

Fort Worth Independent School District
177 Westcliff Elementary School
2023-2024 Improvement Plan

Mission Statement

The mission of Westcliff Elementary School is to provide every child with a challenging, rigorous educational program in an environment of high expectations so that every child will achieve his/her greatest potential.

PREPARING STUDENTS FOR SUCCESS IN COLLEGE, CAREER, AND COMMUNITY LEADERSHIP

Vision

FWISD: Igniting in Every Child a Passion for Learning

Value Statement

- 1. Student Achievement*
- 2. Leadership Development*
- 3. Stakeholder Collaboration*
- 4. Respect for Diversity*
- 5. Equity in Access*
- 6. Perseverance and Commitment*
- 7. Continuous Improvement*

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Comprehensive Needs Assessment

Revised/Approved: April 18, 2023

Demographics Summary

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Demographics Strengths

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- Fkuvkpevkqpu" gctpgf"kp"Enqukp i"vjg" I cru"cpf"Uekgpeg
- D"* : ;+"Tcvgf"ec o rwu"/"rgt"VGC"Ceeqwpvcdknkv{ "4243/4244
- Uvtqpi" Hc o kn{ "kpxqnxg o gpy"cpf"uwr rqtv"/"htq o "cm"fg o qi tcr jke" i tqwru="RVC."UDFO."Cevkxkvkgu
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Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Attendance for the 22-23 school year was 94%. Students identified as Chronically Absent (<90%) is 15%. Students identified as Nearly Chronically Absent (>90%, but <92.5%) is 11%. Pre-K is the grade level identified as having the highest absenteeism rate. **Root Cause:** The attendance committee roles and strategies need to be redefined with a streamlined approach for communication with parents related to their child's attendance.

Problem Statement 2: On the Math STAAR, 39% of emergent bilingual students in grades 3-5 did not meet grade-level expectations. **Root Cause:** More targeted professional development is needed on instructional strategies that are research-based and proven to close academic and linguistic gaps.

Problem Statement 3 (Prioritized):

Student Learning Summary

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Student Learning Strengths

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Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 27% of 1st Grade students met their projected growth from Math MAP BOY to MOY. Grades Kindergarten, Second - Fifth averaged 41% of

School Processes & Programs Summary

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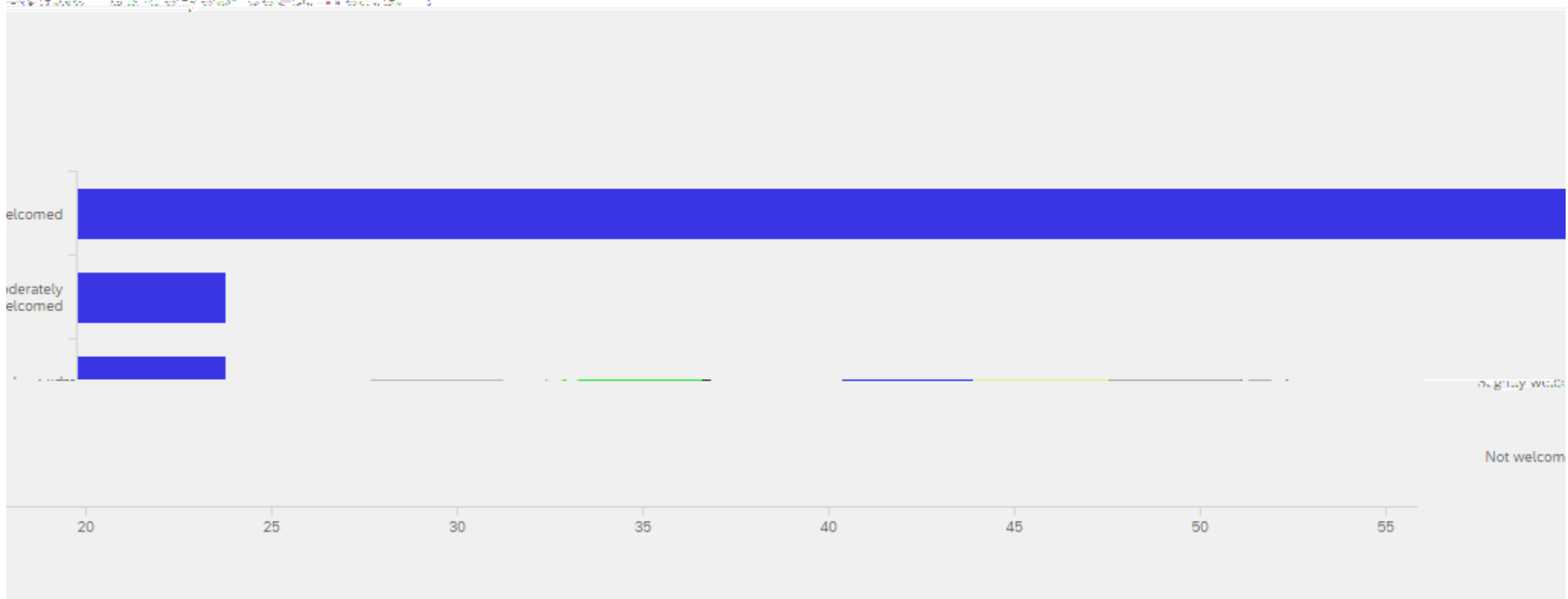
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Q3. How welcomed do you feel at Westcliff?



Perceptions Strengths

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Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): 10 out of 55 total referrals were for aggravating/agitating others. This is a total of 18% of referrals. **Root Cause:** Lessons that encourage students to build meaningful relationships with each other were not consistently delivered during Wrangler Connect time.

Problem Statement 2 (Prioritized): In the EOY Parent Survey, parents cited in the open response portion of the survey that they would like to see more communication about school

Priority Problem Statements

Root Cause 7: SPED IEP goals and objectives are not aligned to target the learning gaps identified in the MAP assessment. Systems and training need to be in place to support SPED Inclusion identifying targeted lessons.

Problem Statement 7 Areas: Student Learning

Problem Statement 8: From Fall 2022 to Spring 2023, Grades 1, 2, and 3 fell short of meeting Grade-Level Norms of Projected Growth on MAP Reading Assessment with 40%,

- Staff surveys and/or other feedback
- Teacher/Student Ratio





Parent/Community Data

Parent surveys and/or other feedback

District Goals

Revised/Approved: June 1, 2023

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Action Step 1 Details	Reviews			
<p>Action Step 1: PK Teachers will meet weekly for PLC meetings and have at least 5 days allocated for planning and alignment of 6 weeks data-driven instruction. Ensure alignment by teachers and teachers assistants attending professional development offered by Early Childhood throughout the school year. Ensure equity of materials and resources amongst all three PK classrooms (ex. furniture, classroom libraries, manipulatives, games, toys, rugs, etc.)</p> <p>Intended Audience: PK Teachers, PK Teacher Assistants, PK Students Provider / Presenter / Person Responsible: Instructional Coach Date(s) / Timeframe: August- May 2024 Collaborating Departments: Early Childhood Delivery Method: In-Person</p> <p>Funding Sources: PLC Planning Day Substitutes - Title I (211) - 211-11-6112-04E-177-30-510-000000-24F10 - \$1,500, equity of materials and resources amongst all three PK classrooms (ex. furniture, classroom libraries, manipulatives, games, toys, rugs, etc.) - Title I (211) - 211-11-6399-04E-177-30-510-000000-24F10 - \$1,000, equity of materials and resources amongst all three PK classrooms (ex. furniture, classroom libraries, manipulatives, games, toys, rugs, etc.) - Title I (211) - 211-11-6398-04E-177-30-510-000000-24F10 - \$500</p>	Formative			Summative
	Nov	Jan	Mar	June
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<p>Problem Statement 4: From Fall 2022 to Spring 2023, Grades 1, 2, and 3 fell short of meeting Grade-Level Norms of Projected Growth on MAP Reading Assessment with 40%, 46%, 35% respectively of students meeting growth projections. Root Cause: Sufficient professional development was not provided to teachers on how to progress monitor students and align their targeted interventions in MTSS with tutoring and small group instruction.</p>
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<p>Problem Statement 4: From Fall 2022 to Spring 2023, Grades 1, 2, and 3 fell short of meeting Grade-Level Norms of Projected Growth on MAP Reading Assessment with 40%, 46%, 35% respectively of students meeting growth projections.</p>

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Evaluation Data Sources: MAP NWEA

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Strategy's Expected Result/Impact: Students will improve fluency and literacy comprehension. Teachers will increase capacity and knowledge of the implementation of the Fundamental Four in their classrooms.

Staff Responsible for Monitoring: Administration, Instructional Coach

Title I:

2.4, 2.5, 2.6

- TEA Priorities:

Build a foundation of reading and math

Problem Statements: Student Learning 4 - School Processes & Programs 4

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Evaluation Data Sources: MAP NWEA

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Strategy's Expected Result/Impact: Students will increase in literacy comprehension and meet grade level expectations in Reading and Language Arts.

Staff Responsible for Monitoring: Administration, Instructional Coach

Title I:

2.4, 2.5, 2.6

Problem Statements: Student Learning 2, 4 - School Processes & Programs 1, 2, 4

Action Step 1 Details

Reviews

Action Step 1: Collaboration during weekly PLCs to review alignment, instructional practices, MTSS review, and data tracking.
Teachers plan instruction and data-driven interventions during a minimum of 5 PLC planning days.
Literacy teachers meet to vertically plan at least twice during the school year.
Bilingual and designated ESL teachers meet to plan TELPAS interventions and plan of action to improve EB language proficiency.
Provide Extended Day opportunities via tutoring to address MTSS interventions, starting in the fall season.

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Problem Statement 4: From Fall 2022 to Spring 2023, Grades 1, 2, and 3 fell short of meeting Grade-Level Norms of Projected Growth on MAP Reading Assessment with 40%, 46%, 35% respectively of students meeting growth projections. **Root Cause**46%, nts meeti fel02

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Evaluation Data Sources: CLI Engage

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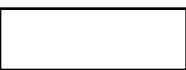
Strategy's Expected Result/Impact: Students will be able to apply learned numerical concepts to their interest areas and units studied in the Creative adoption.

Staff Responsible for Monitoring: Teachers, Administration, and Instructional Coach

Title I:
2.4, 2.6
- **TEA Priorities:**
Build a foundation of reading and math

Problem Statements: Demographics 3 - Student Learning 1

Action Step 1 Details	Reviews		
<p>Action Step 1: Collaborate during weekly PLCs the integration of math in the Creative curriculum and through explicit instruction. Track and monitor student progress and data in order to make necessary adjustments to the instruction and interventions.</p> <p>Intended Audience: PK Students and Teachers Provider / Presenter / Person Responsible: Teachers, Administration, Instructional Coach Date(s) / Timeframe: August 2023 - May 2024 Collaborating Departments: Early Childhood Delivery Method: Hybrid</p>	Formative		Summative
	Nov	Jan	Mar
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Evaluation Data Sources: TX-KEA Math

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Problem Statement 1: 27% of 1st Grade students met their projected growth from Math MAP BOY to MOY. Grades Kindergarten, Second - Fifth averaged 41% of students meeting projected growth from BOY to MOY. **Root Cause:** Sufficient professional development was not provided to teachers on how to use progress measure assessment checkpoints in the MAP program to target and monitor progress.

Action Step 1 Details

Reviews

Action Step 1: In weekly PLCs, collaborate on critical thinking, problem solving application and use of district approved resources to maximize student learning and instruction.
Vertically plan with Math teachers at least 2 times during the year to align best practices, concepts, and common vocabulary and math strategies.

Ensure that students, K-5 are meeting Dreambox usage and required weekly lessons.

Track student data via a data binder and set goals with students.

Intended Audience: K-5 Students and Teachers

Provider / Presenter / Person Responsible: Teachers, Administration, Instructional Coach

Date(s) / Timeframe: August 2023 - May 2024

Collaborating Departments: Math Dept.

Delivery Method: Hybrid

Funding Sources: Extra duty for Vertical Alignment - Title I (211) -

weeks.

Institute 25-30 minutes of "What I Need" (WIN) Time in Reading, scheduled for each grade level, providing dedicated time

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Problem Statement 4: From Fall 2022 to Spring 2023, Grades 1, 2, and 3 fell short of meeting Grade-Level Norms of Projected Growth on MAP Reading Assessment with 40%, 46%, 35% respectively of students meeting growth projections. **Root Cause**46%, nts meeti fel02

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Uejqqn"Rgthqt o cpeg"Qdlgevkxg"4<

Fgoqitcrjkeu

Problem Statement 3: 27% of 1st Grade students met their projected growth from Math MAP BOY to MOY. Grades Kindergarten, Second - Fifth averaged 41% of students meeting projected growth from BOY to MOY. **Root Cause:** Sufficient professional development was not provided to teachers on how to use progress measure assessment checkpoints in the MAP program to target and monitor progress.

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Problem Statement 1: 27% of 1st Grade students met their projected growth from Math MAP BOY to MOY. Grades Kindergarten, Second - Fifth averaged 41% of students meeting projected growth from BOY to MOY. **Root Cause:** Sufficient professional development was not provided to teachers on how to use progress measure assessment checkpoints in the MAP program to target and monitor progress.

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Problem Statement 2: The in-school and after-school tutoring program provides little measurable data on how students in Tier 3 in grades 1-5 are progressing as a result of this intervention. **Root Cause:** There is currently not a system in place to monitor the progress of Tier 3 students that are receiving in-school or after-school tutoring.

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Evaluation Data Sources: Focus Attendance Reports

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Strategy's Expected Result/Impact: Increased attendance rates with fewer chronically absent students.

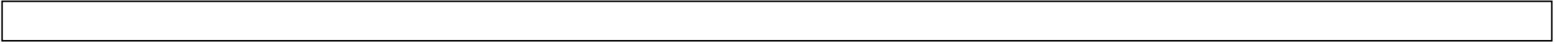
Staff Responsible for Monitoring: Family Engagement Specialist, SART Team chaired by Assistant Principal

Title I:

2.6, 4.1

Problem Statements: Demographics 1 - School Processes & Programs 3 - Perceptions 2

Action Step 1 Details	Reviews			
Action Step 1: Develop and distribute a Parent and Family Engagement Policy Offer various student incentives for outstanding attendance such as: Attendance Star Student, Class Attendance Rewards, Perfect Attendance Recognition Facilitate Parent Education: Attendance Matters! Campaign Create a clear system of interventions for students and parents when a progression of absences is recorded Intended Audience: PK-5 Students Provider / Presenter / Person Responsible: Family Engagement Specialist, SART Team Date(s) / Timeframe: August 2023 - May 2024 Collaborating Departments: Parent Partnerships Delivery Method: Hybrid	Formative			Summative
	Nov	Jan	Mar	June
 No Progress				



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Problem Statement 2: In the EOY Parent Survey, parents cited in the open response portion of the survey that they would like to see more communication about school topics and events that happen at school. **Root Cause:** Aside from the monthly school calendar and weekly PTA newsletter that promotes school events and activities, there is currently not an opportunity for parents to learn about key school topics such as attendance, bullying, homework, special programs and services, etc.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Janette Alanis	Title 1 TA		Yes

Campus Funding Summary

Title I (211)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	1	1	equity of materials and resources amongst all three PK classrooms (ex. furniture, classroom libraries, manipulatives, games, toys, rugs, etc.)	Equipment	211-11-6398-04E-177-30-510-000000-24F10	\$500.00
1	1	1	1	equity of materials and resources amongst all three PK classrooms (ex. furniture, classroom libraries, manipulatives, games, toys, rugs, etc.)	Supplies and materials for instructional use	211-11-6399-04E-177-30-510-000000-24F10	\$1,000.00
1	1	1	1	PLC Planning Day Substitutes	Subs for supplemental instruction	211-11-6112-04E-177-30-510-000000-24F10	\$1,500.00
1	2	1	1	Subs for Supplemental Instruction	Subs for supplemental instruction	211-11-6112-04E-177-30-510-000000-24F10	\$0.00
1	2	1	1	Accelerated Reading Program	Reading materials for classroom use	211-11-6329-04E-177-30-510-000000-24F10	\$7,217.00
1	2	1	1	Provide materials and resources that promote and facilitate fluency instruction, assessment, and tracking.	Reading materials for classroom use	211-11-6329-04E-177-30-510-000000-24F10	\$1,000.00
1	2	1	1	FTE Title 1 Teacher Assistant	Teacher Assistant	211-11-6129-04E-177-30-510-000000-24F10	\$26,983.00
1	3	1	1				

Title I (211)

District Goal	
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Gifted & Talented (199 PIC 21)

District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	1	1	1	Materials for Instruction during WIN Time	GENERAL SUPPLIES		\$533.00
Sub-Total							