Keller Independent School District

Whitley Road Elementary School

2023-2024 Improvement Plan

Mission Statement

Our mission is to give every learner opportunities to reach their highest potential in a safe and supportive environment which embraces diversity and individual worth. Our goal is that our students become a light to others and shine like the stars we know they are.

Vision

Keller ISD – An exceptional district in which to learn, work, and live.

School Motto
"Whitley Road where every STAR gets a chance to shine"

Value Statement

We Value:

Care for our teachers because the impact of their work prepares students for their future.
Passionate teaching dedicated to content and craft that inspires others.
Relationships as the foundation for how we teach, learn, work, and play together in a safe, engaging, and caring way.
Exploration and the pursuit of one's passion that leads to personal growth.
Communication and collaboration that strengthens our unity.
Respect for the diversity of our school community through a culture of understanding and personalized learning opportunities.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Our campus is comprised of approximately 418 K-4th grade students.

The enrollment for Whitley Road Elementary, as indicated on the 2022-2023 May PEIMS snapshot report, was 418 students.

Student Ethnic Distribution is as follows:

African American	7%
Hispanic	40%
White	43%
American Indian	0%
Asian	3%
Pacific Islander	1%
2 or More Races	7%

Student distribution by program:

(2022-2023)

Economically Disadvantaged	59%
AT-Risk	38%
Section 504	9%
Limited English Proficiency	20%
Special Education	22%
Gifted & Talented	7%

Economically disadvantaged, at-risk, section 504, LEP, special education, and GT populations have increased since the previous year.

Student distribution by program (2021-2022) for comparison

Economically Disadvantaged	47.5%
AT-Risk	36.7%

Economically Disadvantaged	47.5%
Section 504	6.9%
Limited English Proficiency	19%
Special Education	19.5%
Gifted & Talented	5.9%

Whitley Road Elementary Staff Demographics as indicated on the 22-23 PIEMS snapshot report.

Teachers by Years of Experience:

Beginning Teachers	2 or 5.6%
1-5 Years	7 or 19.7%
6-10 Years	15.7 or 44.3%
11-20 Years	7.3 or 20.4%
Over 20 Years	3.5 or 9.9%

Campus programs include; Life skills (2 levels), ESL, Gifted and Talented, Bilingual (which will discontinue for the 23-24 school year) Dyslexia, Resource, and STARS.

Demographics Strengths

Our student population is diverse.

We provide on-site programs with specially certified teachers to meet the needs of our students.

Our teachers have a wide range of experience.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): There has been an increase in students enrolled in programs which require specialized support to address varying academic, behavior, and emotional needs   **Root Cause:** Students were under-identified and have greater needs than in years past.

Student Learning

Student Learning Summary

<u>Fall 2022-Spring 2023 MAP Growth</u>

Percentage of Students who met or exceeded their end of year MAP growth projections:

Grade Level	Reading	Math
Kindergarten	62%	69%
First Grade	33%	46%
Second Grade	54%	55%
Third Grade	55%	57%
Fourth Grade	45%	47%

Campus-wide, 55% of student met or exceeded their end of year MAP growth Projections in math and 50% in reading (Bilingual students may have made growth in only one language).

<u>Spring 2023 MAP Achievement</u>

Percentage of Students with an EOY RIT score on the Average to Above Average Range (40th percentile +):

Grade Level	Reading	Math
Kindergarten	77%	85%
First Grade	56%	68%
Second Grade	52%	63%
Third Grade	65%	69%
Fourth Grade	61%	59%

Campus-wide, 69% of students performed at the average range or above in math, and 62% in reading. In 21-22, 64% of students performed at or above the average range in math, and 59% in reading.

2023 Spring STAAR Results are unavailable at this time.

Student Learning Strengths

Kindergarten exceeded growth expectations in both reading and math.

Second and third grades exceeded growth expectations in math.

Second and third grade met growth expectations in reading.

The percentage of students in the average or above average RIT ranges improved in both reading and math from 21-22 to 22-23.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Students are not meeting expected growth or achievement in reading when compared to math.   **Root Cause:** Students have learning gaps in foundational reading skills. The current curriculum does not meet the needs of our learners. Students struggle to transfer and apply skills.

Problem Statement 2 (Prioritized): The percentage of students meeting or exceeding expected growth in math decreased from 67% to 55%.   **Root Cause:** Time for application and independent practice of skills is lacking in the lesson cycle.

School Processes & Programs

School Processes & Programs Summary

Teachers plan weekly during PLC's, grade level, and Nine-Week planning days

PLCs are used for data analysis and professional development.

Nine-Week planning days are days set aside each 9 week grading period for teachers to prioritize high-leverage standards and align assessments for math and reading.

MTSS: MAP data are used in the beginning, middle, and end of year to track students' growth in the areas of reading and math. Students who demonstrate low growth and/or achievement scores may be referred to our student intervention team and identified as needing additional intervention. Intervention may be provided by a classroom teacher or a specialist based on student needs. Classroom and intervention teachers use iStation ISIP data monthly to progress monitor student growth.

PBIS: Campus uses a behavior matrix to determine teacher or office management of behavior. Each teachers creates a STAR matrix with their students to address classroom specific expectations and uses Starbucks and Golden Starbucks for positive reinforcement.

Counseling: The counselor meets with classes for guidance lessons, small groups for focused intervention, and individual students when needed. We established a school-wide "reset" process for students to use when they are feeling overwhelmed or upset.

We use two paraprofessional staff members to assist with students who need additional support or intervention for behaviors that impede the learning of themselves and/or others.

School Processes & Programs Strengths

Consistent, regular teacher planning days and times allow for collaboration and grade-level curriculum alignment.

Campus used iStation reading and math interventions in all grade levels.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Student achievement and growth were inconsistent across classrooms and grade levels.   **Root Cause:** Teachers planned together, but did not analyze and calibrate common assessments results to guide lessons for reteaching and intervention.

Perceptions

Perceptions Summary

25 Families completed the district Title I survey.

48 Families completed the climate survey.

32 staff members completed an anonymous survey on campus climate, processes and, procedures.

94% of parents say their child feels safe at school. 97% of teachers feel that the school is a safe place.

85% of parents believe teachers have high standards for achievement compared to 100% of teachers.

90% of parents believe the school has clear rules for behavior and are consistently enforced. 88% of parents believe that students are frequently recognized for good behavior compared to 84% of teachers who feel like students are frequently recognized for good behavior.

69% of teachers feel students treat each others with respect and 44% of teachers believe that students demonstrate behaviors that allow teachers to teach and students to learn. Discipline referrals increased from 40 in 21-22 school year to 88 in the 22-23 school year.

38% of teachers agree that parents attend PTA meetings or parent/teacher conferences, 38% of teachers agree that parents volunteer, and 81% agree that parents attend school activities.

98% of parents agree that they attend parent/teacher conferences at school; 56% of parents feel they frequently volunteer to help; 83% of parents believe they are actively involved in school activities.

75% of parents feel that staff communicate well with parents; however many parents noticed that communication can be inconsistent and that they would like more information on what their child is learning and/or how they are doing in class.

Perceptions Strengths

94% of parents say their child feels safe at school. 97% of teachers feel that the school is a safe place.

Parent involvement according to teachers and parents has increased from 21-22 to 22-23 school year.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Our End-of-Year climate survey determined only 44% of teachers believe that students behave so teachers can teach and disciple referrals increased from 40 last school year to 88 this school year. **Root Cause:** Students lack self regulation and social skills. Classroom management and student discipline are not consistent across the school.

Problem Statement 2 (Prioritized): 75% of parents feel that staff communicate well with parents; however many parents noticed that communication can be inconsistent and that they would like more information on what their child is learning and/or how they are doing in class. **Root Cause:** Information is not disseminated consistently across campus. Communication procedures and expectations are not clear and/or not followed.

Priority Problem Statements

Problem Statement 1: Students are not meeting expected growth or achievement in reading when compared to math.
Root Cause 1: Students have learning gaps in foundational reading skills. The current curriculum does not meet the needs of our learners. Students struggle to transfer and apply skills.
Problem Statement 1 Areas: Student Learning

Problem Statement 2: The percentage of students meeting or exceeding expected growth in math decreased from 67% to 55%.
Root Cause 2: Time for application and independent practice of skills is lacking in the lesson cycle.
Problem Statement 2 Areas: Student Learning

Problem Statement 3: Student achievement and growth were inconsistent across classrooms and grade levels.
Root Cause 3: Teachers planned together, but did not analyze and calibrate common assessments results to guide lessons for reteaching and intervention.
Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: There has been an increase in students enrolled in programs which require specialized support to address varying academic, behavior, and emotional needs
Root Cause 4: Students were under-identified and have greater needs than in years past.
Problem Statement 4 Areas: Demographics

Problem Statement 5: Our End-of-Year climate survey determined only 44% of teachers believe that students behave so teachers can teach and disciple referrals increased from 40 last school year to 88 this school year.
Root Cause 5: Students lack self regulation and social skills. Classroom management and student discipline are not consistent across the school.
Problem Statement 5 Areas: Perceptions

Problem Statement 6: 75% of parents feel that staff communicate well with parents; however many parents noticed that communication can be inconsistent and that they would like more information on what their child is learning and/or how they are doing in class.
Root Cause 6: Information is not disseminated consistently across campus. Communication procedures and expectations are not clear and/or not followed.
Problem Statement 6 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)

Accountability Data

- Texas Academic Performance Report (TAPR) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Local benchmark or common assessments data
- Running Records results
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- 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
- Discipline records
- Student surveys and/or other feedback
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus department and/or faculty meeting discussions and data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Study of best practices

Goals

Goal 1: Increase Student Achievement.

Performance Objective 1: By June of 2023, 60% of students will score "Meets" in reading and math as measured by 2024 STAAR.

High Priority

Action Step 1 Details	Progress Reviews		
Action Step 1: Teachers will meet with instructional coach quarterly to develop a math instructional plan for the grade level and present priority TEKS, common assessment dates, and artifacts that will demonstrate student growth and proficiency to campus administration.	**Progress**		
Measures: Grade level math instructional plans, student growth and achievement data **Staff Responsible for Monitoring:** Teachers, instructional coach, campus administration **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 5: Effective Instruction **Problem Statements:** Student Learning 2 - School Processes & Programs 1 **Funding Sources:** Instructional Coach - 211 - Title I Pt A Impr BSC Prg - $81,569, Substitutes for Teacher Planning Days - 211 - Title I Pt A Impr BSC Prg - $6,500	Dec	Apr	July

Action Step 2 Details	Progress Reviews		
Action Step 2: Teachers will collect and analyze student data quarterly to monitor student growth and achievement in math.	**Progress**		
Measures: Classroom data tracking tool, unit planning, MTSS data	**Dec**	**Apr**	**July**
Staff Responsible for Monitoring: Teachers **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** School Processes & Programs 1 **Funding Sources:** Istation Math Program and Lead4ward - 211 - Title I Pt A Impr BSC Prg - $6,765			

Action Step 3 Details	Progress Reviews		
Action Step 3: Provide targeted intervention support for students performing below level in math using small group instruction, Intervention Support Teachers (IST), and campus instructional staff.	**Progress**		
Measures: MTSS data, MAP Growth Data	**Dec**	**Apr**	**July**
Staff Responsible for Monitoring: Teachers, IST **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 5: Effective Instruction **Problem Statements:** Student Learning 2 **Funding Sources:** Extra Duty Tutoring - 211 - Title I Pt A Impr BSC Prg - $4,232, Math Instructional Materials - 211 - Title I Pt A Impr BSC Prg - $5,826			

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

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 2: The percentage of students meeting or exceeding expected growth in math decreased from 67% to 55%. **Root Cause**: Time for application and independent practice of skills is lacking in the lesson cycle.

School Processes & Programs

Problem Statement 1: Student achievement and growth were inconsistent across classrooms and grade levels. **Root Cause**: Teachers planned together, but did not analyze and calibrate common assessments results to guide lessons for reteaching and intervention.

Goal 2: Overall Excellence in Student, Parent, and Community Relations.

Performance Objective 1: By June of 2024, the campus will establish and maintain systematic communication between students, families, and the school.

Action Step 1 Details	Progress Reviews		
Action Step 1: By the end of the first 9 weeks and every month thereafter, teachers and students will create, update, and analyze student data in data binders to communicate academic progress and performance through student-led conferences with teachers and parents.	**Progress**		
	Dec	**Apr**	**July**
Measures: Communication Logs in AWARE, Parent-teacher conferences, newsletters **Staff Responsible for Monitoring:** Teachers, Campus Administration **Title I:** 2.5, 4.1 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** Perceptions 2			

Action Step 2 Details	Progress Reviews		
Action Step 2: Provide opportunities for feedback from students, parents, and teachers on school operations.	**Progress**		
	Dec	**Apr**	**July**
Measures: Parent, Student, and Teacher surveys, focus groups and collaborative committees **Staff Responsible for Monitoring:** Team Leads, Campus administration **Title I:** 4.1, 4.2 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Perceptions 2			

Action Step 3 Details	Progress Reviews		
Action Step 3: Create a campus communication plan to be followed by all campus staff.	**Progress**		

Measures: Parent engagement and feedback survey data
    Staff Responsible for Monitoring: Administration, teachers
 	
    Title I:
2.5, 4.1
 - **TEA Priorities:**
Improve low-performing schools
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture
    Problem Statements: Perceptions 2
	Dec	Apr	July

Action Step 4 Details	Progress Reviews		
Action Step 4: Offer (three at minimum) after-school activities, interactions, and support to increase family involvement in students' social and academic growth.	**Progress**		

Measures: Campus calendar of events, Title I Night sign-in logs
    Staff Responsible for Monitoring: Campus Administration, counseling, teachers
 	
    Title I:
2.5, 4.1, 4.2
 - **TEA Priorities:**
Improve low-performing schools
 - **ESF Levers:**
Lever 3: Positive School Culture
    Problem Statements: Demographics 1 - Student Learning 1, 2 - Perceptions 2
    Funding Sources: Extra Duty Pay for Planning and Preparation for Parent Involvement - 211 - Title I Pt A Impr BSC Prg - $6,321, Extra Duty Pay for Summer Library Program - 211 - Title I Pt A Impr BSC Prg - $1,110
	Dec	Apr	July

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

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: There has been an increase in students enrolled in programs which require specialized support to address varying academic, behavior, and emotional needs **Root Cause**: Students were under-identified and have greater needs than in years past.

Student Learning
Problem Statement 1: Students are not meeting expected growth or achievement in reading when compared to math.   **Root Cause**: Students have learning gaps in foundational reading skills. The current curriculum does not meet the needs of our learners. Students struggle to transfer and apply skills.

Student Learning
Problem Statement 2: The percentage of students meeting or exceeding expected growth in math decreased from 67% to 55%.   **Root Cause**: Time for application and independent practice of skills is lacking in the lesson cycle.

Perceptions
Problem Statement 2: 75% of parents feel that staff communicate well with parents; however many parents noticed that communication can be inconsistent and that they would like more information on what their child is learning and/or how they are doing in class.   **Root Cause**: Information is not disseminated consistently across campus. Communication procedures and expectations are not clear and/or not followed.

Goal 3: Employee Excellence and Organizational Improvement.

Performance Objective 1: By June of 2024, 100% of staff members will help establish and promote consistent school-wide classroom management and behavior expectations.

Action Step 1 Details	Progress Reviews		
Action Step 1: Provide support to students who demonstrate behaviors that impede the learning of themselves and others using Title I paraprofessional support.	**Progress**		
	Dec	**Apr**	**July**
Measures: FBA Data tracking, Discipline and classroom data **Staff Responsible for Monitoring:** Administration, counseling, and teachers. **Title I:** 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 2: Strategic Staffing, Lever 3: Positive School Culture **Problem Statements:** Demographics 1 - Perceptions 1 **Funding Sources:** Behavioral and Instructional Paraprofessional Support - 211 - Title I Pt A Impr BSC Prg - $56,010			

Action Step 2 Details	Progress Reviews		
Action Step 2: Establish PBIS team to create campus-wide routines, procedures, and expectations for common areas and classrooms.	**Progress**		
Measures: Discipline data, academic growth and achievement data, classroom data.	**Dec**	**Apr**	**July**
Staff Responsible for Monitoring: Teachers, administration, behavior support personnel. **Title I:** 2.4, 2.5 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Demographics 1 - Perceptions 1 **Funding Sources:** Instructional materials for calm down zones - 211 - Title I Pt A Impr BSC Prg - $2,913			
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue			

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: There has been an increase in students enrolled in programs which require specialized support to address varying academic, behavior, and emotional needs **Root Cause**: Students were under-identified and have greater needs than in years past.

Perceptions
Problem Statement 1: Our End-of-Year climate survey determined only 44% of teachers believe that students behave so teachers can teach and disciple referrals increased from 40 last school year to 88 this school year.   **Root Cause**: Students lack self regulation and social skills. Classroom management and student discipline are not consistent across the school.

Title I Personnel

Name	Position	Program	FTE
Amy Kreis	Behavior Support Paraprofessional		1.0
Open	Behavior Support Paraprofessional		1.0
Whitney Scarbrough	Campus Instructional Coach		1.0

Campus Funding Summary

			211 - Title I Pt A Impr BSC Prg		
Goal	**Objective**	**Action Step**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Substitutes for Teacher Planning Days		$6,500.00
1	1	1	Instructional Coach		$81,569.00
1	1	2	Istation Math Program and Lead4ward		$6,765.00
1	1	3	Math Instructional Materials		$5,826.00
1	1	3	Extra Duty Tutoring		$4,232.00
2	1	4	Extra Duty Pay for Summer Library Program		$1,110.00
2	1	4	Extra Duty Pay for Planning and Preparation for Parent Involvement		$6,321.00
3	1	1	Behavioral and Instructional Paraprofessional Support		$56,010.00
3	1	2	Instructional materials for calm down zones		$2,913.00
				Sub-Total	$171,246.00