

Big Spring Independent School District

Washington Elementary

2023-2024 Improvement Plan



1201 South Birdwell - Big Spring, TX 79720 Tel: (432)264-4126 Fax: (432)264-3611 3rd Grade

Mission Statement

The mission of the Washington Elementary Steers is to coach, inspire, educate, and encourage each other to reach our full potential by providing a safe and caring learning environment to be successful lifelong learners as future leaders in our community.

Vision

Instill respect and pride in all by empowering our community of learners, staff, and students to unite and commit to educational excellence.

Value Statement

Recruit and retain highly qualified staff.

Maintain integrity and professionalism at all times.

Provide a caring and safe environment.

Ensure instructional time is valued.

Provide ongoing meaningful professional development.

Design and deliver relevant and engaging instruction.

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	5
School Processes & Programs	6
Perceptions	7
Priority Problem Statements	8
Comprehensive Needs Assessment Data Documentation	9
Goals	11
Goal 1: Domain 1: 78 Approaches; 45 Meets; 25 Masters on the EOY STAAR test.	11
Goal 2: Washington will support high academic standards and improve academic performance of students by providing a strong system of tiered instruction based on MTSS protocols in a structured environment of accountability and supports.	13
Goal 3: Washington will include parents/guardians in opportunities to support their students academically.	14
Goal 4: Washington will have a zero tolerance policy for bullying.	15
State Compensatory	16
Budget for Washington Elementary	16
Personnel for Washington Elementary	16
Addendums	17

Comprehensive Needs Assessment

Demographics

Demographics Summary

Washington Elementary is the third grade campus for the entire district. It houses 273 students.

The demographic make up of the campus is as follows:

Asian 0%

Black 7%

Hispanic 71%

Indian 0%

Pacific Islander 0%

Two or more races 3%

White 21%

EcoDis 81%

Sped 29%

Demographics Strengths

Housing all third graders for the district has its strengths. Teachers are able to collaborate daily through a common PLC time. Students are not as mobile which allows for stability across the campus for processes and procedures. We are able to become experts at what our students need to know and how to serve them best, academically.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Washington missed target in subpopulation of White. **Root Cause:** This sub pop is often times dual coded as Eco Dis as well.

Student Learning

Student Learning Summary

Student progress for the STAAR test in 2022 was decent. There still shows a weakness in the white subpop group. The target for this group was 60% and we came in at 45%. Many of these students are also coded in the Eco Dis subpop. This is a group that has historically struggled on standardized testing.

Student Learning Strengths

We had areas of success in our Hispanic subpop - they scored right on the target of 37%. Our special education students also were a highlight in having a target of 19% and scored at 47%. The Eco dis group also had a target of 33% and scored above that at 38%.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Washington is having students come in on a closer to grade level level in both math and reading. **Root Cause:** Reading and math scores in 2nd grade have been inflated according to EOY 2nd and BOY 3rd NWEA screeners that are given 3x per year.

School Processes & Programs

School Processes & Programs Summary

The time for both subject areas to have PLC together has been held sacred through scheduling within the master schedule. There are large blocks of uninterrupted time for teachers and students to be engaged in the learning. The supports put in through the specials rotation, by working on reading and math computer programs, also provide computerized intervention times that do show progress over time. Teachers analyzing student work and really identifying the gaps have been something that both PLC groups have put in place to help strengthen Tier 1 instruction.

School Processes & Programs Strengths

Curriculum mapping and supplementing the established curriculum are two focuses the PLC groups have happening throughout the year. Reading is integrating the social studies curriculum whenever possible through their reading instruction. Math is integrating with science as well. By using both of these standards-based learning focuses, we are exposing students to informational text each day.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Washington needs to maintain the C that was earned and even turn it into a B. **Root Cause:** Monitoring local assessments and doing evaluative work through the PLC is a non-negotiable on this campus.

Perceptions

Perceptions Summary

Washington is committed to educating all students to the maximum extent possible. We have numerous opportunities for families to be involved in their child's education. Our Meet the Teacher events for the past 2 years have brought record numbers of students and families in to the building to start the year on a high note. Our required Title 1 Meeting and PFE also kick off during this time, that makes everything cohesive for one big event.

We have a partnership with the local Junior college that allows for interactions between college students and third graders at various times throughout the fall. We also team up and have students celebrate accomplishments with the Big Spring High School students throughout the year. The first and second events with the high school are tied with accomplishing individual reading goals. The first event is to have students that meet their individual goals attend a high school pep rally. The second, new, event was to attend a BSHS football game and Hangin' with the Band. We are currently working on the next partnership with BSHS to celebrate students.

Washington has improved in all areas over the past years. One of the ones we are most proud of is improving the reputation of Washington within the community.

Perceptions Strengths

We are committed to every student, every standard at Washington. We utilize our daily PLC planning so that teachers are prepared with what they will teach the students and how they will teach the students. The data analysis, lesson planning and modeling, as well as monitoring are three key events that are leading us to be more successful. We utilize our paraprofessionals to run computer intervention programs Dreambox/Mindplay.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Teacher turnover, and lack of applicants, have led to teaching vacancies being filled with non-certified or non-degreed people. **Root Cause:** Filling open positions with non-degreed or non-certified people.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

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

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

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- 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
- 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
- Equity data
- T-TESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement 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
- Other additional data

Goals

Goal 1: Domain 1: 78 Approaches; 45 Meets; 25 Masters on the EOY STAAR test.

Performance Objective 1: Washington will utilize checkpoint assessments every 3 weeks for data monitoring.





Evaluation Data Sources: Checkpoint reports; Benchmark Analysis; Interim testing; BOY/MOY/EOY data from NWEA.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: TEKS are groups according to unit progression. Student data is closely monitored.</p> <p>Strategy's Expected Result/Impact: Strategic planning will be modified to increase or decrease amount of time needed per TEK according to data from 3 week checkpoints.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches, IMPACT team, Teachers.</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		
	Oct	Feb	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 1: Domain 1: 78 Approaches; 45 Meets; 25 Masters on the EOY STAAR test.

Performance Objective 2: Data from checkpoints will be closely monitored within the student data spreadsheet to show improvements or declines in performance.

Evaluation Data Sources: 3 week data tracking





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Targeted lessons during the day and after-school tutorial groups will be implemented.</p> <p>Strategy's Expected Result/Impact: Students will begin to perform better according to checkpoint data as well as informal manners.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal; Instructional Coaches; IMPACT team; teachers</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative		
	Oct	Feb	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 2: Washington will support high academic standards and improve academic performance of students by providing a strong system of tiered instruction based on MTSS protocols in a structured environment of accountability and supports.

Performance Objective 1: Lessons meeting specific targets will be provided during class time based on a master schedule that maximizes uninterrupted time for instruction.

High Priority





Evaluation Data Sources: Lesson Plans; Time spent in small groups

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Remediation will occur during small group instruction to close learning gaps. Strategy's Expected Result/Impact: Students will improve performance. Staff Responsible for Monitoring: Teachers, Principal, Assistant Principal</p> <p>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</p>	Formative		
	Oct	Feb	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 3: Washington will include parents/guardians in opportunities to support their students academically.

Performance Objective 1: Surveys at MOY and EOY to establish feedback of how the perception of Washington is progressing.

Evaluation Data Sources: Surveys

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Survey will be developed and made available to stakeholders.</p> <p>Strategy's Expected Result/Impact: Adjustments will be based on survey trends.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, IMPACT team</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative		
	Oct	Feb	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 4: Washington will have a zero tolerance policy for bullying.

Performance Objective 1: iLead is being taught through our Science classes to help foster a culture of growth mindset.

Evaluation Data Sources: End of program survey of staff and students; decrease in office referrals; students will become better citizens

State Compensatory

Budget for Washington Elementary

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 1.36

Brief Description of SCE Services and/or Programs

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Personnel for Washington Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Alisha Daniel	Counselor	0.06
Carolyn Botts	Assistant Principal	0.3
Linda Gibson	Intervention Aide	1

Addendums

2023-24 Washington State Compensatory Education Funds

fund	func	obj	sobj	org	fsc_l_yr	pgm	ed_span	proj_dtl	Descr	Appr
199	11	6399	20	113	4	24	0	01	TEKS RESOURCE SUPP	(2,400.00)
199	11	6118	00	113	4	30	0	00	WASHINGTON TUTORIAL EXTRA PAY	-
199	11	6121	00	113	4	30	0	00	WASHINGTON TUTORIAL BUS DR	(2,000.00)
199	11	6122	00	113	4	30	0	00	COMP ED SUBS - WASHINGTON	(1,000.00)
199	11	6122	01	113	4	30	0	00	SUPPORT STAFF-ISS SUBS.	(100.00)
199	11	6129	00	113	4	30	0	00	COMPUTER AIDE/INTERVENTION	(17,555.00)
199	11	6129	01	113	4	30	0	00	SUPPORT STAFF-ISS/COMP AIDES	-
199	11	6141	00	113	4	30	0	00	MEDICARE	(183.00)
199	11	6141	01	113	4	30	0	00	MEDICARE	-
199	11	6142	00	113	4	30	0	00	GROUP HEALTH & LIFE INS	(5,400.00)
199	11	6143	00	113	4	30	0	00	WORKERS COMPENSATION	(441.00)
199	11	6146	00	113	4	30	0	00	TEACHER RETIREMENT	(762.00)
199	11	6146	01	113	4	30	0	00	TEACHER RETIREMENT	-
199	23	6119	01	113	4	30	0	00	WASHINGTON ASST. PRINCIPAL SAL	(22,000.00)
199	23	6141	00	113	4	30	0	00	MEDICARE	(314.00)
199	23	6142	00	113	4	30	0	00	GROUP HEALTH & LIFE INS	(1,235.00)
199	23	6146	00	113	4	30	0	00	TEACHER RETIREMENT	(890.00)
199	31	6119	00	113	4	30	0	00	WASHINGTON COUNSELOR SALARIES	(9,100.00)
199	31	6141	00	113	4	30	0	00	MEDICARE	(130.00)
199	31	6142	00	113	4	30	0	00	GROUP HEALTH & LIFE INS	(810.00)
199	31	6146	00	113	4	30	0	00	TEACHER RETIREMENT	(366.00)
									Total	(64,686.00)

2023-24 Washington ESSA Consolidated Grant Funds

Title I Funds 2023-24

fund	func	obj	sobj	org	fscf_yr	pgm	ed span	proj dtl	Acct Descr	Appr
211	11	6129	24	113	4	30	0	00	INTERVENTION AIDE	-16,239.00
211	11	6141	00	113	4	30	0	00	MEDICARE	-235.00
211	11	6142	00	113	4	30	0	00	GROUP HEALTH & LIFE INS	-5,400.00
211	11	6146	00	113	4	30	0	00	TEACHER RETIREMENT	-1,380.00
211	13	6119	24	113	4	30	0	00	DMAC/LITERARY COACH	-17,740.00
211	13	6219	24	113	4	30	0	01	PROFESSIONAL SERVICES	-1,740.00
211	32	6499	24	113	4	30	0	00	PARENT/FAMILY ENGAGEMENT	-1,334.00
										-44,068.00

Title II Funds 2023-24

fund	func	obj	sobj	org	fscf_yr	pgm	ed span	proj dtl	Acct Descr	Appr
255	13	6119	24	113	4	30	0	00	INSTRUCTIONAL COACH/MENTOR	-9,300.00
255	13	6141	00	113	4	30	0	00	MEDICARE	-135.00
255	13	6146	00	113	4	30	0	00	TEACHER RETIREMENT	-791.00
										-10,226.00

Title III Funds 2023-24

fund	func	obj	sobj	org	fscf_yr	pgm	ed span	proj dtl	Acct Descr	Appr

Title IV Funds 2023-24

fund	func	obj	sobj	org	fscf_yr	pgm	ed span	proj dtl	Acct Descr	Appr
289	12	6329	24	113	4	30	0	00	INSTRUC RESOURCES/MEDIA	-58.00
										58.00
									Total ESSA Funds	-54,236.00