cards STAAR/TELPAS MAP Assessments	<b>Formative</b>
	<b>Nov</b>
	<b>Jan</b>
<b>Staff Responsible for Monitoring:</b> Principal AP MCLs Classroom Teachers	<b>Mar</b>
	<b>Summative</b>
	<b>June</b>
<b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6	<b>Problem Statements:</b> None
<b>TEA Priorities:</b> Build a foundation of reading and math	<b>Funding Sources:</b>
<b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	None

**Strategy 6:** Provide training and resources to support differentiated/flex/small group instruction in difficult math concepts through:  
 Problem Solving  
 Guided Math  
 utilization of Adaptive Software  
 Academic Station that support At risk to GT Level

**Strategy's Expected Result/Impact:** District Assessments

PD attendance reports  
 Campus walthrough forms  
 Lesson Plans  
 Report Card Grades  
 STAAR/District Assessment Data  
 MAP Assessment

**Staff Responsible for Monitoring:** Principal  
 Asst. Principal  
 MCL's

**Title I Schoolwide Elements:** 2.4, 2.5, 2.6

**TEA Priorities:** Build a foundation of reading and math

**ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5:  
 Effective Instruction

**Problem Statements:** None

**Funding Sources:**

Contract Services 211 - Title I, Part A (FBG20 Carryover) 6299  
 \$5,000

**Formative**

**Nov**

**Jan**

**Mar**

**Summative**

**June**

**Strategy 7:** Continue to provide training on Sheltered instruction to support development in algebraic reasoning/problem solving. Teachers will create anchor problem solving samples by grade level to support alignment to TEKS/multiple measures. All teachers will attend on going training on PVR and language objectives to support Sheltered instruction.

<b>Strategy's Expected Result/Impact:</b> District Assessments PD attendance reports Campus walkthrough forms Lesson Plans Report Card Grades STAAR/District Assessment Data MAP Assessment	<b>Formative</b>
	<b>Nov</b>
	<b>Jan</b>
	<b>Mar</b>
<b>Staff Responsible for Monitoring:</b> Principal Asst. Principal MCLs	<b>Summative</b>
	<b>June</b>
<b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6	<b>Problem Statements:</b> None
<b>TEA Priorities:</b> Build a foundation of reading and math	<b>Funding Sources:</b>
<b>ESF Levers:</b> Lever 5: Effective Instruction	None

**Strategy 8:** Provide ongoing training on the utilization of data to support a data driven culture that allows teachers to inform their daily instruction through informative assessments and and teaching points.

<b>Strategy's Expected Result/Impact:</b> District & Common Assessments PD Attendance Roster Campus Walkthrough forms Lesson Plans Report Card Grades STAAR Math MAP Assessment  <b>Staff Responsible for Monitoring:</b> Principal AP ILT Math Teachers  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 <b>TEA Priorities:</b> None <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning	<b>Formative</b>
	<b>Nov</b>
	<b>Jan</b>
	<b>Mar</b>
<b>Problem Statements:</b> None <b>Funding Sources:</b> None	<b>Summative</b>
	<b>June</b>

**Strategy 9:** Provide adaptive software to be able to check students understanding, mastery and additional needs in specific math skills.

<b>Strategy's Expected Result/Impact:</b> District & Common Assessments Campus Walkthrough forms Lesson Plans Report Card Grades STAAR Math MAP Assessment  <b>Staff Responsible for Monitoring:</b> Principal AP MCLs Math Teachers  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 <b>TEA Priorities:</b> Build a foundation of reading and math <b>ESF Levers:</b> None	<b>Formative</b>
	<b>Nov</b>
	<b>Jan</b>
	<b>Mar</b>
<b>Problem Statements:</b> None <b>Funding Sources:</b> None	<b>Summative</b>
	<b>June</b>

**Strategy 10:** Continue to utilize our primary math action lab to integrate math skills through hands on kinesthetic learning to support students memory retention of:  
 Numeracy  
 Math Facts

<b>Strategy's Expected Result/Impact:</b> District & Common Assessments Campus Walkthrough forms Lesson Plans Report Card Grades STAAR Math MAP Assessment  <b>Staff Responsible for Monitoring:</b> MCLs Math Teachers Principal AP  <b>Title I Schoolwide Elements:</b> 2.6  <b>TEA Priorities:</b> Build a foundation of reading and math  <b>ESF Levers:</b> Lever 5: Effective Instruction	<b>Formative</b>
	<b>Nov</b>
	<b>Jan</b>
	<b>Mar</b>
	<b>Summative</b>
	<b>June</b>
<b>Problem Statements:</b> None  <b>Funding Sources:</b> None	



**Strategy 11:** Continue to implement Project Based Units that integrate math TEKs to support students application of difficult math concepts by utilizing, but not limited to:  
 STEM Scopes  
 BIE Gold Standard Lessons  
 Khan Academy

<b>Strategy's Expected Result/Impact:</b> District & Common Assessments Campus Walkthrough forms Lesson Plans Report Card Grades STAAR Math MAP Assessment	<b>Formative</b>
	<b>Nov</b>
	<b>Jan</b>
<b>Staff Responsible for Monitoring:</b> MCL Math Teacher Principal AP	<b>Mar</b>
	<b>Summative</b>
<b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 <b>TEA Priorities:</b> None <b>ESF Levers:</b> Lever 5: Effective Instruction	<b>June</b>
<b>Problem Statements:</b> None	
<b>Funding Sources:</b>	
None	

<b>Strategy 12:</b> Provide a writing camp for our 4th graders as a part of intervention to support instructional gaps in writing.		
<b>Strategy's Expected Result/Impact:</b> After school program rosters Report Cards STAAR/TELPAS data Reading Level MAP <hr/> <b>Staff Responsible for Monitoring:</b> Principal AP Teachers in Program Leadership Team <hr/> <b>Title I Schoolwide Elements:</b> 2.4, 2.6 <hr/> <b>TEA Priorities:</b> None <hr/> <b>ESF Levers:</b> Lever 5: Effective Instruction	<b>Formative</b>	
	<b>Nov</b>	
	<b>Jan</b>	
	<b>Mar</b>	
	<b>Summative</b>	
	<b>June</b>	
	<b>Problem Statements:</b> None	
	<b>Funding Sources:</b>	
	None	

**Strategy 13:** Continue to provide training on how to effectively integrate reading and writing across the curriculum and how to assess students progress. Training will focus on the following areas:  
 Abydos Reading/Writing  
 How to incorporate Grammar Systemically  
 Creating and utilizing rubrics for instruction  
 Developing effective writing products in a variety of content areas

<b>Strategy's Expected Result/Impact:</b> District Assessments PD Attendance reports Campus walkthrough forms Lesson Plans Report Card Grades STAAR/District Assessment Data MAP Assessments	<b>Formative</b>
	<b>Nov</b>
	<b>Jan</b>
	<b>Mar</b>
<b>Staff Responsible for Monitoring:</b> Campus Abydos Trainer LA Cadre Principal AP	<b>Summative</b>
	<b>June</b>
<b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6	<b>Problem Statements:</b> None
<b>TEA Priorities:</b> None	<b>Funding Sources:</b>
<b>ESF Levers:</b> Lever 5: Effective Instruction	None

**Strategy 14:** Teachers will analyze students writing as a team by utilizing our writing continuum and rubric to develop effective writing instruction and teaching points to support students needs.

<b>Strategy's Expected Result/Impact:</b> Walkthrough forms Lesson Plans Report Card Grades STAAR/District Assessment Data <hr/> <b>Staff Responsible for Monitoring:</b> Instructional Specialist Principal AP Language Arts Teachers <hr/> <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 <b>TEA Priorities:</b> None <b>ESF Levers:</b> Lever 5: Effective Instruction	<b>Formative</b>
	<b>Nov</b>
	<b>Jan</b>
	<b>Mar</b>
<b>Problem Statements:</b> None <hr/> <b>Funding Sources:</b> None	<b>Summative</b>
	<b>June</b>

**Strategy 15:** Purchase supplemental materials and additional resources to supplemental science instruction to support students instructional understanding of difficult concepts in science.

<b>Strategy's Expected Result/Impact:</b> District Assessment and CA's Report Cards STAAR Data MAP data Lesson Plans <hr/> <b>Staff Responsible for Monitoring:</b> MCLs K-5 Science Teachers Leadership Team <hr/> <b>Title I Schoolwide Elements:</b> 2.4, 2.6 <b>TEA Priorities:</b> None <b>ESF Levers:</b> Lever 5: Effective Instruction	<b>Formative</b>
	<b>Nov</b>
	<b>Jan</b>
	<b>Mar</b>
<b>Problem Statements:</b> None <hr/> <b>Funding Sources:</b> None	<b>Summative</b>
	<b>June</b>

**Strategy 16:** Purchase supplemental materials to support students maintenance and understanding of core area TEKS.

**Strategy's Expected Result/Impact:** District Assessments

Report Cards

Campus Walkthroughs

Lesson Plans

STAAR

MAP Data

**Staff Responsible for Monitoring:** MCLs

Science Committee

Principal

AP

Leadership Team

**Title I Schoolwide Elements:** 2.4, 2.6

**Problem Statements:** None

**TEA Priorities:** None

**Funding Sources:**

**ESF Levers:** Lever 2: Effective, Well-Supported Teachers,  
Lever 5: Effective Instruction

Instructional Supplies/Materials 199 PIC 11 - Instructional Services  
6399 \$1,850

**Formative**

**Nov**

**Jan**

**Mar**

**Summative**

**June**

**Strategy 17:** 5th Grade will have additional focused science labs on a weekly basis that supports areas of need based on their data. Provide hands on resources and experiences during their science lab to reinforce concepts/skills that are abstract/difficult to understand.

**Strategy's Expected Result/Impact:** Walkthrough forms

Lesson Plans

Report Card Grades

STAAR/District Assessment Data

MAP Data

**Staff Responsible for Monitoring:** Principal

AP

Science Teachers

MCLs

**Title I Schoolwide Elements:** 2.4, 2.6

**Problem Statements:** None

**TEA Priorities:** None

**Funding Sources:**

**ESF Levers:** Lever 5: Effective Instruction

None

**Formative**

**Nov**

**Jan**

**Mar**

**Summative**

**June**

**Strategy 18:** Continue to utilize our Science lab to use tools and experiment with different techniques for collecting data. They will be using models and implementing the scientific process to support scientific literacy that incorporates the 4 C's (Collaboration, communication, critical thinking and creativity).

<b>Strategy's Expected Result/Impact:</b> Wakthrough forms Lesson Plans Report Card Grades STAAR/District Assessment Data MAP Data  <b>Staff Responsible for Monitoring:</b> Principal AP Science Lab MCLs  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 <b>TEA Priorities:</b> None <b>ESF Levers:</b> Lever 5: Effective Instruction	<b>Formative</b>
	<b>Nov</b>
	<b>Jan</b>
	<b>Mar</b>
	<b>Summative</b>
	<b>June</b>
<b>Problem Statements:</b> None <b>Funding Sources:</b> None	


No Progress


Accomplished


Continue/Modify


Discontinue

**Goal 2: STUDENT SUPPORT.** Every Westwood Elementary School student will benefit from an aligned system that supports his/her academic and social-emotional needs.

**Performance Objective 1: SCHOOL CONNECTEDNESS:** By June 2021, the % of Westwood Elementary School students who feel connected as both individuals and learners will increase by at least 10 points.

2019-20: Not Rated due to COVID

2018-19: 72% School Belonging

2017-18: 69% School Belonging

**Evaluation Data Sources:** Panorama Student Survey

**Summative Evaluation:** None

**Strategy 1:** Expand our training and implementation that we are doing on integrating skills to support implementation of essential skills to support a learning environment that focuses on student being self directed.

**Strategy's Expected Result/Impact:** District & Common Assessments

Campus Walkthrough forms

Lesson Plans

Report Card Grades

STAAR

Math MAP Assessment

**Staff Responsible for Monitoring:** MCL

Teacher

Principal

AP

Counselor

CIS Facilitator

CSHAC/SEL Rep.

**Title I Schoolwide Elements:** 2.4, 2.5, 2.6

**TEA Priorities:** None

**ESF Levers:** Lever 2: Effective, Well-Supported Teachers

**Problem Statements:** None

**Funding Sources:**

Other reading materials (Teachers) 211 - Title I, Part A 6329 \$1,000

Other reading materials (Teachers) 211 - Title I, Part A (FBG20

Carryover) 6329 \$2,833

**Formative**

**Nov**

**Jan**

**Mar**

**Summative**

**June**

**Strategy 2:** Character Development: Continue to provide training on Character development strategies for teachers to integrate into : their instructional lessons to support a positive learner centered culture. Teachers will recommend students to receive recognition through our "Lion Prints" Announcement that are given during Monday morning assemblies. Our Counselor will be providing classroom lessons on character development and asset building. She will provide reinforcement activities after lessons to reinforce understanding of concepts. Westwood will identify one student at the campus and district level who demonstrates strong ethical behavior all year.

<b>Strategy's Expected Result/Impact:</b> PD Attendance Roster Lesson Plans Discipline Records Panorama Survey Data <hr/> <b>Staff Responsible for Monitoring:</b> Counselor Principal AP CSHAC/SEL Representatives Teachers <hr/> <b>Title I Schoolwide Elements:</b> 2.4 <hr/> <b>TEA Priorities:</b> None <hr/> <b>ESF Levers:</b> Lever 3: Positive School Culture		<b>Formative</b>
		<b>Nov</b>
		<b>Jan</b>
		<b>Mar</b>
		<b>Summative</b>
		<b>June</b>
<b>Problem Statements:</b> None <hr/> <b>Funding Sources:</b> None		



**Strategy 3:** Provide training on mentoring and deepen our understanding of how to utilize goal setting to support working with students. Students will work with their mentor/teacher to develop goals that will monitor and reflect on throughout the year to support their progress in meeting end of year expectations.

<b>Strategy's Expected Result/Impact:</b> PD Attendance Roster Lesson Plans Discipline Records Panorama Survey Data <hr/> <b>Staff Responsible for Monitoring:</b> Administration Classroom Teachers Counselor <hr/> <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 <hr/> <b>TEA Priorities:</b> None <hr/> <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning	<b>Formative</b>
	<b>Nov</b>
	<b>Jan</b>
	<b>Mar</b>
	<b>Summative</b>
	<b>June</b>
<hr/> <b>Problem Statements:</b> None <hr/> <b>Funding Sources:</b> None	

**Strategy 4: Mentoring:** Continue seeking mentors for our students who are identified as under performing or at risk of failing. Mentors are defined as:

- Adult Volunteers
- Selected 4th grade level students to support selected primary students
- Selected Middle/HS/College students

Mentors will meet regularly with their mentee to build a positive relationship by engaging in ongoing activities through the school year.

<b>Strategy's Expected Result/Impact:</b> List of students identified by teachers Mentor Log Discipline Records Report Cards STAAR/TELPAS Panorama Survey	<b>Formative</b>
	<b>Nov</b>
	<b>Jan</b>
<b>Staff Responsible for Monitoring:</b> Administration CIS Facilitator Counselor	<b>Summative</b>
	<b>June</b>
<b>Title I Schoolwide Elements:</b> 2.6	<b>Problem Statements:</b> None
<b>TEA Priorities:</b> None	<b>Funding Sources:</b>
<b>ESF Levers:</b> Lever 3: Positive School Culture	None

**Strategy 5:** T-2-4 Focused: Westwood will continue to incorporate a college and career week for all our students. Provide college information in our parent center to support their awareness of grants and funds available for their children. Provide a parent information session to assist with middle school course selection and how it effects graduation requirements. Provide T-2-4 focused presentations at least 4 times a year during Monday morning assemblies.

<b>Strategy's Expected Result/Impact:</b> Sign in sheets Agendas Panorama Survey  <b>Staff Responsible for Monitoring:</b> Counselor CIS Worker Principal AP  <b>Title I Schoolwide Elements:</b> 3.2  <b>TEA Priorities:</b> Connect high school to career and college  <b>ESF Levers:</b> None	<b>Formative</b>
	<b>Nov</b>
	<b>Jan</b>
	<b>Mar</b>
<b>Problem Statements:</b> None  <b>Funding Sources:</b> None	<b>Summative</b>
	<b>June</b>

**Strategy 6:** Provide a climate that encourages the importance of higher education and learning by displaying posters and bulletin boards. Incorporate college T-shirts on Fridays to increase students awareness of the variety of colleges available to them.

<b>Strategy's Expected Result/Impact:</b> End of year student surveys Student Goal Sheets in 5th grade  <b>Staff Responsible for Monitoring:</b> Counselor Classroom Teachers Administration CIS Worker  <b>Title I Schoolwide Elements:</b> 2.5  <b>TEA Priorities:</b> Connect high school to career and college  <b>ESF Levers:</b> Lever 3: Positive School Culture	<b>Formative</b>
	<b>Nov</b>
	<b>Jan</b>
	<b>Mar</b>
<b>Problem Statements:</b> None  <b>Funding Sources:</b> None	<b>Summative</b>
	<b>June</b>

<b>Strategy 7: Parent Education Activities:</b> Continue to provide a CIS Staff member who will conduct training's on such topics as: Eduphoria/Skyward Info. Health and Wellness Cyberbullying Homework support PBL Leader in me Community Resources			
<b>Strategy's Expected Result/Impact:</b> CIS Parent Evaluation Parent Training Attendance Roster Panorama Survey Results		<b>Formative</b>	
		<b>Nov</b>	
		<b>Jan</b>	
		<b>Mar</b>	
<b>Staff Responsible for Monitoring:</b> CIS Worker Principal AP Counselor		<b>Summative</b>	
		<b>June</b>	
<b>Title I Schoolwide Elements:</b> 3.1, 3.2	<b>Problem Statements:</b> None		
<b>TEA Priorities:</b> None	<b>Funding Sources:</b>		
<b>ESF Levers:</b> Lever 3: Positive School Culture	Misc. Operating Expenses 211 - Title I, Part A 61.6499 \$1,000		
	Misc. Contracted Services 211 - Title I, Part A 61.6299 \$2,000		
	Reading Materials 211 - Title I, Part A 61.6329 \$1,397		
	Supplies and Materials 211 - Title I, Part A 61.6399 \$1,500		

<b>Strategy 8:</b> We will continue to provide at least three parenting workshops for our Westwood parents to support their children throughout their education.			
<b>Strategy's Expected Result/Impact:</b> CIS Parent Evaluations Campus Parent Survey Parent Training Attendance roster Panorama Survey Results  <b>Staff Responsible for Monitoring:</b> CIS Facilitator Principal  <b>Title I Schoolwide Elements:</b> 3.2  <b>TEA Priorities:</b> None  <b>ESF Levers:</b> None			<b>Formative</b>
			<b>Nov</b>
			<b>Jan</b>
			<b>Mar</b>
			<b>Summative</b>
			<b>June</b>
<b>Problem Statements:</b> None			
<b>Funding Sources:</b> None			

<b>Strategy 9:</b> Outreach Activity: Work with liaisons in each of our neighborhoods to support activities on and off campus as needed. Liaisons will meet at least two times a year to discuss community and educational needs.			
<b>Strategy's Expected Result/Impact:</b> Attendance Roster for meetings Minutes from meeting Panorama Survey  <b>Staff Responsible for Monitoring:</b> CIS Worker Counselor Principal AP  <b>Title I Schoolwide Elements:</b> 3.2  <b>TEA Priorities:</b> None  <b>ESF Levers:</b> Lever 3: Positive School Culture			<b>Formative</b>
			<b>Nov</b>
			<b>Jan</b>
			<b>Mar</b>
			<b>Summative</b>
			<b>June</b>
<b>Problem Statements:</b> None			
<b>Funding Sources:</b> None			

<b>Strategy 10:</b> Our parents and staff will continue to work together to provide the following activities which nurture a positive learning community such as: Meet the Teacher Annual Family Event Primary Storybook Parade Musical programs Classroom Celebrations 5th Grade Moving on Ceremony		
<b>Strategy's Expected Result/Impact:</b> Attendance roster for meetings PTA Minutes from meetings related to activities noted. Increase in number of parents/students participating. <hr/> <b>Staff Responsible for Monitoring:</b> Principal AP PTA CIS Facilitator Librarian <hr/> <b>Title I Schoolwide Elements:</b> 3.2 <hr/> <b>TEA Priorities:</b> None <hr/> <b>ESF Levers:</b> Lever 3: Positive School Culture		<b>Formative</b>
		<b>Nov</b>
		<b>Jan</b>
		<b>Mar</b>
		<b>Summative</b>
<b>Problem Statements:</b> None <hr/> <b>Funding Sources:</b> Security Overtime 199 PIC 99 - Undistributed 6121 \$200 Security and Monitoring Supplies 199 PIC 99 - Undistributed 6399 \$500 General Supplies (Administration) 199 PIC 99 - Undistributed 6399 \$1,020 Misc. Overtime 199 PIC 99 - Undistributed 6121 \$300 Misc. Overtime (Custodians) 199 PIC 99 - Undistributed 6121 \$250		<b>June</b>

**Strategy 11:** Provide at least two grade level information meetings to support parents understanding of grade level TEKs and home school connection. Provide a parent training on how to utilize the literacy materials in our Parent Center to use at home to support students instructional needs.

<b>Strategy's Expected Result/Impact:</b> Sign in Sheet for parent meeting End of year assessment for kinder Students progress on report cards Improvement in attendance Panorama Survey  <b>Staff Responsible for Monitoring:</b> Kinder Teachers Principal AP MCLs CIS Worker  <b>Title I Schoolwide Elements:</b> 3.2 <b>TEA Priorities:</b> None <b>ESF Levers:</b> Lever 3: Positive School Culture	<b>Formative</b>
	<b>Nov</b>
	<b>Jan</b>
	<b>Mar</b>
	<b>Summative</b>
	<b>June</b>
<b>Problem Statements:</b> None <b>Funding Sources:</b> None	

**Strategy 12:** Provide after school programs that support our students social emotional development and connection to their learning community such as, but not limited to: Kinder program and Character Building

<b>Strategy's Expected Result/Impact:</b> After-school Program roster District Assessment Report Cards STAAR/TELPAS Data Attendance Panorama Survey  <b>Staff Responsible for Monitoring:</b> Administration Leadership Team  <b>Title I Schoolwide Elements:</b> 2.6 <b>TEA Priorities:</b> None <b>ESF Levers:</b> Lever 3: Positive School Culture	<b>Formative</b>
	<b>Nov</b>
	<b>Jan</b>
	<b>Mar</b>
	<b>Summative</b>
	<b>June</b>
<b>Problem Statements:</b> None <b>Funding Sources:</b> None	

**Strategy 13:** Provide Leader in Me training and materials (such as online program) to engage student learning and positively support the development of student social and emotional leadership skills for grades K-5th Grade.

<b>Strategy's Expected Result/Impact:</b> Discipline Data PLC Agendas/Minutes ILT Meeting Agendas/Minutes Lesson Plans <hr/> <b>Staff Responsible for Monitoring:</b> Administration ILT Members Counselor <hr/> <b>Title I Schoolwide Elements:</b> 2.5, 2.6 <hr/> <b>TEA Priorities:</b> None <hr/> <b>ESF Levers:</b> Lever 3: Positive School Culture		<b>Formative</b>
		<b>Nov</b>
		<b>Jan</b>
		<b>Mar</b>
		<b>Summative</b>
<b>Problem Statements:</b> None <hr/> <b>Funding Sources:</b> Leader in Me Contracted Services 211 - Title I, Part A 6299 \$12,000 Leader in Me instructional materials (students) 211 - Title I, Part A 6329 \$7,000 Leader In Me Instructional Materials 211 - Title I, Part A (FBG20 Carryover) 6329 \$7,000 Leader in Me Annual Online Membership 199 PIC 99 - Undistributed 6397 \$5,000		<b>June</b>

**Strategy 14:** Provide programs that support our students social emotional development and connection to their learning community such as, but not limited to:  
Character Building  
Student/Parent Implementing Healthy Habits through activities based on communication, voice and confidence building.

<b>Strategy's Expected Result/Impact:</b> Discipline Data Agendas/Minutes Panorama Survey <hr/> <b>Staff Responsible for Monitoring:</b> Administration CIS <hr/> <b>Title I Schoolwide Elements:</b> 2.5, 2.6 <hr/> <b>TEA Priorities:</b> None <hr/> <b>ESF Levers:</b> Lever 3: Positive School Culture		<b>Formative</b>
		<b>Nov</b>
		<b>Jan</b>
		<b>Mar</b>
		<b>Summative</b>
<b>Problem Statements:</b> None <hr/> <b>Funding Sources:</b> None		<b>June</b>





**Strategy 15:** Every classroom will participate in a school wide Pride Time utilizing Leader in Me resources on developing students 7 Habits to support them taking ownership of their learning and character building.

<b>Strategy's Expected Result/Impact:</b> Discipline Data Panorama and MRA Survey Lesson Plans PLC Minutes/Agendas <hr/> <b>Staff Responsible for Monitoring:</b> Administration ILT Classroom Teachers <hr/> <b>Title I Schoolwide Elements:</b> 2.5 <hr/> <b>TEA Priorities:</b> None <hr/> <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	<b>Formative</b>
	<b>Nov</b>
	<b>Jan</b>
	<b>Mar</b>
	<b>Summative</b>
<hr/> <b>Problem Statements:</b> None <hr/> <b>Funding Sources:</b> None	<b>June</b>

**Strategy 16:** Our Media Specialist (librarian) will continue to provide literacy programs with incentives. She will also continue to provide trainings that support the integration of technology in classrooms.

<b>Strategy's Expected Result/Impact:</b> District Reading Assessments STAAR Reading Attendance for PDs <hr/> <b>Staff Responsible for Monitoring:</b> Librarian Administration Classroom Teachers MCLs <hr/> <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 <hr/> <b>TEA Priorities:</b> None <hr/> <b>ESF Levers:</b> None	<b>Formative</b>
	<b>Nov</b>
	<b>Jan</b>
	<b>Mar</b>
	<b>Summative</b>
<hr/> <b>Problem Statements:</b> None <hr/> <b>Funding Sources:</b> Misc. Operating Expenses 199 PIC 99 - Undistributed 6499 \$200 Library Supplies 199 PIC 99 - Undistributed 6399 \$400 OtherReading Materials (Educational resources and media) 199 PIC 99 - Undistributed 6329 \$8,000	<b>June</b>

<b>Strategy 17:</b> Implement Coordinated School Health Committee to ensure that students partipate in the school's required physical activites as well as provide addmitional wellness opportunities for our families. Activites include, but not limited to: Fitness Gram Wellness Night 5th Grade Track and Field Event Human Growth and Development	
<div><div><b>Strategy's Expected Result/Impact:</b> Event Participation Log Panorama Survey</div><div><b>Staff Responsible for Monitoring:</b> CSHAC Committee Administration PE Teachers Nurse</div><div><div><div><b>Title I Schoolwide Elements:</b> None</div><div><b>TEA Priorities:</b> None</div><div><b>ESF Levers:</b> None</div></div><div><div><b>Problem Statements:</b> None</div><div><b>Funding Sources:</b> Clinic Supplies and Materials 199 PIC 99 - Undistributed 6399 \$750</div></div></div></div>	<b>Formative</b>
	<b>Nov</b>
	<b>Jan</b>
	<b>Mar</b>
	<b>Summative</b>
	<b>June</b>
<div><div><div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div></div><div>Continue/Modify</div></div><div><div></div><div>Discontinue</div></div></div></div></div>	

**Performance Objective 2: GUIDANCE AND COUNSELING:** Each grade level will implement and support character education and social-emotional learning curriculum.

**Evaluation Data Sources:** Training materials and attendance rosters

**Summative Evaluation:** None

Strategy 1: Implementation of Character Strong Curriculum to support guidance and counseling lessons.			
Strategy's Expected Result/Impact: Increase school connectedness as measured by Panorama survey. Decrease low incident numbers in Skyward Discipline data.  Staff Responsible for Monitoring: Principal AP Counselor Teachers  Title I Schoolwide Elements: 2.5, 2.6  TEA Priorities: None  ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture			Formative
			Nov
			Jan
			Mar
			Summative
			June
Problem Statements: None			
Funding Sources: None			
Strategy 2: Provide opportunities for students to build leadership and character through a variety of experiences and activities including but not limited to Student Council and KSHAC and participation in No Place for Hate,			
Strategy's Expected Result/Impact: Increase school connectedness as measured by Panorama Survey and MRA. Decrease low incident numbers in Skyward Discipline data.  Staff Responsible for Monitoring: Principal AP Counselor CIS  Title I Schoolwide Elements: 2.5, 2.6  TEA Priorities: Improve low-performing schools  ESF Levers: Lever 3: Positive School Culture			Formative
			Nov
			Jan
			Mar
			Summative
			June
Problem Statements: None			
Funding Sources: None			

**Strategy 3:** Our counselor will provide guidance lessons on resistance to peer pressure and bullying. Continue to incorporate a school wide student programs for students who are at risk which incorporates the Stand Strong, Stay Safe Curriculum and 7 Habits.

<b>Strategy's Expected Result/Impact:</b> End of Year Panorama and MRA Survey Promotion/Retention Data Decrease in discipline PIEMS Report <hr/> <b>Staff Responsible for Monitoring:</b> Counselor Principal AP <hr/> <b>Title I Schoolwide Elements:</b> 2.5, 2.6 <hr/> <b>TEA Priorities:</b> Improve low-performing schools <hr/> <b>ESF Levers:</b> None		<b>Formative</b>
		<b>Nov</b>
		<b>Jan</b>
		<b>Mar</b>
		<b>Summative</b>
<b>Problem Statements:</b> None <hr/> <b>Funding Sources:</b> Guidance and Counseling Supplies 199 PIC 99 - Undistributed 6399 \$500		<b>June</b>

**Strategy 4:** T-2-4 Focused  
Westwood will continue to incorporate a college and career week for all our students.  
Provide college information in our parent center to support their awareness of grants and funds available for their children.  
Provide a parent information session to assist with middle school course selection and how it effects graduation requirements.  
Provide T-2-4 focused presentations at least 2 times a year during schoolwide assemblies and/or broadcast.

<b>Strategy's Expected Result/Impact:</b> An increase in Parent participation Student participation in activities and awareness of T24 Report Card Grades <hr/> <b>Staff Responsible for Monitoring:</b> Counselor CIS Worker Principal AP <hr/> <b>Title I Schoolwide Elements:</b> 2.6, 3.2 <hr/> <b>TEA Priorities:</b> Connect high school to career and college, Improve low-performing schools <hr/> <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning		<b>Formative</b>
		<b>Nov</b>
		<b>Jan</b>
		<b>Mar</b>
		<b>Summative</b>
<b>Problem Statements:</b> None <hr/> <b>Funding Sources:</b> None		<b>June</b>

0% No Progress

100% Accomplished

Continue/Modify

Discontinue

**Goal 3: SAFE SCHOOLS.** Strengthen school safety by establishing and conducting Campus Safety Committee reviews throughout the school year.

**Performance Objective 1: SAFETY COMMITTEE:** Strengthen school safety by establishing and conducting Campus Safety Committee reviews throughout the school year.

**Evaluation Data Sources:** Campus Safety Committee roster

**Summative Evaluation:** None

**Strategy 1: CAMPUS SAFETY COMMITTEE:** Establish Campus Safety Committees composed of a cross section of stakeholders to look at matters related to campus safety.

**Strategy's Expected Result/Impact:** Each Campus principal will recruit a safety team and provide a roster. Each campus team will meet three times per year so that all campuses will be able to refine safety practices.

**Staff Responsible for Monitoring:** Administrators

**Title I Schoolwide Elements:** None

**Problem Statements:** None

**TEA Priorities:** None

**Funding Sources:**

**ESF Levers:** Lever 1: Strong School Leadership and Planning,  
Lever 2: Effective, Well-Supported Teachers

None

**Formative**

**Nov**

**Jan**

**Mar**

**Summative**

**June**

**Strategy 2: HARRIS COUNTY DEPARTMENT OF EDUCATION:** Participate in the Harris County Department of Education (HCDE) campus safety audit.

**Strategy's Expected Result/Impact:** Campus will develop action plans to address any deficiencies as a result of safety audits.

**Staff Responsible for Monitoring:** Administrators  
Safety Committee

**Title I Schoolwide Elements:** None

**Problem Statements:** None

**TEA Priorities:** None

**Funding Sources:**

**ESF Levers:** Lever 1: Strong School Leadership and Planning

None

**Formative**

**Nov**





**Jan**

**Mar**

**Summative**

**June**

**Strategy 3:** Create safety protocols with all necessary Personal Protective Equipment (PPEs) such as, but not limited to: visual signage, hand washing sanitizing stations, face coverings.

<b>Strategy's Expected Result/Impact:</b> Attendance SBISD to School Safety Checklist Panorama CSHAC Campus Coordinator School Health Checklist <hr/> <b>Staff Responsible for Monitoring:</b> Safety Officer Administration Nurse Counselor <hr/> <b>Title I Schoolwide Elements:</b> None <hr/> <b>TEA Priorities:</b> None <hr/> <b>ESF Levers:</b> None	<b>Formative</b>
	<b>Nov</b>
	<b>Jan</b>
	<b>Mar</b>
<b>Problem Statements:</b> None <hr/> <b>Funding Sources:</b> PPE Supplies/Materials 199 PIC 11 - Instructional Services 6399 \$4,000	<b>Summative</b>
	<b>June</b>
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>	

**Performance Objective 2: EMERGENCY OPERATIONS:** Develop Campus Emergency Operations Procedures (EOP) that comply with SB 11, and include Standard Operating Procedures.

**Evaluation Data Sources:** Campus Emergency Operation Procedures Documents

**Summative Evaluation:** None

**Strategy 1: EMERGENCY OPERATIONS PROCEDURES:** Campus EOP will align to the best practices from the Texas School Safety Center and the Standard Operating Procedures, such as the "I Love You Guys" Foundation.

<b>Strategy's Expected Result/Impact:</b> Campus EOP is turned in and filed by September 1st.		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Administrators		<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Problem Statements:</b> None	<b>Jan</b>
<b>TEA Priorities:</b> None	<b>Funding Sources:</b>	<b>Mar</b>
<b>ESF Levers:</b> None	None	<b>Summative</b>
		<b>June</b>

**Strategy 2: EMERGENCY OPERATIONS PROCEDURES:** Update campus EOP annually and train staff at the start of each school year.

<b>Strategy's Expected Result/Impact:</b> Campus procedures maintained in campus EOPs.		<b>Formative</b>
Staff training documents maintained. EOP submitted by September 1st.		<b>Nov</b>
<b>Staff Responsible for Monitoring:</b> Administrators Safety Committee		<b>Jan</b>
		<b>Mar</b>
<b>Title I Schoolwide Elements:</b> None	<b>Problem Statements:</b> None	<b>Summative</b>
<b>TEA Priorities:</b> None	<b>Funding Sources:</b>	<b>June</b>
<b>ESF Levers:</b> None	None	



No Progress



Accomplished







Continue/Modify



Discontinue

**Goal 4: FISCAL RESPONSIBILITY.** Westwood Elementary School will ensure efficient and effective fiscal management of resources and operations to maximize learning for all students.

**Performance Objective 1: FINANCIAL MANAGEMENT:** Maintain high quality financial management practices so that financial resources provide the maximum possible support for T-2-4.

<b>Strategy 1:</b> Conduct frequent budget meetings with Administrative Assistant to review and manage money.			
<b>Strategy's Expected Result/Impact:</b> Error free records. Documentation of purchases and orders. <hr/> <b>Staff Responsible for Monitoring:</b> Principal Administrative Assistant <hr/> <b>Title I Schoolwide Elements:</b> 3.1 <b>TEA Priorities:</b> None <b>ESF Levers:</b> None			<b>Formative</b>
			<b>Nov</b>
			<b>Jan</b>
			<b>Mar</b>
<b>Problem Statements:</b> None <hr/> <b>Funding Sources:</b> None			<b>Summative</b>
			<b>June</b>
<div> <div>  0% No Progress </div> <div>  100% Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>			



# Campus Funding Summary

199 PIC 11 - Instructional Services					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Misc. Operating Expenses	6499	\$1,000.00
1	2	1	Misc. Operating Maintenance	6267	\$2,000.00
1	2	4	Substitutes (Teachers and other Professionals)	6112	\$4,550.00
1	2	4	Employee Travel (Conf., Workshops and Registration Fees for PD (Teachers)	6411	\$2,000.00
1	2	5	Student Travel	6412	\$130.00
1	2	5	Transportation	6494	\$1,000.00
1	3	16	Instructional Supplies/Materials	6399	\$1,850.00
3	1	3	PPE Supplies/Materials	6399	\$4,000.00
Sub-Total					\$16,530.00
Budgeted Fund Source Amount					\$16,530.00
+/- Difference					\$0.00
199 PIC 23 - Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	8	Instructional Supplies	6399	\$2,155.00
Sub-Total					\$2,155.00
Budgeted Fund Source Amount					\$2,155.00
+/- Difference					\$0.00
199 PIC 25 - ESL/Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	3	Bil/ESL Instructional Materials	6399	\$6,480.00
Sub-Total					\$6,480.00
Budgeted Fund Source Amount					\$6,480.00

199 PIC 25 - ESL/Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
+/- Difference					\$0.00
199 PIC 30 - At Risk School Wide SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Instructional Supplies/Materials	6399	\$6,260.00
1	2	1	Reading Materials for At Risk Students	6329	\$3,000.00
Sub-Total					\$9,260.00
Budgeted Fund Source Amount					\$9,260.00
+/- Difference					\$0.00
199 PIC 99 - Undistributed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	4	Other reading materials (PD Book Studies)	6329	\$1,000.00
1	2	4	Admin. Employee Travel (Conf., Registration)	6411	\$1,300.00
1	2	6	Overtime (Paras)	6121	\$300.00
2	1	10	Security Overtime	6121	\$200.00
2	1	10	Security and Monitoring Supplies	6399	\$500.00
2	1	10	General Supplies (Administration)	6399	\$1,020.00
2	1	10	Misc. Overtime	6121	\$300.00
2	1	10	Misc. Overtime (Custodians)	6121	\$250.00
2	1	13	Leader in Me Annual Online Membership	6397	\$5,000.00
2	1	16	Misc. Operating Expenses	6499	\$200.00
2	1	16	Library Supplies	6399	\$400.00
2	1	16	OtherReading Materials (Educational resources and media)	6329	\$8,000.00
2	1	17	Clinic Supplies and Materials	6399	\$750.00
2	2	3	Guidance and Counseling Supplies	6399	\$500.00
Sub-Total					\$19,720.00

199 PIC 99 - Undistributed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Budgeted Fund Source Amount					\$19,720.00
+/- Difference					\$0.00
211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Substitutes	6112	\$8,000.00
1	1	1	Webinars (Teachers and Admin)	13.6499 and 23.6499	\$1,000.00
1	1	1	Employee Travel	6411	\$2,000.00
1	1	1	Region 4	6239	\$1,000.00
1	1	2	Software	6397	\$5,500.00
1	1	7	Support Personnel (Associate Teacher)	6129	\$39,000.00
1	1	7	Professional Salary (MCLs)	6119	\$109,723.00
1	2	5	Admissions	6412	\$4,000.00
1	2	5	Transportation	6494	\$4,000.00
1	2	6	Supplies and Materials	6399	\$1,500.00
1	2	7	Tutorials Paras	6121	\$2,000.00
1	2	7	Tutorials	6116	\$14,000.00
2	1	1	Other reading materials (Teachers)	6329	\$1,000.00
2	1	7	Misc. Operating Expenses	61.6499	\$1,000.00
2	1	7	Misc. Contracted Services	61.6299	\$2,000.00
2	1	7	Reading Materials	61.6329	\$1,397.00
2	1	7	Supplies and Materials	61.6399	\$1,500.00
2	1	13	Leader in Me Contracted Services	6299	\$12,000.00
2	1	13	Leader in Me instructional materials (students)	6329	\$7,000.00
Sub-Total					\$217,620.00
Budgeted Fund Source Amount					\$217,620.00

211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
+/- Difference					\$0.00
211 - Title I, Part A (FBG20 Carryover)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Software	6397	\$15,000.00
1	2	1	Instructional Materials (Such as Mentoring Minds)	6329	\$5,000.00
1	2	7	Tutorials	6116	\$8,000.00
1	3	6	Contract Services	6299	\$5,000.00
2	1	1	Other reading materials (Teachers)	6329	\$2,833.00
2	1	13	Leader In Me Instructional Materials	6329	\$7,000.00
Sub-Total					\$42,833.00
Budgeted Fund Source Amount					\$42,833.00
+/- Difference					\$0.00
Grand Total					\$314,598.00

# Addendums