

# Plano Independent School District

## Weatherford Elementary

**2020-2021**

**Accountability Rating: Not Rated: Declared State of Disaster**



**Board Approval Date:** October 20, 2020

# Mission Statement

Weatherford Elementary creates a culture that is focused on continuous learning, collaboration and results.

## Vision

Our students will achieve their personal best by providing them with social, emotional, and academic learning from the Weatherford community.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

In 1975, Weatherford became a K-5 elementary school. During the past twelve years, instruction has been expanded to incorporate increasingly extensive use of computers and other technology. Team teaching has continued to be of great importance throughout the entire history of Weatherford in order to offer the best instruction for students and to demonstrate and to share the most effective teaching methods possible. Campus Status Non-Title I Campus X Title I School-wide Campus

### Demographics Strengths

SES lower than state is 17/18

Index 3- closing the gap 2015( 4.8) 2018: 6.7 2017

low SES 60.5 2018, low SES 55.9

Index 2 student progress: 2015 ( 37)-2018(69)

### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** Students did not meet measures of growth on STAAR compared to the District in Reading and Math: **Root Cause:** Collaborative Teams will address the need to provide effective Tier 1 instruction.

**Problem Statement 2:** Parent involvement opportunities are limited when compared to schools operating at a high reliability level.

# Student Learning

## Student Learning Summary

**Weatherford Elementary Goals Including HB3 Goals:** (see tables in addendum): Individual goals are set for each student group with the expectation of high standards as well as to narrow the gap between each group and the All Students group. If the student group is below the All Students group, that student group's goal for 2024 is to narrow the performance gap by half as well as meet the overall percentage increase in the STAAR Meets Grade Level performance required for the All Students group.

Weatherford Elementary overall scaled score for Domains I, II, and III was 75% and a "C" rating. Students scored 71% in student achievement, Domain I, based on STAAR data 3-5. We had 66% of our students score in the Approaches, 39% in Meets, and 20% in Masters range in all STAAR testing subjects for 2019. In Domain II, school progress, 75% of our students showed academic growth. Domain III, closing the gaps, our school scored 75%.

## Student Learning Strengths

I/E time has helped our scores based on ability grouping

Planning-Targeted instruction focusing on TEKS in group planning has helped our scores

SEL programs are helping our teacher-student relationships

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1:** Students did not meet measures of growth on STAAR compared to the District in Reading and Math: **Root Cause:** Collaborative Teams will address the need to provide effective Tier 1 instruction.

**Problem Statement 2:** There is a limited amount of after school enrichment opportunities for all students.

# School Processes & Programs

## School Processes & Programs Summary

Weatherford has a leadership team that consists of two administrators, eight instructional support specialists, and six grade level team leaders, a special education team leader, counselor and specials team leader. All our grade levels provide instruction in a self-contained setting with each grade level offering one class of bilingual education. Our master schedule is developed to prioritize intervention and enrichment time without affecting Tier I instruction. Our collaborative teams meet regularly utilizing high reliability schools strategies and philosophies. We also use district curriculum resource and supports as well as formative and summative data to drive our instructional program.

## School Processes & Programs Strengths

staff collaboration, what to do in an emergency, office staff is friendly, PLC training and collaboration, 98% of students attend school regularly, 80% of teachers differentiate, 85% need no refinement, increase in student data analysis, learning target posted to reflect instruction, SEL awareness, student to student communication, safe and orderly, collaborative teams willing and able to change together using technology, meaningful learning google form data from walkthroughs

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1 (Prioritized):** Opportunities for effective staff collaboration and communication in the planning process is limited **Root Cause:** Priority has been given to Tier 2 and 3 instruction and student intervention which has limited the time for staff collaboration.

**Problem Statement 2:** Common assessments and student data are utilized at varying levels of effectiveness.

**Problem Statement 3:** Technology is being used at varying levels of effectiveness.

# Perceptions

## Perceptions Summary

The Weatherford community inspires all students to achieve thier personal best. We provide a safe and orderly school environment that nurtures maximum growth. Weatherford maintains a high staff retention rate with generational ties. Seveal of our teachers were or are a part of the Weatherford Parent Alumni group. We value and celebrate diversity as evidenced in our staff demographics and parent/teacher association. Doing what's best for our students is always at the forefront of our decision making.

## Perceptions Strengths

Staff collaboration

Action Plan in an Emergency

Friendly Office Staff

PLC training and collaboration had a positive impact

98% of students attend school regularly

80% of teachers differentiated their lessons

85% of teachers needed no refinement in their walk through

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Student attendance incentives are not effective in reducing chronic absences

**Problem Statement 2:** Campus wide communication is a varying levels of effectiveness.

**Problem Statement 3 (Prioritized):** Consistency with campus climate being a safe and orderly environment are at varying levels. **Root Cause:** Teams are at varying levels of consistency with social emotional learning practices and strategies.

# Priority Problem Statements

**Problem Statement 1:** Students did not meet measures of growth on STAAR compared to the District in Reading and Math:

**Root Cause 1:** Collaborative Teams will address the need to provide effective Tier 1 instruction.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** Opportunities for effective staff collaboration and communication in the planning process is limited

**Root Cause 2:** Priority has been given to Tier 2 and 3 instruction and student intervention which has limited the time for staff collaboration.

**Problem Statement 2 Areas:** School Processes & Programs

**Problem Statement 3:** Consistency with campus climate being a safe and orderly environment are at varying levels.

**Root Cause 3:** Teams are at varying levels of consistency with social emotional learning practices and strategies.

**Problem Statement 3 Areas:** Perceptions



# Comprehensive Needs Assessment Data Documentation

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

# Goals

Revised/Approved: September 28, 2020

**Goal 1:** DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Reading and STAAR Writing from 2019 to 2021.







**Performance Objective 1:** HB3 - The percent of Weatherford 3rd grade students that score meets grade level or above on STAAR Reading will increase from 44% in 2019 to 46% by June 2021. The Hispanic student group performance will increase from 27% in 2019 to 32% in 2021. The Economically Disadvantaged student group performance will increase from 34% in 2019 to 39% in 2021.








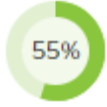





**Targeted or ESF High Priority**

**HB3 Goal**

**Evaluation Data Sources:** 2021 STAAR Assessment

**Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Continue refining our collaborative teams processes in order to move from compliance to commitment as evidenced through the collaborative planning protocol walk-through form. <b>Strategy's Expected Result/Impact:</b> 100% of our collaborative teams will function as high performing teams. <b>Staff Responsible for Monitoring:</b> Principal , Assistant Principal, Instructional Specialists, and Team Leaders <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>Targeted Support Strategy</b>	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Continue to provide professional learning on best practices to implement effective guided reading and an opportunity for teachers to observe model lessons and reflect on their growth in implementing guided reading and next steps for continuous improvement. <b>Strategy's Expected Result/Impact:</b> Increase in the number of students reading on grade level as measured by K-5 Reading and Running Records and 3-5 Reading STAAR. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, and Instructional Specialists <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>Targeted Support Strategy</b>	Formative		
	Nov	Feb	June
			

Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Utilize Running/Reading Records to assess and monitor all K-5 student's reading progress on a monthly basis. <b>Strategy's Expected Result/Impact:</b> Increase in the number of students reading on grade level as measured by K-5 Reading and Running Records and 3-5 Reading STAAR <b>Staff Responsible for Monitoring:</b> Teachers, Team Leaders, Instructional Specialists and Administrators <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>Targeted Support Strategy</b>	Formative		
	Nov	Feb	June
			
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Weatherford will implement a consistent and intentional Model of Instruction for 2-5th grade transitional bilingual teachers. <b>Strategy's Expected Result/Impact:</b> Increase in the number of English Learners and Economically disadvantaged students reading on grade level as measured by K-5 Reading and Running Records and 3-5 Reading STAAR. <b>Staff Responsible for Monitoring:</b> Teachers, Team Leaders, Instructional Specialists and Administrators <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>Targeted Support Strategy</b>	Formative		
	Nov	Feb	June
			
Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> Campus administrators will complete classroom and planning walkthroughs to provide feedback on implementation. <b>Strategy's Expected Result/Impact:</b> Refine our practices and increase student achievement. <b>Staff Responsible for Monitoring:</b> Campus Administrators, District Administrators, Instructional Specialists <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>Targeted Support Strategy</b>	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			














**Goal 1:** DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Reading and STAAR Writing from 2019 to 2021.

**Performance Objective 2:** The percent of Weatherford students that score Meets grade level or above on STAAR Reading 3-5 will increase from 37% in 2019 to 39% by June 2021. The SPED student group performance will increase from 7% in 2019 to 10% in 2021. The Economically Disadvantaged student group performance will increase from 22% in 2019 to 27% in 2021.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** 2021 STAAR Assessment

**Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> A collaborative team of General Education teacher and Special Education teacher will communicate weekly regarding data, assessments, and accommodations for our SPED student group. <b>Strategy's Expected Result/Impact:</b> SPED student group will meet expected growth as measured by MAP and STAAR assessments. <b>Staff Responsible for Monitoring:</b> Principal , Assistant Principal, Instructional Specialists, Team Leaders, Special Education Teachers <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>Targeted Support Strategy</b>	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Identify Essential Standards for K-5 Reading by student and need while implementing accommodations and scaffolding to direct instruction for Special Education students. <b>Strategy's Expected Result/Impact:</b> SPED student group will meet expected growth as measured by MAP and STAAR assessments. <b>Staff Responsible for Monitoring:</b> Principal , Assistant Principal, Instructional Specialists, Team Leaders, Special Education Teachers <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools	Formative		
	Nov	Feb	June
			
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Utilize Running Records to assess and monitor all K-5 student's reading progress on a monthly basis. <b>Strategy's Expected Result/Impact:</b> Increase in the number of students reading on grade level as measured by K-5 Reading and Running Records and 3-5 Reading STAAR. <b>Staff Responsible for Monitoring:</b> Principal , Assistant Principal, Instructional Specialists, Team Leaders, Special Education Teachers <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>Targeted Support Strategy</b>	Formative		
	Nov	Feb	June
			
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			









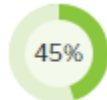




**Goal 1:** DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Reading and STAAR Writing from 2019 to 2021.

**Performance Objective 3:** The percent of Weatherford students that score Meets grade level or above on STAAR Writing 4 will increase from 31% in 2019 to 33% by June 2021. The Economically Disadvantaged student group performance will increase from 22% in 2019 to 27% in 2021. The Hispanic student group performance will increase from 20% in 2019 to 24% in 2021.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** 2021 STAAR Assessment

**Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Provide professional learning on the components of Balanced Literacy: Writing Workshop Model and establish a campus writing Model of Instruction K-5. <b>Staff Responsible for Monitoring:</b> Principal , Assistant Principal, Instructional Specialists, and Team Leaders <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>Targeted Support Strategy</b>	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Campus administrators will complete classroom and planning walkthroughs to provide feedback on implementation of Writing Workshop. <b>Strategy's Expected Result/Impact:</b> Refine of instructional practices and the increase of student achievement in Writing. <b>Staff Responsible for Monitoring:</b> Principal , Assistant Principal, Instructional Specialists, and Teachers <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>Targeted Support Strategy</b>	Formative		
	Nov	Feb	June
			
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Utilize a Balanced Literacy Vertical Team and the Instructional Leadership Team to gain teacher insight, feedback, and needs regarding systems for implementation of Writing. The teams will track campus Essential Standards Data and Writing Rubric Data to identify trends, needs and next steps to support grade levels reaching the campus goals. <b>Strategy's Expected Result/Impact:</b> Vertical alignment of essential standards and common strategies/language for student achievement. <b>Staff Responsible for Monitoring:</b> Vertical Team Members, Instructional Specialists and Administrators <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>Targeted Support Strategy</b>	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 2:** DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Math from 2019 to 2021.

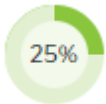

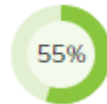


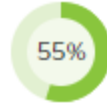
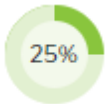

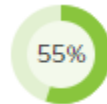




**Performance Objective 1:** HB3 - The percent of Weatherford 3rd grade students that score meets grade level or above on STAAR Math will increase from 59% in 2019 to 60% by June 2021. The Hispanic student group performance will increase from 36% in 2019 to 40% in 2021. The Economically Disadvantaged student group performance will increase from 44% in 2019 to 48% in 2021.

**Targeted or ESF High Priority**

**HB3 Goal**

**Evaluation Data Sources:** 2021 STAAR Assessment

**Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Continue refining our collaborative teams processes in order to from compliance to commitment as evidenced through the collaborative planning protocol walk-through form. <b>Strategy's Expected Result/Impact:</b> 100% of our collaborative teams will function as high performing teams. <b>Staff Responsible for Monitoring:</b> Principal , Assistant Principal, Instructional Specialists, and Team Leaders <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>Targeted Support Strategy</b>	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Campus administrators will complete classroom and planning walkthroughs to provide feedback on implementation of Math Tier I Instruction. <b>Strategy's Expected Result/Impact:</b> Refine of instructional practices and the increase of student achievement in Math STAAR. <b>Staff Responsible for Monitoring:</b> Principal , Assistant Principal, Instructional Specialists, and Teachers <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>Targeted Support Strategy</b>	Formative		
	Nov	Feb	June
			
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Utilize a Math Vertical Team and the Instructional Leadership Team to gain teacher insight, feedback, and needs regarding systems for implementation of Math. The teams will track campus Essential Standards Data to identify trends, needs and next steps to support grade levels reaching the campus goals. <b>Strategy's Expected Result/Impact:</b> Vertical alignment of essential standards and common strategies/language for student achievement. STAAR achievement. <b>Staff Responsible for Monitoring:</b> Vertical Team Members, Instructional Specialists and Administrators <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>Targeted Support Strategy</b>	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			











**Goal 2:** DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Math from 2019 to 2021.

**Performance Objective 2:** The percent of Weatherford students that score Meets grade level or above on STAAR Math 3-5 will increase from 48% in 2019 to 49% by June 2021. The SPED student group performance will increase from 18% in 2019 to 21% in 2021. The Hispanic student group performance will increase from 28% in 2019 to 32% in 2021.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** 2021 STAAR Assessment

**Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Continue refining our collaborative teams processes in order to from compliance to commitment as evidenced through the collaborative planning protocol walk-through form. <b>Strategy's Expected Result/Impact:</b> 100% of our collaborative teams will function as high performing teams. <b>Staff Responsible for Monitoring:</b> Principal , Assistant Principal, Instructional Specialists, and Team Leaders <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>Targeted Support Strategy</b>	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Identify Essential Standards for K-5 Math by student and need while implementing accommodations and scaffolding to direct instruction for Special Education students. <b>Strategy's Expected Result/Impact:</b> SPED student group will meet expected growth as measured by MAP and STAAR assessments. <b>Staff Responsible for Monitoring:</b> Principal , Assistant Principal, Instructional Specialists, Team Leaders, Special Education Teachers <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools	Formative		
	Nov	Feb	June
			
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			














**Goal 3:** DIP - Plano ISD will increase student learning in Science as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Science from 2019 to 2021.

**Performance Objective 1:** The percent of Weatherford students that score Meets grade level or above on STAAR Science 5 will increase from 19% in 2019 to 21% by June 2021. The English Learner student group performance will increase from 17% in 2019 to 19% in 2021. The Economically Disadvantaged student group performance will increase from 5% in 2019 to 9% in 2021.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** 2021 STAAR Assessment

**Summative Evaluation:** Met Objective

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Continue refining our collaborative teams processes in order to from compliance to commitment as evidenced through the collaborative planning protocol walk-through form. <b>Strategy's Expected Result/Impact:</b> 100% of our collaborative teams will function as high performing teams. <b>Staff Responsible for Monitoring:</b> Principal , Assistant Principal, Instructional Specialists, and Team Leaders <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>Targeted Support Strategy</b>	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Utilize a Science Vertical Team and the Instructional Leadership Team to gain teacher insight, feedback, and needs regarding systems for implementation of Science K-5. The teams will track campus Essential Standards Data identify trends, needs and next steps to support grade levels reaching the campus goals. <b>Strategy's Expected Result/Impact:</b> Science STAAR Achievement goal. <b>Staff Responsible for Monitoring:</b> Administrators, Vertical Team Leaders, Instructional Specialists <b>Title I Schoolwide Elements:</b> 2.4, 2.5 - <b>TEA Priorities:</b> Improve low-performing schools - <b>Targeted Support Strategy</b>	Formative		
	Nov	Feb	June
			
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Master Schedule includes the Tier I instruction of Science for the allotted district instructional minutes. <b>Strategy's Expected Result/Impact:</b> Increase Science STAAR performance and a common language of Science instruction and assessment. <b>Staff Responsible for Monitoring:</b> Teachers, Instructional Specialists, Administrators <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>Targeted Support Strategy</b>	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			













**Goal 4:** All students will have access to a culture of high expectations coupled with an engaging, innovative, personalized and supportive learning environment.

**Performance Objective 1:** Strengthen consistency in the use of restorative practices to address social emotional learning so that there is 50% less administrative interventions as evidenced by campus discipline referral tracking system which will result in increased opportunities for effective learning in the classroom.

**Evaluation Data Sources:** Promote a culture of positive behavior support and increase opportunities for learning self-regulation and developmentally appropriate emotional maturity.

**Summative Evaluation:** Met Objective








Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Implement Settle Your Glitter curriculum in grades Pre-K - 2. <b>Strategy's Expected Result/Impact:</b> Consistent scope and sequence in order to teach social emotional and self-regulation strategies. <b>Staff Responsible for Monitoring:</b> Administrators <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Partnership with the Anti-Defamation League to become a No Place for Hate Campus where students lead school initiatives to promote acceptance and inclusion. <b>Strategy's Expected Result/Impact:</b> Promote a culture of inclusion and a safe environment for all students through 3 campus-wide initiative throughout the school year. <b>Staff Responsible for Monitoring:</b> Administrators, ADL Campus Representative <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 5:** Weatherford will develop, foster and maintain meaningful partnerships with families, organizations, businesses and with the community as a whole.

**Performance Objective 1:** Work collaboratively with the PTA and parent liaison to provide a variety of education and enrichment activities for our families

**Evaluation Data Sources:** Number of events and activities held as well as feedback from parents.

**Summative Evaluation:** Met Objective

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Provide parent learning opportunities/workshops for each grade- level. <b>Strategy's Expected Result/Impact:</b> Utilizing our families strengths for student achievement both academically and emotionally. <b>Staff Responsible for Monitoring:</b> Administrators, PTA, and parent liaison <b>Title I Schoolwide Elements:</b> 3.1, 3.2	Formative		
	Nov	Feb	June
	 85%	 90%	 90%
 No Progress  Accomplished  Continue/Modify  Discontinue			

# 20-21 SBIC Committee

Committee Role	Name	Position
Administrator	Heather Schmitt	Assistant Principal
Administrator	Nidia Cedillo	Principal
Classroom Teacher	Javier Velazquez	5th grade teacher
Classroom Teacher	Paulina Vial	3rd Grade Teacher
Classroom Teacher	Alexander Kirton	Music Teacher
Classroom Teacher	Shannon Wassberg	Instructional Specialist
Classroom Teacher	Christal Rutanhira	ESL Specialist
Classroom Teacher	Erika Cossette	Special Education Team Leader
District-level Professional	Rachel Beachy	EAS-Literacy
Paraprofessional	Maria Congemi	Bilingual Para
Parent	Tara Hobbs	Parent
Parent	Mae Reedy	Parent
Parent	Jennifer Becraft	Parent
Parent	Manny Reyes	Parent
Parent	Pam Owens	Parent
Parent	Laura Seifred	Parent
Community Member	Liliana Sculla	MAS
Community Member	Tita Matamoras	MAS

# Addendums

## Weatherford - STAAR Grade 4 Writing

The percent of 4th grade students that score Meets grade level or above on STAAR Writing Grade 4 will increase from 31% in 2019 to 33% by June 2021.

### Yearly Target Goals

2020	2021	2022	2023	2024
32% 2019 Baseline: 31%	33%	35%	37%	39%

### Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled	All
2019 Baseline	0	20	47	*	60	*	*	6	22	*	30	33	29	31
2020	1	22	47	*	60	*	*	7	24	*	31	33	30	32
2021	4	24	48	*	61	*	*	8	27	*	33	34	32	33
2022	7	28	48	*	61	*	*	10	31	*	36	34	34	35
2023	11	32	49	*	62	*	*	13	36	*	39	35	37	37
2024	16	38	51	*	64	*	*	16	42	*	44	37	40	39
2019-2021	4	4	1	*	1	*	*	2	5	*	3	1	3	2

2019 Baseline	100	100	100	100	100	100	100	100	100	100	100	100	100	100
2020	1	2	0	1	0	1	1	1	2	1	1	0	1	1
2021	4	4	1	4	1	2	2	2	5	3	3	1	3	2
2022	7	8	1	7	1	4	4	4	9	5	6	1	5	4
2023	11	12	2	11	2	6	6	7	14	8	9	2	8	6
2024	16	18	4	16	4	8	9	10	20	11	14	4	11	8

## Weatherford - STAAR Grade 5 Science

The percent of 5th grade students that score Meets grade level or above on STAAR Science Grade 5 will increase from 19% in 2019 to 21% by June 2021.

### Yearly Target Goals

2020	2021	2022	2023	2024
20% 2019 Baseline: 19%	21%	22%	23%	24%

### Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled	All
2019 Baseline	7	9	35	*	*	*	*	7	5	*	17	24	12	19
2020	8	10	35	*	*	*	*	8	6	*	18	24	13	20
2021	11	13	35	*	*	*	*	9	9	*	19	24	14	21
2022	14	15	36	*	*	*	*	11	12	*	20	25	16	22
2023	18	19	36	*	*	*	*	14	16	*	22	25	18	23
2024	23	24	37	*	*	*	*	17	21	*	25	26	21	24
2019-2021	4	4	0	*	*	*	*	2	4	*	2	0	2	2

2019 Baseline	100	100	100	100	100	100	100	100	100	100	100	100	100	100
2020	1	1	0	0	0	1	0	1	1	1	1	0	1	1
2021	4	4	0	0	0	2	1	2	4	2	2	0	2	2
2022	7	6	1	1	1	3	2	4	7	4	3	1	4	3
2023	11	10	1	1	1	4	4	7	11	6	5	1	6	4
2024	16	15	2	2	2	5	6	10	16	9	8	2	9	5

## HB3 Campus Goals - All Grades STAAR at Meets Standard

Weatherford

2019 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2019 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2024 Goal for each student group based on the increase for each group required at the district level.

Target for interim years based achieving increases of 12% in 2020, 15% in 2021, 18% in 2022, 25% in 2023, and 30% in 2024 of the required overall increase from 2019 to 2024.

### Reading

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2019	24	23	55		70			7	22	33	29	44	25	37
2020	26	25	55		70			8	24	34	31	44	26	38
2021	28	28	56		71			10	27	36	33	45	28	39
2022	31	31	57		72			12	31	38	35	46	30	41
2023	35	36	58		73			14	36	41	39	47	33	43
2024	40	41	59		74			17	42	44	43	48	37	45

### Mathematics

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2019	39	28	70		90			18	30	50	41	54	37	48
2020	41	30	70		90			19	32	51	42	54	38	49
2021	43	32	71		91			21	34	52	43	55	39	49
2022	46	35	71		91			23	37	54	45	55	41	50
2023	50	39	72		92			25	41	56	47	56	43	52
2024	55	44	73		93			28	46	59	50	57	46	53

## HB3 Early Childhood Campus Goals - Grade 3 STAAR at Meets Standard

Weatherford

2019 Rates: Based on percent of students at STAAR Grade 3 Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2019 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2024 Goal for each student group based on the increase for each group required at the district level.

Target for interim years based achieving increases of 12% in 2020, 15% in 2021, 18% in 2022, 25% in 2023, and 30% in 2024 of the required overall increase from 2019 to 2024.

### Reading

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
<b>2019 # of Students</b>	10	22	24					13	32		19	47	12	59
<b>2019</b>	40	27	58					8	34		37	49	25	44
<b>2020</b>	42	29	58					9	36		39	49	26	45
<b>2021</b>	44	32	59					11	39		41	50	28	46
<b>2022</b>	47	35	60					13	43		43	51	30	48
<b>2023</b>	51	40	61					15	48		47	52	33	50
<b>2024</b>	56	45	62					18	54		51	53	37	52

### District Goals for Grade 3 STAAR

<b>District 2019 Baseline</b>	44	40	70	43	77	-	57	37	37	53	48	63	53	60
<b>District 2024 Goal</b>	60	58	74	60	81	68	67	47	57	65	62	67	65	68
<b>District Increase 2019 to 2021</b>	4	4	1	4	1	2	3	3	5	3	4	1	3	2
<b>District Increase 2019 to 2024</b>	16	18	4	17	4	8	10	10	20	12	14	4	12	8



## HB3 Early Childhood Campus Goals - Grade 3 STAAR at Meets Standard

Weatherford

2019 Rates: Based on percent of students at STAAR Grade 3 Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2019 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2024 Goal for each student group based on the increase for each group required at the district level.

Target for interim years based achieving increases of 12% in 2020, 15% in 2021, 18% in 2022, 25% in 2023, and 30% in 2024 of the required overall increase from 2019 to 2024.

### Mathematics

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
<b>2019 # of Students</b>	10	22	24					13	32		19	47	12	59
<b>2019</b>	60	36	79					23	44		47	66	33	59
<b>2020</b>	62	38	79					24	46		48	66	34	60
<b>2021</b>	64	40	80					26	48		49	67	35	60
<b>2022</b>	67	43	80					28	51		51	67	37	61
<b>2023</b>	71	47	81					30	55		53	68	39	63
<b>2024</b>	76	52	82					33	60		56	69	42	64

### District Goals for Grade 3 STAAR

<b>District 2019 Baseline</b>	43	44	72	71	85	-	63	40	43	57	58	67	57	65
<b>District 2024 Goal</b>	59	60	75	74	88	70	69	50	59	66	67	70	66	70
<b>District Increase 2019 to 2021</b>	4	4	1	1	1	2	2	3	4	2	2	1	2	2
<b>District Increase 2019 to 2024</b>	16	16	3	3	3	5	6	10	16	9	9	3	9	5

## CAMPUS APPENDIX

### STATE MANDATES IMPLEMENTATION REFERENCE

Texas law and Board Policies mandate the following be addressed with strategies for improving student performance. To increase the LEA's ability to focus on a limited number of targeted initiatives in this improvement plan, the LEA will plan, implement, monitor and evaluate the following mandates through other procedures and practices. When requested, the LEA Person Responsible will report progress to the site-based committee.

LEA Person Responsible for update	Mandate	Reference	Location of Documentation
Executive Director for Student & Family Services	<b>Bullying</b> <b>Staff Prevention</b> <ul style="list-style-type: none"> <li>Identify high risk areas</li> <li>Monitor high risk areas</li> <li>Follow campus rules/expectations</li> </ul> <b>Staff Education</b> <ul style="list-style-type: none"> <li>Participate in annual staff training on bullying/sexual harassment/suicide prevention/trauma informed practices/human trafficking</li> <li>Review referral process</li> </ul> <b>Staff Intervention</b> <ul style="list-style-type: none"> <li>Establish recommended intervention strategies for classroom/campus</li> <li>Implement campus referral plan</li> <li>Utilize Discipline Management strategies</li> </ul> <b>Student Prevention</b> <ul style="list-style-type: none"> <li>Clearly state student expectations/campus rules/citizenship</li> <li>Monitor high risk areas</li> </ul> <b>Student Education</b> <ul style="list-style-type: none"> <li>Explain referral process/contacts</li> <li>Anonymous Tip Line</li> </ul> <b>Student Intervention</b> <ul style="list-style-type: none"> <li>Apply classroom interventions</li> </ul>	TEC 11.252(a)(3)(E)	The school will follow the Student Handbook and Board Policies: FFI, FDB, FFF, FFH, FO, CQA, and FFB.

	<ul style="list-style-type: none"> <li>● Employ discipline interventions</li> <li>● Use other intervention strategies as necessary/appropriate</li> <li>● Conference with parents/students</li> </ul>		
Principal	<p><b>Coordinated Health Program</b></p> <p><b>Coordinated School Health</b></p> <ul style="list-style-type: none"> <li>● K-8 Designate a Campus Wellness Captain and establish a Campus Wellness Team; set meetings, establish measurable goals and document progress toward goal completion.</li> <li>● K-8 Include at least one Parent on Campus Wellness Team.</li> <li>● K-8 Ensure that all components of the Coordinated School Health curriculum are delivered in an appropriate setting, i.e. classroom component requires use of a classroom.</li> <li>● K-8 Create a Coordinated School Health bulletin board inside the school building for students, staff and parents to view.</li> <li>● K-8 Notify parents/community members of Family Wellness Nights/Health Fairs through use of marquee, newsletter, web page, and/or myPISD.</li> </ul> <p><b>Fitness</b></p> <ul style="list-style-type: none"> <li>● 3-8 Pre and Post Assess all eligible students using fitness test components.</li> <li>● 4th and 7th Ensure all data for 3rd - 8th grade students is entered on timely basis, fitness report cards are printed (4th grade and 7th grade) and sent to parents or linked through myPISD. Include at least one Parent on Campus Wellness Team.</li> </ul> <p><b>Physical Activity Requirements</b></p> <ul style="list-style-type: none"> <li>● K-8 Campuses Only: Ensure students are receiving required physical education classes/minutes for each school year and achieving moderate to vigorous physical activity (MVPA) 50% of the physical education class period.</li> <li>● K-8 Measure MVPA and physical activity time</li> </ul>	TEC 11.253(d) Board Policy FFA(Local)	The school will follow Board Policies: FFA and EHAA.

	<p>using pedometers and heart rate monitors.</p> <ul style="list-style-type: none"> <li>● K-8 Ensure physical education staff is using a sequential and developmentally appropriate curriculum which has students active at least 70%-90% of class time.</li> <li>● K-5 Ensure students are receiving daily unstructured play during recess.</li> <li>● K-5 Encourage opportunities for brain breaks and short activity breaks throughout the day.</li> </ul> <p><b>Attendance</b></p> <ul style="list-style-type: none"> <li>● K-8 Monitor attendance of students and follow up on prominent and chronic absences.</li> </ul>		
Principal	<p><b>Recruiting Certified Teachers and Highly-Qualified Paraprofessionals</b></p> <ul style="list-style-type: none"> <li>● Local on-going high quality professional development based on campus needs or district identified needs is provided to all teachers in all core subject areas.</li> <li>● Funding source: State and Local</li> </ul>	ESSA	
Principal	<p><b>Parent Involvement</b></p> <ul style="list-style-type: none"> <li>● Require all parents to register students via Parent Portal in order to have access to eNews, grades, attendance, and other electronic information. Funding Sources: SCE, Title I and Local</li> <li>● Identify parents without computer/Internet access and offer assistance through the District Mobile Technology Lab for parent education and access. Funding Sources: SCE, Title I and Local</li> <li>● Upgrade and maintain the campus website for easy access and increased communication with the community. Funding source: State and Local</li> <li>● Communicate information through eNews and through hard copies when Internet access is not available. Funding source: State and Local</li> <li>● Utilize social media to keep parents and</li> </ul>		

	<p>community informed. Funding source: State and Local</p> <ul style="list-style-type: none"><li>● PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs. Funding source: State and Local</li><li>● Partner with PTA to offer parental programs on a variety of topics (academic, social, etc...). Funding source: State and Local</li><li>● Parent Education programs focused on relevant topics of interest will be available upon request by any campus or PTA</li></ul>		
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