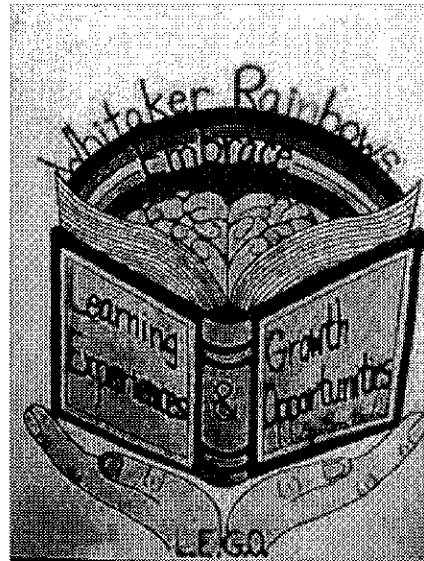


El Paso Independent School District

Whitaker Elementary School

2023-2024 Improvement Plan



Mission Statement

Whitaker Elementary Embraces Learning Experiences and Growth Opportunities.

Vision

Whitaker Elementary School community of educators will create an environment where academic and social emotional learning of students is valued by all to ensure students are future ready.

Value Statement

Whitaker Elementary School community of educators will create an environment where academic and social emotional learning of students is valued by all to ensure students are future ready.

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Comprehensive Needs Assessment

L1 Whole Child (Culture & Climate)

L1 Whole Child (Culture & Climate) Summary

Whitaker will continue to build on our methods (B.O.O.M.) for each of the levers adopted by the board as we continue to evaluate the effectiveness of our systems.

Behavior concerns highest in 2nd (7 referrals) and 4th grade (11 documented referrals).

Campus referrals decreased by 66% from 97 (2021-2022) to 33 (2022-2023).

Teacher climate survey indicated lack of support for classrooms that have high instances of behavior problems.

Campus has 118 students participating in after school activities with plans to increase opportunities for students in grade 1-2.

Campus is hopeful the BeHive will be in use for the upcoming school year to increase positive behavior and alternatives to using a reward system that uses food as an incentive.

Fully implement Bluebonnet, Humanitarian for 5th, Book Club, Art Club, Robotics, UIL, Student Council, and Destination Imagination.

Campus did not release a campus culture and climate survey to parents and students this year. We do not have data to reflect area of need in this area.

Increase personal learning opportunities for students and staff.

Utilization of community partnership and resources

Increase extra curricular participation of all stakeholders.

L1 Whole Child (Culture & Climate) Strengths

Campus continues to increase student achievement by addressing the gaps in learning and building capacity with the adults that interact with students.

Campus continues to involve the parents in monthly family nights, academic nights, bike rodeo, kite day, and Wednesday Walks.

Implementation of SEL strategies and opportunities.

Building positive relationships with students, parents and each other is a campus priority.

Continue to create a culture of high expectations.

Offer extended leaning opportunities (assignment club using interventionists after school)

Ensure students are provided with rigorous learning opportunities.

Prioritized Needs Identifying L1 Whole Child (Culture & Climate) Needs

Prioritized Need 1 (Prioritized): Campus struggles to secure staff to support after school enrichment activities. **Root Cause:** Demands of the school day and after class meetings make it hard for after school enrichment activities.

Prioritized Need 2 (Prioritized): Fully implement the PBIS on campus to ensure all staff support the implementation. **Root Cause:** During unstructured time students do not follow the PBIS model under the care of staff.

Prioritized Need 3 (Prioritized): Campus will utilize the BeHive to encourage creativity and experimental learning through unstructured play and social opportunities. **Root Cause:** Campus struggles to find ways to positively impact student behavior through the monthly PBIS reward system.

Prioritized Need 4 (Prioritized): High percentages in the at-risk population makes it imperative that we differentiate practices to increase equitable learning opportunities for struggling students. **Root Cause:** There is diversity in our student population that requires differentiated instructional support to close the achievement gaps.

Prioritized Need 5 (Prioritized): Attendance rate of 93% is below our campus goal of 95%. **Root Cause:** Parents are hesitant to send students to school for minor health concerns.

Prioritized Need 6 (Prioritized): Parental Involvement activities need to be at varying times to support parent work schedules. **Root Cause:** Most of the staff is off duty during the evenings and it becomes difficult to retain the staff after hours.

Prioritized Need 7 (Prioritized): Our emergent bilinguals are not making adequate progress on TELPAS Speaking. **Root Cause:** Students need more practice on the computer practicing the skill and become comfortable with the technology

Prioritized Need 8 (Prioritized): Intervention block (LEGO/WIN) is typically used for remediation or to complete classwork. **Root Cause:** Training on how to create innovative opportunities for all levels of learning need.

Prioritized Need 9 (Prioritized): Students struggle understanding and controlling their emotions by reacting instead of using their words. **Root Cause:** Students do not have the skills necessary to understand how to deal with their emotions.

L2 Academic Excellence (Curriculum, Instruction, Assessment)

L2 Academic Excellence (Curriculum, Instruction, Assessment) Summary

Campus significantly dropped in STAAR 2022 2023 on the preliminary results in June to 33% component score on Domain 1 from 55% STAAR component score, 77% scale score.

Administration completed 264 walkthroughs for the school year. This is 36 short of the district expectation (300). CTC completed learning walks and submitted glows/grows to teachers based on TIER 1 instructional strategies and intervention.

Lesson plan reviews occurred each week on Wednesday prior to the following week of instruction by ILT. Feedback was given to teachers on standard alignment, rigor, activities, and DDI efforts.

PLC occurred biweekly for 90 minutes to review upcoming lesson plans and half day PLC were scheduled to design the standards for an upcoming unit or to review data from assessments.

Dual Language in 1st , 2nd , 3rd and 4th grade struggle maintaining grade level expectations on report cards and progress reports with respect to behavior and academics.

Dual Language students in grades 3, 4, 5 maintain passing results on STAAR

Ensure fidelity to the dual language model.

Monitor implementation of high quality curriculum and instruction.

Provide vertical alignment and blended learning opportunities.

Campus leadership sets clear high expectations for all key stakeholders (Updated Roles and Responsibilities 2023 2024)

Campus leadership collaborates with feeder pattern and district level leaders.

L2 Academic Excellence (Curriculum, Instruction, Assessment) Strengths

Campus teachers and ILT maintain fidelity to lesson planning schedules, submissions and reviews.

ILT and Administration maintain fidelity to walkthroughs and learning walks.

Prioritized Needs Identifying L2 Academic Excellence (Curriculum, Instruction, Assessment) Needs

Prioritized Need 1 (Prioritized): Campus preliminary STAAR 2023 results indicate an average of 54% in Domain 1. **Root Cause:** Teachers need additional support in planning

rigorous TIER 1 lessons, implement timely DDI, and respond to struggling students using an effective MTSS.

Prioritized Need 2 (Prioritized): Campus at risk population increased from 59.74% to 66.18% for the 2022 2023 school year due to academic coding. **Root Cause:** Campus struggles to implement an effective MTSS system to address behavior and academic concerns.

Prioritized Need 3 (Prioritized): EB students in second, third and fourth grade had high percentages of failures during grading periods throughout the 2022 2023 school year with behaviors and academics. **Root Cause:** Students struggle with language and the rigor of the standards.

Prioritized Need 4 (Prioritized): Incorporate a balance of reading and writing across the 120 minute literacy block through the teaching of the standards to increase student opportunities for reading success. **Root Cause:** Lesson delivery is not aligned to the literacy model.

Prioritized Need 5 (Prioritized): Conduct roll-out/training for teachers and leaders on essential unit and lesson planning structures. **Root Cause:** There is a need for training on how to align lesson plans to the activities, weekly assessments, and data tracking.

Prioritized Need 6 (Prioritized): Conduct roll-out/training for teacher and leaders on monitoring, laps exit tickets, show/call, and formative assessments. **Root Cause:** Students participating in independent practice are not being monitored throughout the practice.

Prioritized Need 7 (Prioritized): Grade 5 Science STAAR preliminary results indicate averages of 60%, 31%, and 13% **Root Cause:** Hands-on labs, journals and vocabulary development are essential to the effectiveness of a Science curriculum and needs to be consistently implemented in grades K-5.

Prioritized Need 8 (Prioritized): Frequent walkthroughs and learning walks to support effective implementation of programs, trainings, and lessons. **Root Cause:** There is a need to improve student achievement.

Prioritized Need 9 (Prioritized): Ensure our 5th grade students are prepared academically to meet the needs of middle school requirements. **Root Cause:** Our 5th grade data is low in approaches and in Domain 1.

Prioritized Need 10 (Prioritized): CTC and SPED teachers will collaboratively support the teacher in the classroom, utilizing a co-teach model to support quality first teach, to increase student achievement and to enable teachers to grow in their expertise. **Root Cause:** Students continue to struggle in the general education classroom.

Prioritized Need 11 (Prioritized): Provide a student centered approach to intervention and targeted instruction that effectively closes the achievement gap. **Root Cause:** Students continue to struggle with reading and math concepts.

Prioritized Need 12 (Prioritized): Provide timely feedback on walkthroughs and coaching conversations. **Root Cause:** By providing timely feedback there is an opportunity to increase achievement.

Prioritized Need 13 (Prioritized): Student attendance is at 93% and we need to increase it to 95%. **Root Cause:** Some of our students arrive late or parents do not send them to school daily.

Prioritized Need 14 (Prioritized): Encourage teachers to be certified for ESL and GT. **Root Cause:** Students are strategically placed in classrooms that have certified teacher but not always the most equitable placement.

Prioritized Need 15 (Prioritized): High percentages in the at-risk population makes it imperative that we differentiate practices to increase equitable learning opportunities for struggling students. **Root Cause:** There is diversity in our student population that requires differentiated instructional support to close the achievement gaps.

Prioritized Need 16 (Prioritized): Attendance rate of 93% is below our campus goal of 95%. **Root Cause:** Parents are hesitant to send students to school for minor health concerns.

Prioritized Need 17 (Prioritized): Our emergent bilinguals are not making adequate progress on TELPAS Speaking. **Root Cause:** Students need more practice on the computer

practicing the skill and become comfortable with the technology

Prioritized Need 18 (Prioritized): Intervention block (LEGO/WIN) is typically used for remediation or to complete classwork. **Root Cause:** Training on how to create innovative opportunities for all levels of learning need.

Prioritized Need 19 (Prioritized): Students creative works are displayed in the hallways and not competitively displayed in district events. **Root Cause:** There is a lack of participation by campus with district events.

Prioritized Need 20 (Prioritized): Increase teacher and staff leadership capacity to support effective implementation of programs. **Root Cause:** There is a need to build leadership capacity to support effective implementation of programs.

Prioritized Need 21 (Prioritized): Increase the effectiveness of DDI efforts to ensure teachers and leaders use a corrective instruction action planning process to analyze data, trends in student misconception, and determine why the students have not learned the concept and create plans to reteach. **Root Cause:** DDI efforts were minimal in K-2 grades.

L2 Academic Excellence (Student Achievement)

L2 Academic Excellence (Student Achievement) Summary

Preliminary data indicates scores at 66%, 30%, 4% in Reading and 78%, 19%, 3% in Math and 50%.39%,11% in Science. The campus ranks overall top 11 in comparison to the elementary campuses in the district.

NWEA scores indicate significant growth in 1st grade monolingual, and 2nd grade dual language. Grade 1 dual language has minimal growth and 2nd grade monolingual has minimal growth.

NWEA median percentile growth from 24th to 38th percentile in 1st grade Reading (with 47% at risk to 44% at risk)

NWEA median percentile growth from 55th to 54th percentile in 2nd grade Reading (with 20% at risk to 19% at risk) Value was lost 8% to 6% of students at <80th percentile

NWEA median percentile growth from 18th to 25th percentile in 1st grade Math (with 53% at risk to 42% at risk)

NWEA median percentile growth from 34th to 36th percentile in 2nd grade Math (with 32% at risk to 29% at risk)

Campus needs to create more opportunities for grade levels to participate in analysis of data and methods to effectively respond to the data.

Campus is participating in LAFA - Lesson Planning Alignment and Formative Assessment with the support of Region 19. This also include opportunities for coaching, aggressive monitoring strategies, unpacking the standards, and creating aligned activities that also align to the rigor of the standard.

We retained two students from the same family that has had 130+ absences and two truancy court hearings.

Report card grades do not reflect the rigor of the standards as measured by assessments.

Most classes follow the district framework for Math, Reading, Science, and SS.

A need to refine our RTI systems.

Campus walkthrough and learning walks are consistent- especially during the first few weeks to ensure systems are routine and effective. Follow through on the See it Name It and Do it model of LAFA/DDI.

Teachers in Prek-5 will create a power point and review data points at faculty meetings/PLC after each high major assessment. This practice supports vertical alignment among the grade levels and opportunity to plan for future success.

L2 Academic Excellence (Student Achievement) Strengths

Campus is making progress in closing the achievement gap in grades 3-5 however our students in 1st grade DL and 2nd grade monolingual struggle to meet expected growth gains.

Campus is participating in LAFA - Lesson Planning Alignment and Formative Assessment with the support of Region 19. This also include opportunities for coaching, aggressive monitoring strategies, unpacking the standards, and creating aligned activities that also align to the rigor of the standard.

Campus will continue to monitor lesson plans and coaching opportunities. Campus will use the Lesson Plan look for to focus on alignment of lesson objectives, exemplar responses, success criteria, lesson activities and exit tickets.

SPED/CTC use the co-teach model to provide classroom support

Math and RLA interventionist have been recommended to support our students struggling academically.

Prioritized Needs Identifying L2 Academic Excellence (Student Achievement) Needs

Prioritized Need 1 (Prioritized): Increase the effectiveness of DDI efforts to ensure teachers and leaders use a corrective instruction action planning process to analyze data, trends in student misconception, and determine why the students have not learned the concept and create plans to reteach. **Root Cause:** DDI efforts were minimal in K-2 grades.

Prioritized Need 2 (Prioritized): Incorporate a balance of reading and writing across the 120 minute literacy block through the teaching of the standards to increase student opportunities for reading success. **Root Cause:** Lesson delivery is not aligned to the literacy model.

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Prioritized Need 6 (Prioritized): Frequent walkthroughs and learning walks to support effective implementation of programs, trainings, and lessons. **Root Cause:** There is a need to improve student achievement.

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Prioritized Need 9 (Prioritized): Provide a student centered approach to intervention and targeted instruction that effectively closes the achievement gap. **Root Cause:** Students continue to struggle with reading and math concepts.

Prioritized Need 10 (Prioritized): Campus preliminary STAAR 2023 results indicate an average of 54% in Domain 1. **Root Cause:** Teachers need additional support in planning rigorous TIER 1 lessons, implement timely DDI, and respond to struggling students using an effective MTSS.

Prioritized Need 11 (Prioritized): Campus at risk population increased from 59.74% to 66.18% for the 2022 2023 school year due to academic coding. **Root Cause:** Campus struggles to implement an effective MTSS system to address behavior and academic concerns.

Prioritized Need 12 (Prioritized): EB students in second, third and fourth grade had high percentages of failures during grading periods throughout the 2022 2023 school year with

behaviors and academics. **Root Cause:** Students struggle with language and the rigor of the standards.

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Prioritized Need 20 (Prioritized): Increase teacher and staff leadership capacity to support effective implementation of programs. **Root Cause:** There is a need to build leadership capacity to support effective implementation of programs.

L3 Destination District (Staff Recruitment, Retention & Prof. Dev)

L3 Destination District (Staff Recruitment, Retention & Prof. Dev) Summary

Effective implementation of new district curriculum, Research based Instructional strategies, framework, resources, and MTSS will be a focus of our PD for the upcoming school year.

Effective Implementation of Lesson Alignment and Formative Assessment protocols using Region 19 support will be rolled out to campus in increments of 1-2 key ideas a month.

Continue to schedule and maintain consistent walkthroughs and learning walks during TIER 1 and WIN/LEGO based on data from lesson plan reviews.

T-TESS area of focus based on data collection -2.1 The teacher supports learners in their pursuit of high levels of academic and social-emotional success and 2.4 The teacher differentiates instruction, aligning, methods and techniques to diverse student needs.

Teacher placements are strategic based on student need and teacher strengths.

Grade level and content area teams have supported teacher leaders trained in adult learning and facilitation.

Criteria is established prior to interview process to align questions and activities asked of the candidate. Interview include a demonstration of content knowledge and ability to maintain expectation of the job, team dynamics, and to ensure willingness to embrace learning experiences and growth opportunities, and show an interest in students SEL.

Campus lost 1 teacher due to a move from the state, 1 transfer teacher to a west-side campus, 1 teacher to a district close to home at the end of the 2022-2023 school year.

Provide timely feedback and extend coaching opportunities (T-TESS) within 24 hours of the instructional week.

Complete on-boarding of new staff and ensure a mentor is assigned to the new employee within 24 hours of an instructional week.

L3 Destination District (Staff Recruitment, Retention & Prof. Dev) Strengths

Criteria is established prior to interview process to align questions and activities asked of the candidate. Interview include a demonstration of content knowledge and ability to maintain expectation of the job, team dynamics, and to ensure willingness to embrace learning experiences and growth opportunities.

Campus lost 1 teacher due to a move from the state, 1 transfer teacher to a west-side campus, 1 teacher to a district close to home during the 2022-2023 school year.

Teachers work well together through collaborative lesson planning and support each other through shared knowledge, experiences and resources.

Campus has retained highly effective substitutes and believes in building capacity with these valuable resources. Campus long term substitutes have been offered permanent assignments (5th grade, Art Teacher)

Prioritized Needs Identifying L3 Destination District (Staff Recruitment, Retention & Prof. Dev) Needs

Prioritized Need 1 (Prioritized): Campus enrollment continues to decrease each school year. **Root Cause:** The community is established and many of the homeowners are elderly.

Prioritized Need 2 (Prioritized): Campus will begin the school year with 3 vacancies. **Root Cause:** The applicant pool is limited in our area.

Prioritized Need 3 (Prioritized): Campus preliminary STAAR 2023 results indicate an average of 54% in Domain 1. **Root Cause:** Teachers need additional support in planning rigorous TIER 1 lessons, implement timely DDI, and respond to struggling students using an effective MTSS.

L3 Destination District (Perceptions, Facilities, Programs, Technology)

L3 Destination District (Perceptions, Facilities, Programs, Technology) Summary

Campus has a history of almost 5% of it's population on a transfer to our campus.

Campus has 37 students that transferred out of district with 22 going to Harmony School of Innovation

Enrollment has decreased from 363 to 340 students in the 2022-2023

All students have access to a personal device, classrooms have desktops, and computer lab is equipped with 22+ desktops. There are 3 promethium boards with 1 in each 3rd, 4th, 5th grade classroom.

We strive to continuously review the best methods of communication for our families. The communication platforms are Facebook, our school website, blackboard messages, emails, schoology, and classroom DoJo.

Encourage teachers to share technology lessons amongst each other.

Build leadership capacity among teachers and staff to increase effectiveness of programs.

L3 Destination District (Perceptions, Facilities, Programs, Technology) Strengths

All students have access to a personal device, classrooms have desktops, and computer lab is equipped with 22+ desktops. There are 3 promethium boards with 1 in each 3rd, 4th, 5th grade classroom.

All campus activities promote wide-spread student participation including activities that are held during PE time(kite day, bike rodeo, field day, and PBIS celebrations.

We have several campus activities that promote student and family engagement (Literacy Night, Orchestra performance, Family Nights, multicultural events) Our PEL is new and will continue to strive to reach out to our families and provide opportunities for parents to become more involved in their child's education.

There is a clear open process for resolving problems and concerns,for staff and parents.

Parents will be able to meet and use the BeHive when not in use by the students.

Student-led conferences are held 3 times a year

Families are invited to support in decision making process through CIT or parent meetings.

Teachers contact parents regularly to discuss student progress.

The building is open for community use - SPARK Academy/ Boys Girl Club

Counselor supports our needy families on a regular basis.

Parent meetings during the conference period, through zoom, are encouraged for behavior, low grades, and teacher concerns. Class Dojos and text messages can be sent for informational purposes.

Prioritized Needs Identifying L3 Destination District (Perceptions, Facilities, Programs, Technology) Needs

Prioritized Need 1 (Prioritized): Increase teacher and staff leadership capacity to support effective implementation of programs. **Root Cause:** There is a need to build leadership capacity to support effective implementation of programs.

Prioritized Need 2 (Prioritized): The campus struggles to retain a vibrant PTA that will support parental involvement. **Root Cause:** There has not been enough outreach efforts to secure members,

Prioritized Need 3 (Prioritized): Campus will begin the school year with 3 vacancies. **Root Cause:** The applicant pool is limited in our area.

Prioritized Need 4 (Prioritized): Campus struggles to secure staff to support after school enrichment activities. **Root Cause:** Demands of the school day and after class meetings make it hard for after school enrichment activities.

Prioritized Need 5 (Prioritized): Campus enrollment continues to decrease each school year. **Root Cause:** The community is established and many of the homeowners are elderly.

L4 Culture of Accountability (Parent & Community Engagement)

L4 Culture of Accountability (Parent & Community Engagement) Summary

Involvement in parent engagement participation is low when we are discussing academics. Parents are eager to attend events that includes a performance with their child.

We hired a new PEL and she is actively creating opportunities to increase parental engagement and parent meetings on campus.

Many of our parent do not speak English. We make sure that all communication is sent in both English and Spanish. Campus provides a variety of opportunities to address cultural heritage celebrations.

Attendance rate increased from 2021 2022 from 91.86% to 93%. Our district and campus goal is 95%. Continue attendance competitions

Customer Service training was provided to all faculty and staff.

Allocate campus funding on what is necessary to the mission and vision of the campus.

Participate in attendance round-ups and communicate attendance expectations to all stakeholders.

Share survey data and ideas to elicit support and input from the community.

Staff will return parent phone calls, and set up conferences within 24 hours of the request.

L4 Culture of Accountability (Parent & Community Engagement) Strengths

We hired a new PEL and she is actively creating opportunities to increase parental engagement and parent meetings on campus.

Many of our parent do not speak English. We make sure that all communication is sent in both English and Spanish. Campus provides a variety of opportunities to address cultural heritage celebrations.

Prioritized Needs Identifying L4 Culture of Accountability (Parent & Community Engagement) Needs

Prioritized Need 1 (Prioritized): The campus struggles to retain a vibrant PTA that will support parental involvement. **Root Cause:** There has not been enough outreach efforts to secure members,

L5 Equity by Design (Demographics)

L5 Equity by Design (Demographics) Summary

Total students enrolled 2022-2023 is 340, 88% Hispanic, 4% Black

6% are in Dyslexia, 3% GT, 7% 504, 14% SPED, 27% EB,

61% At-Risk , 88% Economically disadvantage, 64% free meals, 5 homeless students

There are 27 teacher, 8 administrative support, and 5 instructional aids.

Campus staffing does not relate to student demographics.

Campus continues to encourage teachers to seek further certification.

Campus struggles to retain DL teachers. Ensure all K-3 teachers have completed all Reading Academy expectations and are implementing the best practices and data analysis.

Need diversity among staff to support campus demographics. Need a a strong Science 5th grade teacher and a rigorous curriculum that is aligned to the state testing. Need to encourage staff to grow professionally.

Continue collaboration efforts with the feeder pattern (We feed into Canyon which is undergoing change)

Ensure that our campus is upgraded and maintained to ensure that there is equity in our district.

L5 Equity by Design (Demographics) Strengths

Campus continues to recommend the best candidate for the role they will lead.

Prioritized Needs Identifying L5 Equity by Design (Demographics) Needs

Prioritized Need 1 (Prioritized): Campus will begin the school year with 3 vacancies. **Root Cause:** The applicant pool is limited in our area.

Prioritized Needs

Prioritized Need 2: EB students in second, third and fourth grade had high percentages of failures during grading periods throughout the 2022 2023 school year with behaviors and academics.

Root Cause 2: Students struggle with language and the rigor of the standards.

Prioritized Need 2 Areas: L2 Academic Excellence (Curriculum, Instruction, Assessment) - L2 Academic Excellence (Student Achievement)

Prioritized Need 3: Campus preliminary STAAR 2023 results indicate an average of 54% in Domain 1.

Root Cause 3: Teachers need additional support in planning rigorous TIER 1 lessons, implement timely DDI, and respond to struggling students using an effective MTSS.

Prioritized Need 3 Areas: L2 Academic Excellence (Curriculum, Instruction, Assessment) - L2 Academic Excellence (Student Achievement) - L3 Destination District (Staff Recruitment, Retention & Prof. Dev)

Prioritized Need 4: Campus at risk population increased from 59.74% to 66.18% for the 2022 2023 school year due to academic coding.

Root Cause 4: Campus struggles to implement an effective MTSS system to address behavior and academic concerns.

Prioritized Need 4 Areas: L2 Academic Excellence (Curriculum, Instruction, Assessment) - L2 Academic Excellence (Student Achievement)

Prioritized Need 5: Incorporate a balance of reading and writing across the 120 minute literacy block through the teaching of the standards to increase student opportunities for reading success.

Root Cause 5: Lesson delivery is not aligned to the literacy model.

Prioritized Need 5 Areas: L2 Academic Excellence (Curriculum, Instruction, Assessment) - L2 Academic Excellence (Student Achievement)

Prioritized Need 6: Increase the effectiveness of DDI efforts to ensure teachers and leaders use a corrective instruction action planning process to analyze data, trends in student misconception, and determine why the students have not learned the concept and create plans to reteach.

Root Cause 6: DDI efforts were minimal in K-2 grades.

Prioritized Need 6 Areas: L2 Academic Excellence (Curriculum, Instruction, Assessment) - L2 Academic Excellence (Student Achievement)

Prioritized Need 7: Conduct roll-out/training for teachers and leaders on essential unit and lesson planning structures.

Root Cause 7: There is a need for training on how to align lesson plans to the activities, weekly assessments, and data tracking.

Prioritized Need 7 Areas: L2 Academic Excellence (Curriculum, Instruction, Assessment) - L2 Academic Excellence (Student Achievement)

Prioritized Need 8: Conduct roll-out/training for teacher and leaders on monitoring, laps exit tickets, show/call, and formative assessments.

Root Cause 8: Students participating in independent practice are not being monitored throughout the practice.

Prioritized Need 8 Areas: L2 Academic Excellence (Curriculum, Instruction, Assessment) - L2 Academic Excellence (Student Achievement)

Prioritized Need 9: Campus struggles to secure staff to support after school enrichment activities.

Root Cause 9: Demands of the school day and after class meetings make it hard for after school enrichment activities.

Prioritized Need 9 Areas: L1 Whole Child (Culture & Climate) - L2 Academic Excellence (Student Achievement) - L3 Destination District (Perceptions, Facilities, Programs, Technology)

Prioritized Need 10: Fully implement the PBIS on campus to ensure all staff support the implementation.

Root Cause 10: During unstructured time students do not follow the PBIS model under the care of staff.

Prioritized Need 10 Areas: L1 Whole Child (Culture & Climate)

Prioritized Need 11: Campus will utilize the BeHive to encourage creativity and experimental learning through unstructured play and social opportunities.

Root Cause 11: Campus struggles to find ways to positively impact student behavior through the monthly PBIS reward system.

Prioritized Need 11 Areas: L1 Whole Child (Culture & Climate)

Prioritized Need 12: Grade 5 Science STAAR preliminary results indicate averages of 60%, 31%, and 13%

Root Cause 12: Hands-on labs, journals and vocabulary development are essential to the effectiveness of a Science curriculum and needs to be consistently implemented in grades K-5.

Prioritized Need 12 Areas: L2 Academic Excellence (Curriculum, Instruction, Assessment) - L2 Academic Excellence (Student Achievement)

Prioritized Need 13: Campus enrollment continues to decrease each school year.

Root Cause 13: The community is established and many of the homeowners are elderly.

Prioritized Need 13 Areas: L3 Destination District (Staff Recruitment, Retention & Prof. Dev) - L3 Destination District (Perceptions, Facilities, Programs, Technology)

Prioritized Need 14: Student attendance is at 93% and we need to increase it to 95%.

Root Cause 14: Some of our students arrive late or parents do not send them to school daily.

Prioritized Need 14 Areas: L2 Academic Excellence (Curriculum, Instruction, Assessment)

Prioritized Need 15: The campus struggles to retain a vibrant PTA that will support parental involvement.

Root Cause 15: There has not been enough outreach efforts to secure members.

Prioritized Need 15 Areas: L3 Destination District (Perceptions, Facilities, Programs, Technology) - L4 Culture of Accountability (Parent & Community Engagement)

Prioritized Need 16: Frequent walkthroughs and learning walks to support effective implementation of programs, trainings, and lessons.

Root Cause 16: There is a need to improve student achievement.

Prioritized Need 16 Areas: L2 Academic Excellence (Curriculum, Instruction, Assessment) - L2 Academic Excellence (Student Achievement)

Prioritized Need 17: Increase teacher and staff leadership capacity to support effective implementation of programs.

Root Cause 17: There is a need to build leadership capacity to support effective implementation of programs.

Prioritized Need 17 Areas: L2 Academic Excellence (Curriculum, Instruction, Assessment) - L2 Academic Excellence (Student Achievement) - L3 Destination District (Perceptions, Facilities, Programs, Technology)

Prioritized Need 18: Ensure our 5th grade students are prepared academically to meet the needs of middle school requirements.

Root Cause 18: Our 5th grade data is low in approaches and in Domain 1.

Prioritized Need 18 Areas: L2 Academic Excellence (Curriculum, Instruction, Assessment) - L2 Academic Excellence (Student Achievement)

Prioritized Need 19: Encourage teachers to be certified for ESL and GT.

Root Cause 19: Students are strategically placed in classrooms that have certified teacher but not always the most equitable placement.

Prioritized Need 19 Areas: L2 Academic Excellence (Curriculum, Instruction, Assessment) - L2 Academic Excellence (Student Achievement)

Prioritized Need 20: High percentages in the at-risk population makes it imperative that we differentiate practices to increase equitable learning opportunities for struggling students.

Root Cause 20: There is diversity in our student population that requires differentiated instructional support to close the achievement gaps.

Prioritized Need 20 Areas: L1 Whole Child (Culture & Climate) - L2 Academic Excellence (Curriculum, Instruction, Assessment) - L2 Academic Excellence (Student Achievement)

Prioritized Need 21: CTC and SPED teachers will collaboratively support the teacher in the classroom, utilizing a co-teach model to support quality first teach, to increase student achievement and to enable teachers to grow in their expertise.

Root Cause 21: Students continue to struggle in the general education classroom.

Prioritized Need 21 Areas: L2 Academic Excellence (Curriculum, Instruction, Assessment) - L2 Academic Excellence (Student Achievement)

Prioritized Need 22: Provide a student centered approach to intervention and targeted instruction that effectively closes the achievement gap.

Root Cause 22: Students continue to struggle with reading and math concepts.

Prioritized Need 22 Areas: L2 Academic Excellence (Curriculum, Instruction, Assessment) - L2 Academic Excellence (Student Achievement)

Prioritized Need 23: Our emergent bilinguals are not making adequate progress on TELPAS Speaking.

Root Cause 23: Students need more practice on the computer practicing the skill and become comfortable with the technology

Prioritized Need 23 Areas: L1 Whole Child (Culture & Climate) - L2 Academic Excellence (Curriculum, Instruction, Assessment) - L2 Academic Excellence (Student Achievement)

Prioritized Need 24: Parental Involvement activities need to be at varying times to support parent work schedules.

Root Cause 24: Most of the staff is off duty during the evenings and it becomes difficult to retain the staff after hours.

Prioritized Need 24 Areas: L1 Whole Child (Culture & Climate)

Prioritized Need 25: Attendance rate of 93% is below our campus goal of 95%.

Root Cause 25: Parents are hesitant to send students to school for minor health concerns.

Prioritized Need 25 Areas: L1 Whole Child (Culture & Climate) - L2 Academic Excellence (Curriculum, Instruction, Assessment) - L2 Academic Excellence (Student Achievement)

Prioritized Need 26: Intervention block (LEGO/WIN) is typically used for remediation or to complete classwork.

Root Cause 26: Training on how to create innovative opportunities for all levels of learning need.

Prioritized Need 26 Areas: L1 Whole Child (Culture & Climate) - L2 Academic Excellence (Curriculum, Instruction, Assessment) - L2 Academic Excellence (Student Achievement)

Prioritized Need 27: Students struggle understanding and controlling their emotions by reacting instead of using their words.

Root Cause 27: Students do not have the skills necessary to understand how to deal with their emotions.

Prioritized Need 27 Areas: L1 Whole Child (Culture & Climate)

Prioritized Need 28: Students creative works are displayed in the hallways and not competitively displayed in district events.

Root Cause 28: There is a lack of participation by campus with district events.

Prioritized Need 28 Areas: L2 Academic Excellence (Curriculum, Instruction, Assessment)

Prioritized Need 29: Provide timely feedback on walkthroughs and coaching conversations.

Root Cause 29: By providing timely feedback there is an opportunity to increase achievement.

Prioritized Need 29 Areas: L2 Academic Excellence (Curriculum, Instruction, Assessment) - L2 Academic Excellence (Student Achievement)

Prioritized Need 30: Campus will begin the school year with 3 vacancies.

Root Cause 30: The applicant pool is limited in our area.

Prioritized Need 30 Areas: L3 Destination District (Staff Recruitment, Retention & Prof. Dev) - L3 Destination District (Perceptions, Facilities, Programs, Technology) - L5 Equity by Design (Demographics)

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals

Goals





Goal 1: WHOLE CHILD DEVELOPMENT foster learning environments for the whole child to thrive.

Performance Objective 1: By June 2024, Whitaker will create a culture where each student is supported by caring adults as measured by an employee, student, and parent culture climate survey.

Evaluation Data Sources: CK-12 Survey

Strategy 1 Details		Reviews			
Strategy 1: PBIS team will meet monthly to review classroom discipline data and create opportunities for students and teachers to acknowledge positive behavior and growth opportunities. Strategy's Expected Result/Impact: Student will be supported by caring adults. Staff Responsible for Monitoring: Teachers Administration Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Prioritized Needs: L1 Whole Child (Culture & Climate) 2, 3, 9 - School Culture and Climate 1		Formative			Summative
		Oct	Jan	Mar	June
Strategy 2 Details		Reviews			
Strategy 2: Campus will utilize the BeHive which is an unplugged area where students can go to inspire imagination and encourage creativity and experiential learning through unstructured play and social opportunities. Strategy's Expected Result/Impact: Students behavior will improve. Staff Responsible for Monitoring: Teachers Administration Title I: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Prioritized Needs: L1 Whole Child (Culture & Climate) 2, 3, 9		Formative			Summative
		Oct	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Monday morning mindful moments will occur during the daily announcements. Strategy's Expected Result/Impact: Students will learn strategies to support positive behavior Staff Responsible for Monitoring: Teacher Administrators Counselor Title I: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Prioritized Needs: L1 Whole Child (Culture & Climate) 9 - School Culture and Climate 1	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Campus counselor and the staff will utilize the Core Essential Values, student/teacher survey results, and PBIS data to promote campus positive behavior bi-weekly guidance lessons, individual and groups counseling for PreK - 5. Strategy's Expected Result/Impact: Counselor, Teachers, FCF Staff Responsible for Monitoring: Counselor Administration Staff Title I: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Prioritized Needs: L1 Whole Child (Culture & Climate) 2, 3, 8, 9 - L2 Academic Excellence (Curriculum, Instruction, Assessment) 18 - L2 Academic Excellence (Student Achievement) 18	Formative			Summative
	Oct	Jan	Mar	June

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 5: Counselor will provide bi-weekly lessons on the Core Essentials and PBIS will meet monthly to review behavior logs and provide support with behavior concerns, and incentives for positive behavior Strategy's Expected Result/Impact: Campus discipline referrals will decrease Staff Responsible for Monitoring: Counselor, Administration, Teachers, Students Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction Prioritized Needs: L1 Whole Child (Culture & Climate) 2, 3, 9 - L2 Academic Excellence (Curriculum, Instruction, Assessment) 2 - School Culture and Climate 1 - L2 Academic Excellence (Student Achievement) 11				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Prioritized Needs:





L1 Whole Child (Culture & Climate)
Prioritized Need 2: Fully implement the PBIS on campus to ensure all staff support the implementation. Root Cause: During unstructured time students do not follow the PBIS model under the care of staff. Prioritized Need 3: Campus will utilize the BeHive to encourage creativity and experimental learning through unstructured play and social opportunities. Root Cause: Campus struggles to find ways to positively impact student behavior through the monthly PBIS reward system. Prioritized Need 8: Intervention block (LEGO/WIN) is typically used for remediation or to complete classwork. Root Cause: Training on how to create innovative opportunities for all levels of learning need. Prioritized Need 9: Students struggle understanding and controlling their emotions by reacting instead of using their words. Root Cause: Students do not have the skills necessary to understand how to deal with their emotions.
L2 Academic Excellence (Curriculum, Instruction, Assessment)
Prioritized Need 2: Campus at risk population increased from 59.74% to 66.18% for the 2022 2023 school year due to academic coding. Root Cause: Campus struggles to implement an effective MTSS system to address behavior and academic concerns. Prioritized Need 18: Intervention block (LEGO/WIN) is typically used for remediation or to complete classwork. Root Cause: Training on how to create innovative opportunities for all levels of learning need.
L2 Academic Excellence (Student Achievement)
Prioritized Need 11: Campus at risk population increased from 59.74% to 66.18% for the 2022 2023 school year due to academic coding. Root Cause: Campus struggles to implement an effective MTSS system to address behavior and academic concerns. Prioritized Need 18: Intervention block (LEGO/WIN) is typically used for remediation or to complete classwork. Root Cause: Training on how to create innovative opportunities for all levels of learning need.

Goal 1: WHOLE CHILD DEVELOPMENT foster learning environments for the whole child to thrive.

Performance Objective 2: By June 2024, Whitaker will increase PK-5th grade student participation in UIL, extra-curricular, co-curricular activities at all levels by 5% from 118 participants to 123.

High Priority

Evaluation Data Sources: Survey results

Strategy 1 Details	Reviews			
Strategy 1: Campus will implement an Assignment club for grades 3-5 after school, Book Club grades 1-5 , Art Club 1-5 , and SEL Book Club for grade 5. Strategy's Expected Result/Impact: Students will have an opportunity to participate in various clubs that promotes interest, academic success and social emotional success. Staff Responsible for Monitoring: Interventionist, Librarian, Art Teacher, Counselor, Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Prioritized Needs: L1 Whole Child (Culture & Climate) 1, 6 - L2 Academic Excellence (Student Achievement) 19 - L3 Destination District (Perceptions, Facilities, Programs, Technology) 4 Funding Sources: Library Reading Materials - 211 ESEA Title I Part A (Campus) - 211.12.6329.153.24.801 - \$2,000	Formative			Summative
	Oct	Jan	Mar	June
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Performance Objective 2 Prioritized Needs:

L1 Whole Child (Culture & Climate)
Prioritized Need 1: Campus struggles to secure staff to support after school enrichment activities. Root Cause: Demands of the school day and after class meetings make is hard for after school enrichment activities.
Prioritized Need 6: Parental Involvement activities need to be at varying times to support parent work schedules. Root Cause: Most of the staff is off duty during the evenings and it becomes difficult to retain the staff after hours.
L2 Academic Excellence (Student Achievement)
Prioritized Need 19: Campus struggles to secure staff to support after school enrichment activities. Root Cause: Demands of the school day and after class meetings make is hard for after school enrichment activities.





L3 Destination School (Perceptions, Facilities, Programs, Technology)
Prioritized Need 4: Campus struggles to secure staff to support after school enrichment activities. Root Cause: Demands of the school day and after class meetings make it hard for after school enrichment activities.

Goal 1: WHOLE CHILD DEVELOPMENT foster learning environments for the whole child to thrive.

Performance Objective 3: By June 2024, Whitaker will create an integrated system of school supports, extended learning opportunities and community partnerships by increasing and maintaining the number of meaningful community and youth-based organizations in formal partnerships with the district.

High Priority

Evaluation Data Sources: District Tracking Tool

Strategy 1 Details		Reviews			
Strategy 1: Campus will support and participate in district level show casing events. Strategy's Expected Result/Impact: Students will be able to have a sense of pride, increased self awareness, and build self esteem, in show casing their creative works. Staff Responsible for Monitoring: Teachers, Librarian, Administration Title I: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Prioritized Needs: L2 Academic Excellence (Curriculum, Instruction, Assessment) 19		Formative			Summative
		Oct	Jan	Mar	June
Strategy 2 Details		Reviews			
Strategy 2: Campus will provide registrations and transportation for students to attend educational field trips. Strategy's Expected Result/Impact: Students will be able to have a hands on quality rich educational field trip and bring back what they have learned. Staff Responsible for Monitoring: Teachers, Administration, Paraprofessionals Title I: 2.4, 2.5, 2.6, 4.2 Prioritized Needs: L1 Whole Child (Culture & Climate) 8 - L2 Academic Excellence (Curriculum, Instruction, Assessment) 18 - L2 Academic Excellence (Student Achievement) 18 Funding Sources: Instructional Field Trip registrations for students - 211 ESEA Title I Part A (Campus) - 211.11.6499.153 - \$500, Transportation for field trips - Instructional - 211 ESEA Title I Part A (Campus) - 211.11.6494.153.24.801 - \$500		Formative			Summative
		Oct	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue					

Performance Objective 3 Prioritized Needs:

L1 Whole Child (Culture & Climate)

Prioritized Need 8: Intervention block (LEGO/WIN) is typically used for remediation or to complete classwork. **Root Cause:** Training on how to create innovative opportunities for all levels of learning need.

L2 Academic Excellence (Curriculum, Instruction, Assessment)

Prioritized Need 18: Intervention block (LEGO/WIN) is typically used for remediation or to complete classwork. **Root Cause:** Training on how to create innovative opportunities for all levels of learning need.

Prioritized Need 19: Students creative works are displayed in the hallways and not competitively displayed in district events. **Root Cause:** There is a lack of participation by campus with district events.

L2 Academic Excellence (Student Achievement)





Prioritized Need 18: Intervention block (LEGO/WIN) is typically used for remediation or to complete classwork. **Root Cause:** Training on how to create innovative opportunities for all levels of learning need.

Goal 1: WHOLE CHILD DEVELOPMENT foster learning environments for the whole child to thrive.

Performance Objective 4: By June 2024, Whitaker will build mindsets, healthy habits, and skills that strengthen students' social, emotional and academic competence by ensuring elementary counselors carry a caseload of 1:500 students.

High Priority

Evaluation Data Sources: PEIMS OnPoint

Strategy 1 Details		Reviews			
Strategy 1: Counselor meets with students in grades PK-5 biweekly to provide guidance lessons using the Core Essential Values. Strategy's Expected Result/Impact: Students will build healthy habits and learn skills that will strengthen social emotional well being. Staff Responsible for Monitoring: Counselor Administration Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture Prioritized Needs: L1 Whole Child (Culture & Climate) 2, 9		Formative			Summative
		Oct	Jan	Mar	June
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Performance Objective 4 Prioritized Needs:

L1 Whole Child (Culture & Climate)
Prioritized Need 2: Fully implement the PBIS on campus to ensure all staff support the implementation. Root Cause: During unstructured time students do not follow the PBIS model under the care of staff.
Prioritized Need 9: Students struggle understanding and controlling their emotions by reacting instead of using their words. Root Cause: Students do not have the skills necessary to understand how to deal with their emotions.

Goal 1: WHOLE CHILD DEVELOPMENT foster learning environments for the whole child to thrive.

Performance Objective 5: By June 2024, Whitaker will implement meaningful, engaging practices that develop students' ability to manage and own their behavior as measured by Reduction of all ISS, OSS, Disciplinary Removal for all student groups from 7% to 6% and reduce the overall number of disciplinary removals from 33 campus referrals to 31.

Evaluation Data Sources: OnPoint Discipline Action Summary Report

Strategy 1 Details		Reviews			
Strategy 1: Each classroom will create a treatment agreement with their classroom at the beginning of the school year to promote effect classroom culture and behavior expectations. Strategy's Expected Result/Impact: Treatment agreements allow for teachers and students to be held accountability for the success of the class. Staff Responsible for Monitoring: Teachers Administrators Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Prioritized Needs: L1 Whole Child (Culture & Climate) 9		Formative			Summative
		Oct	Jan	Mar	June
Strategy 2 Details		Reviews			
Strategy 2: Campus PBIS model will be implemented by all staff to support positive behavior expectations in the hallway, cafeteria, restrooms, classrooms and during dismissal. All staff will be held accountable for the behavior of all students. Strategy's Expected Result/Impact: When all staff are held accountable for the behavior of all students we ensure a positive school climate, increase safety, and the success of our PBIS system. Staff Responsible for Monitoring: Teachers All Staff Title I: 2.4, 2.5 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Prioritized Needs: L1 Whole Child (Culture & Climate) 2		Formative			Summative
		Oct	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					





Performance Objective 5 Prioritized Needs:

L1 Whole Child (Culture & Climate)
Prioritized Need 2: Fully implement the PBIS on campus to ensure all staff support the implementation. Root Cause: During unstructured time students do not follow the PBIS model under the care of staff.
Prioritized Need 9: Students struggle understanding and controlling their emotions by reacting instead of using their words. Root Cause: Students do not have the skills necessary to understand how to deal with their emotions.

Goal 2: ACADEMIC EXCELLENCE will empowers all learners to excel in current and future pursuits.

Performance Objective 1: By June 2024, Whitaker will develop and implement a guaranteed and viable student-centered District curriculum as measured by Principal and academic support team curriculum with fidelity walkthrough data, meeting all established percentages for rigor, instructional model, and scope and sequence for reading language arts, math, science, and social studies instruction in 70% of all campuses.

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide learning experiences and growth opportunities for our staff and administration. This includes lesson planning, professional development and training with Region 19 Staff Development for Lesson Alignment/Formative assessment.</p> <p>Strategy's Expected Result/Impact: Teachers and administration will receive research based staff development to support student learning.</p> <p>Staff Responsible for Monitoring: Administration, Teachers, CTC, Interventionists</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Prioritized Needs: L2 Academic Excellence (Curriculum, Instruction, Assessment) 1, 10, 20, 21 - L2 Academic Excellence (Student Achievement) 1, 8, 10, 20 - L3 Destination District (Staff Recruitment, Retention & Prof. Dev) 3 - L3 Destination District (Perceptions, Facilities, Programs, Technology) 1</p> <p>Funding Sources: Travel - Professional Development - 211 ESEA Title I Part A (Campus) - 211.13.6411 - \$600, Misc Operating Costs- Registrations for in town Professional development - 211 ESEA Title I Part A (Campus) - 211.13.6499 - \$1,000, Misc. Operating costs - Admin Professional Development and materials - 199 General Fund - 199.23.6499.153 - \$500, Materials and supplies for Professional Dev - 185 SCE (Campus) - 185.13.6399.153.30.000 - \$500, Misc Operating costs for Professional Development - 185 SCE (Campus) - 185.13.6499.153.30.000 - \$500</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 2 Details		Reviews			
Strategy 2: Fund substitutes to allow teachers to attend Professional Development and PLCs. Strategy's Expected Result/Impact: Increased opportunities to increase student achievement. Staff Responsible for Monitoring: Administration, Teachers, CTC 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 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Prioritized Needs: L2 Academic Excellence (Curriculum, Instruction, Assessment) 1, 2, 7, 9 - L2 Academic Excellence (Student Achievement) 5, 7, 10, 11 - L3 Destination District (Staff Recruitment, Retention & Prof. Dev) 3 Funding Sources: Substitutes for SPED Professional Development - 199 General Fund - 199.11.6112.153.23.362 - \$500, Substitutes for SPED fringes - 199 General Fund - 199.11.6141.153.23.362 - \$8, Substitutes for Professional Development - Local acct - 199 General Fund - 199.11.6112.153.11.362 - \$500, Substitute for Professional development fringes - 199 General Fund - 199.11.6141.153.11.362 - \$8, Substitutes for PLC, Professional Development - 211 ESEA Title I Part A (Campus) - 211.11.6112.153.24.362 - \$7,000, Fringes for Substitutes for PLC, Professional Development - 211 ESEA Title I Part A (Campus) - 211.11.6141.153.24.362 - \$102		Formative			Summative
		Oct	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue					

Performance Objective 1 Prioritized Needs:

L2 Academic Excellence (Curriculum, Instruction, Assessment)
<p>Prioritized Need 1: Campus preliminary STAAR 2023 results indicate an average of 54% in Domain 1. Root Cause: Teachers need additional support in planning rigorous TIER 1 lessons, implement timely DDI, and respond to struggling students using an effective MTSS.</p> <p>Prioritized Need 2: Campus at risk population increased from 59.74% to 66.18% for the 2022 2023 school year due to academic coding. Root Cause: Campus struggles to implement an effective MTSS system to address behavior and academic concerns.</p> <p>Prioritized Need 7: Grade 5 Science STAAR preliminary results indicate averages of 60%, 31%, and 13% Root Cause: Hands-on labs, journals and vocabulary development are essential to the effectiveness of a Science curriculum and needs to be consistently implemented in grades K-5.</p> <p>Prioritized Need 9: Ensure our 5th grade students are prepared academically to meet the needs of middle school requirements. Root Cause: Our 5th grade data is low in approaches and in Domain 1.</p> <p>Prioritized Need 10: CTC and SPED teachers will collaboratively support the teacher in the classroom, utilizing a co-teach model to support quality first teach, to increase student achievement and to enable teachers to grow in their expertise. Root Cause: Students continue to struggle in the general education classroom.</p> <p>Prioritized Need 20: Increase teacher and staff leadership capacity to support effective implementation of programs. Root Cause: There is a need to build leadership capacity to support effective implementation of programs.</p> <p>Prioritized Need 21: Increase the effectiveness of DDI efforts to ensure teachers and leaders use a corrective instruction action planning process to analyze data, trends in student misconception, and determine why the students have not learned the concept and create plans to reteach. Root Cause: DDI efforts were minimal in K-2 grades.</p>

L2 Academic Excellence (Student Achievement)

Prioritized Need 1: Increase the effectiveness of DDI efforts to ensure teachers and leaders use a corrective instruction action planning process to analyze data, trends in student misconception, and determine why the students have not learned the concept and create plans to reteach. **Root Cause:** DDI efforts were minimal in K-2 grades.

Prioritized Need 5: Grade 5 Science STAAR preliminary results indicate averages of 60%, 31%, and 13% **Root Cause:** Hands-on labs, journals and vocabulary development are essential to the effectiveness of a Science curriculum and needs to be consistently implemented in grades K-5.

Prioritized Need 7: Ensure our 5th grade students are prepared academically to meet the needs of middle school requirements. **Root Cause:** Our 5th grade data is low in approaches and in Domain 1.

Prioritized Need 8: CTC and SPED teachers will collaboratively support the teacher in the classroom, utilizing a co-teach model to support quality first teach, to increase student achievement and to enable teachers to grow in their expertise. **Root Cause:** Students continue to struggle in the general education classroom.

Prioritized Need 10: Campus preliminary STAAR 2023 results indicate an average of 54% in Domain 1. **Root Cause:** Teachers need additional support in planning rigorous TIER 1 lessons, implement timely DDI, and respond to struggling students using an effective MTSS.

Prioritized Need 11: Campus at risk population increased from 59.74% to 66.18% for the 2022 2023 school year due to academic coding. **Root Cause:** Campus struggles to implement an effective MTSS system to address behavior and academic concerns.

Prioritized Need 20: Increase teacher and staff leadership capacity to support effective implementation of programs. **Root Cause:** There is a need to build leadership capacity to support effective implementation of programs.

L3 Destination School (Staff Recruitment, Retention & Prof. Dev)

Prioritized Need 3: Campus preliminary STAAR 2023 results indicate an average of 54% in Domain 1. **Root Cause:** Teachers need additional support in planning rigorous TIER 1 lessons, implement timely DDI, and respond to struggling students using an effective MTSS.





L3 Destination School (Perceptions, Facilities, Programs, Technology)

Prioritized Need 1: Increase teacher and staff leadership capacity to support effective implementation of programs. **Root Cause:** There is a need to build leadership capacity to support effective implementation of programs.

Goal 2: ACADEMIC EXCELLENCE will empower all learners to excel in current and future pursuits.

Performance Objective 2: By June 2024, Whitaker will Increase student achievement outcomes as measured by an increase in Domain 1 Student Achievement STAAR results from 53% to 56%.

Strategy 1 Details	Reviews			
<p>Strategy 1: Campus will utilize the district created curriculum that includes high quality instructional materials, the use of research based instructional strategies, and specifically designed resources, will be implemented with fidelity in all classrooms.</p> <p>Strategy's Expected Result/Impact: Academic outcomes will increase in Domain 1</p> <p>Staff Responsible for Monitoring: Administration Campus Teaching Coaches Interventionists Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Prioritized Needs: L2 Academic Excellence (Curriculum, Instruction, Assessment) 4, 5, 8, 11, 12, 14, 20 - L2 Academic Excellence (Student Achievement) 2, 3, 6, 9, 13, 14, 20 - L3 Destination District (Perceptions, Facilities, Programs, Technology) 1</p> <p>Funding Sources: Instructional supplies and materials - 211 ESEA Title I Part A (Campus) - 211.11.6399.153.24.801 - \$12,206, Instructional Supplies and Materials - 199 General Fund - 199.11.6399.153.11.100 - \$4,270.60, Instructional Materials and Supplies - 185 SCE (Campus) - 185.11.6399.153.30.000 - \$7,150, Technology - 211 ESEA Title I Part A (Campus) - 211.11.6395.153.24.801 - \$5,000, Testing materials - 185 SCE (Campus) - 185.11.6339.153.24.801 - \$1,000, Rental of Copiers for the Campus - 199 General Fund - 199.11.6269.153.11.362 - \$10,503</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Campus Interventionist will provide a student centered approach to intervention that effectively works to close the achievement gap and to improve literacy and numeracy needed to contribute to their academic growth to master grade level standards. Strategy's Expected Result/Impact: We will see growth gains and close the achievement gaps, Staff Responsible for Monitoring: Administration Interventionists Teachers Campus Teaching Coaches Sped Team Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Prioritized Needs: L2 Academic Excellence (Curriculum, Instruction, Assessment) 4, 6, 8, 9, 11, 14 - L2 Academic Excellence (Student Achievement) 2, 4, 6, 7, 9, 14 Funding Sources: Reading Materials - 185 SCE (Campus) - 185.6329.153.30.000 - \$1,000				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Prioritized Needs:

L2 Academic Excellence (Curriculum, Instruction, Assessment)
Prioritized Need 4: Incorporate a balance of reading and writing across the 120 minute literacy block through the teaching of the standards to increase student opportunities for reading success. Root Cause: Lesson delivery is not aligned to the literacy model.
Prioritized Need 5: Conduct roll-out/training for teachers and leaders on essential unit and lesson planning structures. Root Cause: There is a need for training on how to align lesson plans to the activities, weekly assessments, and data tracking.
Prioritized Need 6: Conduct roll-out/training for teacher and leaders on monitoring, laps exit tickets, show/call, and formative assessments. Root Cause: Students participating in independent practice are not being monitored throughout the practice.
Prioritized Need 8: Frequent walkthroughs and learning walks to support effective implementation of programs, trainings, and lessons. Root Cause: There is a need to improve student achievement.
Prioritized Need 9: Ensure our 5th grade students are prepared academically to meet the needs of middle school requirements. Root Cause: Our 5th grade data is low in approaches and in Domain 1.
Prioritized Need 11: Provide a student centered approach to intervention and targeted instruction that effectively closes the achievement gap. Root Cause: Students continue to struggle with reading and math concepts.
Prioritized Need 12: Provide timely feedback on walkthroughs and coaching conversations. Root Cause: By providing timely feedback there is an opportunity to increase achievement.
Prioritized Need 14: Encourage teachers to be certified for ESL and GT. Root Cause: Students are strategically placed in classrooms that have certified teacher but not always the most equitable placement.

L2 Academic Excellence (Curriculum, Instruction, Assessment)

Prioritized Need 20: Increase teacher and staff leadership capacity to support effective implementation of programs. **Root Cause:** There is a need to build leadership capacity to support effective implementation of programs.

L2 Academic Excellence (Student Achievement)

Prioritized Need 2: Incorporate a balance of reading and writing across the 120 minute literacy block through the teaching of the standards to increase student opportunities for reading success. **Root Cause:** Lesson delivery is not aligned to the literacy model.

Prioritized Need 3: Conduct roll-out/training for teachers and leaders on essential unit and lesson planning structures. **Root Cause:** There is a need for training on how to align lesson plans to the activities, weekly assessments, and data tracking.

Prioritized Need 4: Conduct roll-out/training for teacher and leaders on monitoring, laps exit tickets, show/call, and formative assessments. **Root Cause:** Students participating in independent practice are not being monitored throughout the practice.

Prioritized Need 6: Frequent walkthroughs and learning walks to support effective implementation of programs, trainings, and lessons. **Root Cause:** There is a need to improve student achievement.

Prioritized Need 7: Ensure our 5th grade students are prepared academically to meet the needs of middle school requirements. **Root Cause:** Our 5th grade data is low in approaches and in Domain 1.

Prioritized Need 9: Provide a student centered approach to intervention and targeted instruction that effectively closes the achievement gap. **Root Cause:** Students continue to struggle with reading and math concepts.

Prioritized Need 13: Provide timely feedback on walkthroughs and coaching conversations. **Root Cause:** By providing timely feedback there is an opportunity to increase achievement.

Prioritized Need 14: Encourage teachers to be certified for ESL and GT. **Root Cause:** Students are strategically placed in classrooms that have certified teacher but not always the most equitable placement.

Prioritized Need 20: Increase teacher and staff leadership capacity to support effective implementation of programs. **Root Cause:** There is a need to build leadership capacity to support effective implementation of programs.





L3 Destination School (Perceptions, Facilities, Programs, Technology)

Prioritized Need 1: Increase teacher and staff leadership capacity to support effective implementation of programs. **Root Cause:** There is a need to build leadership capacity to support effective implementation of programs.

Goal 2: ACADEMIC EXCELLENCE will empowers all learners to excel in current and future pursuits.

Performance Objective 3: By June of 2024 Whitaker will increase the percentage of 3rd grade students that "Meets" Grade level or above on STAAR reading will increase from 77% to 80% by June of 2024.

Evaluation Data Sources: STAAR Data Progress Monitoring

Strategy 1 Details	Reviews			
Strategy 1: Campus team will respond to current data trends and progress monitoring data to provide opportunities to increase reading "Meet" level for our third graders.. Strategy's Expected Result/Impact: Increase in percentage results. Staff Responsible for Monitoring: Administration, CTC, Interventionist, SPED Title I: 2.5, 2.6 - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Prioritized Needs: L2 Academic Excellence (Curriculum, Instruction, Assessment) 1, 2, 3, 20 - L2 Academic Excellence (Student Achievement) 10, 11, 12, 20 - L3 Destination District (Staff Recruitment, Retention & Prof. Dev) 3 - L3 Destination District (Perceptions, Facilities, Programs, Technology) 1	Formative			Summative
	Oct	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 3 Prioritized Needs:

L2 Academic Excellence (Curriculum, Instruction, Assessment)
<p>Prioritized Need 1: Campus preliminary STAAR 2023 results indicate an average of 54% in Domain 1. Root Cause: Teachers need additional support in planning rigorous TIER 1 lessons, implement timely DDI, and respond to struggling students using an effective MTSS.</p> <p>Prioritized Need 2: Campus at risk population increased from 59.74% to 66.18% for the 2022 2023 school year due to academic coding. Root Cause: Campus struggles to implement an effective MTSS system to address behavior and academic concerns.</p> <p>Prioritized Need 3: EB students in second, third and fourth grade had high percentages of failures during grading periods throughout the 2022 2023 school year with behaviors and academics. Root Cause: Students struggle with language and the rigor of the standards.</p> <p>Prioritized Need 20: Increase teacher and staff leadership capacity to support effective implementation of programs. Root Cause: There is a need to build leadership capacity to support effective implementation of programs.</p>
L2 Academic Excellence (Student Achievement)
<p>Prioritized Need 10: Campus preliminary STAAR 2023 results indicate an average of 54% in Domain 1. Root Cause: Teachers need additional support in planning rigorous TIER 1 lessons, implement timely DDI, and respond to struggling students using an effective MTSS.</p>

L2 Academic Excellence (Student Achievement)

Prioritized Need 11: Campus at risk population increased from 59.74% to 66.18% for the 2022 2023 school year due to academic coding. **Root Cause:** Campus struggles to implement an effective MTSS system to address behavior and academic concerns.

Prioritized Need 12: EB students in second, third and fourth grade had high percentages of failures during grading periods throughout the 2022 2023 school year with behaviors and academics. **Root Cause:** Students struggle with language and the rigor of the standards.

Prioritized Need 20: Increase teacher and staff leadership capacity to support effective implementation of programs. **Root Cause:** There is a need to build leadership capacity to support effective implementation of programs.

L3 Destination School (Staff Recruitment, Retention & Prof. Dev)





Prioritized Need 3: Campus preliminary STAAR 2023 results indicate an average of 54% in Domain 1. **Root Cause:** Teachers need additional support in planning rigorous TIER 1 lessons, implement timely DDI, and respond to struggling students using an effective MTSS.

L3 Destination School (Perceptions, Facilities, Programs, Technology)

Prioritized Need 1: Increase teacher and staff leadership capacity to support effective implementation of programs. **Root Cause:** There is a need to build leadership capacity to support effective implementation of programs.

Goal 2: ACADEMIC EXCELLENCE will empowers all learners to excel in current and future pursuits.

Performance Objective 4: By June 2024 the principal and academic support team will support dual language fidelity to walkthrough data, meet all established percentages, for the instructional model, classroom environment and instructions, and language acquisition by 2025.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Dual Language teachers will use the ELPS-TELPAS Proficiency Level Descriptors to place student names indicating levels at the end of the 2023 school year and then use the information on the descriptor to create action plans that will support one year growth in language acquisition for each student. The information will be used during walkthroughs and T-TESS rubric. Strategy's Expected Result/Impact: Students will grow by one year in language acquisition. Staff Responsible for Monitoring: Dual Language Teachers Administration Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction Prioritized Needs: L1 Whole Child (Culture & Climate) 4, 7 - L2 Academic Excellence (Curriculum, Instruction, Assessment) 1, 3, 4, 5, 8, 11, 15, 17 - L2 Academic Excellence (Student Achievement) 2, 3, 6, 9, 10, 12, 15, 17 - L3 Destination District (Staff Recruitment, Retention & Prof. Dev) 3				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 4 Prioritized Needs:

L1 Whole Child (Culture & Climate)
Prioritized Need 4: High percentages in the at-risk population makes it imperative that we differentiate practices to increase equitable learning opportunities for struggling students. Root Cause: There is diversity in our student population that requires differentiated instructional support to close the achievement gaps. Prioritized Need 7: Our emergent bilinguals are not making adequate progress on TELPAS Speaking. Root Cause: Students need more practice on the computer practicing the skill and become comfortable with the technology
L2 Academic Excellence (Curriculum, Instruction, Assessment)
Prioritized Need 1: Campus preliminary STAAR 2023 results indicate an average of 54% in Domain 1. Root Cause: Teachers need additional support in planning rigorous TIER 1 lessons, implement timely DDI, and respond to struggling students using an effective MTSS. Prioritized Need 3: EB students in second, third and fourth grade had high percentages of failures during grading periods throughout the 2022 2023 school year with behaviors and academics. Root Cause: Students struggle with language and the rigor of the standards. Prioritized Need 4: Incorporate a balance of reading and writing across the 120 minute literacy block through the teaching of the standards to increase student opportunities for reading success. Root Cause: Lesson delivery is not aligned to the literacy model.

L2 Academic Excellence (Curriculum, Instruction, Assessment)

Prioritized Need 5: Conduct roll-out/training for teachers and leaders on essential unit and lesson planning structures. **Root Cause:** There is a need for training on how to align lesson plans to the activities, weekly assessments, and data tracking.

Prioritized Need 8: Frequent walkthroughs and learning walks to support effective implementation of programs, trainings, and lessons. **Root Cause:** There is a need to improve student achievement.

Prioritized Need 11: Provide a student centered approach to intervention and targeted instruction that effectively closes the achievement gap. **Root Cause:** Students continue to struggle with reading and math concepts.

Prioritized Need 15: High percentages in the at-risk population makes it imperative that we differentiate practices to increase equitable learning opportunities for struggling students. **Root Cause:** There is diversity in our student population that requires differentiated instructional support to close the achievement gaps.

Prioritized Need 17: Our emergent bilinguals are not making adequate progress on TELPAS Speaking. **Root Cause:** Students need more practice on the computer practicing the skill and become comfortable with the technology

L2 Academic Excellence (Student Achievement)

Prioritized Need 2: Incorporate a balance of reading and writing across the 120 minute literacy block through the teaching of the standards to increase student opportunities for reading success. **Root Cause:** Lesson delivery is not aligned to the literacy model.

Prioritized Need 3: Conduct roll-out/training for teachers and leaders on essential unit and lesson planning structures. **Root Cause:** There is a need for training on how to align lesson plans to the activities, weekly assessments, and data tracking.

Prioritized Need 6: Frequent walkthroughs and learning walks to support effective implementation of programs, trainings, and lessons. **Root Cause:** There is a need to improve student achievement.

Prioritized Need 9: Provide a student centered approach to intervention and targeted instruction that effectively closes the achievement gap. **Root Cause:** Students continue to struggle with reading and math concepts.

Prioritized Need 10: Campus preliminary STAAR 2023 results indicate an average of 54% in Domain 1. **Root Cause:** Teachers need additional support in planning rigorous TIER 1 lessons, implement timely DDI, and respond to struggling students using an effective MTSS.

Prioritized Need 12: EB students in second, third and fourth grade had high percentages of failures during grading periods throughout the 2022 2023 school year with behaviors and academics. **Root Cause:** Students struggle with language and the rigor of the standards.

Prioritized Need 15: High percentages in the at-risk population makes it imperative that we differentiate practices to increase equitable learning opportunities for struggling students. **Root Cause:** There is diversity in our student population that requires differentiated instructional support to close the achievement gaps.

Prioritized Need 17: Our emergent bilinguals are not making adequate progress on TELPAS Speaking. **Root Cause:** Students need more practice on the computer practicing the skill and become comfortable with the technology





L3 Destination School (Staff Recruitment, Retention & Prof. Dev)

Prioritized Need 3: Campus preliminary STAAR 2023 results indicate an average of 54% in Domain 1. **Root Cause:** Teachers need additional support in planning rigorous TIER 1 lessons, implement timely DDI, and respond to struggling students using an effective MTSS.

Goal 2: ACADEMIC EXCELLENCE will empowers all learners to excel in current and future pursuits.

Performance Objective 5: By June of 2024 Whitaker will increase the percentage of 3rd grade students that "Meets" Grade level or above on STAAR math will increase from 72% to 75% by June of 2024.

Evaluation Data Sources: STAAR Data, Progress Monitoring Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Campus team will respond to current data trends and progress monitoring data to provide opportunities to increase math "Meet" level for our third graders.. Strategy's Expected Result/Impact: Students will increase 9% from the previous school year. Staff Responsible for Monitoring: Administration, Teachers, CTC, Interventionists, SPED Title I: 2.4, 2.5 - ESF Levers: Lever 5: Effective Instruction Prioritized Needs: L2 Academic Excellence (Curriculum, Instruction, Assessment) 1, 2, 3 - L2 Academic Excellence (Student Achievement) 10, 11, 12 - L3 Destination District (Staff Recruitment, Retention & Prof. Dev) 3				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 5 Prioritized Needs:

L2 Academic Excellence (Curriculum, Instruction, Assessment)
Prioritized Need 1: Campus preliminary STAAR 2023 results indicate an average of 54% in Domain 1. Root Cause: Teachers need additional support in planning rigorous TIER 1 lessons, implement timely DDI, and respond to struggling students using an effective MTSS.
Prioritized Need 2: Campus at risk population increased from 59.74% to 66.18% for the 2022 2023 school year due to academic coding. Root Cause: Campus struggles to implement an effective MTSS system to address behavior and academic concerns.
Prioritized Need 3: EB students in second, third and fourth grade had high percentages of failures during grading periods throughout the 2022 2023 school year with behaviors and academics. Root Cause: Students struggle with language and the rigor of the standards.
L2 Academic Excellence (Student Achievement)
Prioritized Need 10: Campus preliminary STAAR 2023 results indicate an average of 54% in Domain 1. Root Cause: Teachers need additional support in planning rigorous TIER 1 lessons, implement timely DDI, and respond to struggling students using an effective MTSS.
Prioritized Need 11: Campus at risk population increased from 59.74% to 66.18% for the 2022 2023 school year due to academic coding. Root Cause: Campus struggles to implement an effective MTSS system to address behavior and academic concerns.
Prioritized Need 12: EB students in second, third and fourth grade had high percentages of failures during grading periods throughout the 2022 2023 school year with behaviors and academics. Root Cause: Students struggle with language and the rigor of the standards.

L3 Destination School (Staff Recruitment, Retention & Prof. Dev)





Prioritized Need 3: Campus preliminary STAAR 2023 results indicate an average of 54% in Domain 1. **Root Cause:** Teachers need additional support in planning rigorous TIER 1 lessons, implement timely DDI, and respond to struggling students using an effective MTSS.

Goal 3: DESTINATION DISTRICT will solidify its position as El Paso's destination district.

Performance Objective 1: By June 2024, will Whitaker will stabilize enrollment by increasing the number of new students enrolling or transferring back to EPISD by 1% from 340 to 344.

High Priority

Evaluation Data Sources: PEIMS Data will show increased enrollment.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Campus will continue to establish a positive school climate, empower staff and students to embrace learning experiences and growth opportunities, and message out our success to the community. Strategy's Expected Result/Impact: Campus enrollment will increase. Staff Responsible for Monitoring: All Staff Title I: 2.5 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools Prioritized Needs: L1 Whole Child (Culture & Climate) 1, 4 - L2 Academic Excellence (Curriculum, Instruction, Assessment) 10, 11, 15 - L2 Academic Excellence (Student Achievement) 8, 9, 15, 19 - L3 Destination District (Staff Recruitment, Retention & Prof. Dev) 1, 2 - L3 Destination District (Perceptions, Facilities, Programs, Technology) 3, 4, 5 - L5 Equity by Design (Demographics) 1				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Prioritized Needs:

L1 Whole Child (Culture & Climate)
Prioritized Need 1: Campus struggles to secure staff to support after school enrichment activities. Root Cause: Demands of the school day and after class meetings make it hard for after school enrichment activities. Prioritized Need 4: High percentages in the at-risk population makes it imperative that we differentiate practices to increase equitable learning opportunities for struggling students. Root Cause: There is diversity in our student population that requires differentiated instructional support to close the achievement gaps.
L2 Academic Excellence (Curriculum, Instruction, Assessment)
Prioritized Need 10: CTC and SPED teachers will collaboratively support the teacher in the classroom, utilizing a co-teach model to support quality first teach, to increase student achievement and to enable teachers to grow in their expertise. Root Cause: Students continue to struggle in the general education classroom. Prioritized Need 11: Provide a student centered approach to intervention and targeted instruction that effectively closes the achievement gap. Root Cause: Students continue to struggle with reading and math concepts.

L2 Academic Excellence (Curriculum, Instruction, Assessment)
Prioritized Need 15: High percentages in the at-risk population makes it imperative that we differentiate practices to increase equitable learning opportunities for struggling students. Root Cause: There is diversity in our student population that requires differentiated instructional support to close the achievement gaps.
L2 Academic Excellence (Student Achievement)
Prioritized Need 8: CTC and SPED teachers will collaboratively support the teacher in the classroom, utilizing a co-teach model to support quality first teach, to increase student achievement and to enable teachers to grow in their expertise. Root Cause: Students continue to struggle in the general education classroom.
Prioritized Need 9: Provide a student centered approach to intervention and targeted instruction that effectively closes the achievement gap. Root Cause: Students continue to struggle with reading and math concepts.
Prioritized Need 15: High percentages in the at-risk population makes it imperative that we differentiate practices to increase equitable learning opportunities for struggling students. Root Cause: There is diversity in our student population that requires differentiated instructional support to close the achievement gaps.
Prioritized Need 19: Campus struggles to secure staff to support after school enrichment activities. Root Cause: Demands of the school day and after class meetings make is hard for after school enrichment activities.
L3 Destination School (Staff Recruitment, Retention & Prof. Dev)
Prioritized Need 1: Campus enrollment continues to decrease each school year. Root Cause: The community is established and many of the homeowners are elderly.
Prioritized Need 2: Campus will begin the school year with 3 vacancies. Root Cause: The applicant pool is limited in our area.
L3 Destination School (Perceptions, Facilities, Programs, Technology)
Prioritized Need 3: Campus will begin the school year with 3 vacancies. Root Cause: The applicant pool is limited in our area.
Prioritized Need 4: Campus struggles to secure staff to support after school enrichment activities. Root Cause: Demands of the school day and after class meetings make is hard for after school enrichment activities.
Prioritized Need 5: Campus enrollment continues to decrease each school year. Root Cause: The community is established and many of the homeowners are elderly.
L5 Equity by Design (Demographics)
Prioritized Need 1: Campus will begin the school year with 3 vacancies. Root Cause: The applicant pool is limited in our area.





Goal 3: DESTINATION DISTRICT will solidify its position as El Paso's destination district.

Performance Objective 2: By June 2024, Whitaker will attract and retain top talent by implementing an employee recruiting and retention plan designed to increase filled positions on first day of school from 97% to 100%.

High Priority

Evaluation Data Sources: Campus organizational chart

Strategy 1 Details		Reviews			
Strategy 1: Campus criteria need is established prior to interview process to include activities and a demonstration of content knowledge. We strive to select candidates that have a strong belief in the potential of all students, and willingness to learn and grow. We struggle to fill all vacancies. Strategy's Expected Result/Impact: Campus will retain top talent to ensure all positions are filled. Staff Responsible for Monitoring: Administration Counselor Teachers Title I: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing Prioritized Needs: L2 Academic Excellence (Curriculum, Instruction, Assessment) 2 - L2 Academic Excellence (Student Achievement) 11 - L3 Destination District (Staff Recruitment, Retention & Prof. Dev) 2 - L3 Destination District (Perceptions, Facilities, Programs, Technology) 2, 3 - L4 Culture of Accountability (Parent & Community Engagement) 1 - L5 Equity by Design (Demographics) 1		Formative			Summative
		Oct	Jan	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue





Performance Objective 2 Prioritized Needs:

L2 Academic Excellence (Curriculum, Instruction, Assessment)
Prioritized Need 2: Campus at risk population increased from 59.74% to 66.18% for the 2022 2023 school year due to academic coding. Root Cause: Campus struggles to implement an effective MTSS system to address behavior and academic concerns.
L2 Academic Excellence (Student Achievement)
Prioritized Need 11: Campus at risk population increased from 59.74% to 66.18% for the 2022 2023 school year due to academic coding. Root Cause: Campus struggles to implement an effective MTSS system to address behavior and academic concerns.

L3 Destination School (Staff Recruitment, Retention & Prof. Dev)
Prioritized Need 2: Campus will begin the school year with 3 vacancies. Root Cause: The applicant pool is limited in our area.
L3 Destination School (Perceptions, Facilities, Programs, Technology)
Prioritized Need 2: The campus struggles to retain a vibrant PTA that will support parental involvement. Root Cause: There has not been enough outreach efforts to secure members,
Prioritized Need 3: Campus will begin the school year with 3 vacancies. Root Cause: The applicant pool is limited in our area.
L4 Culture of Accountability (Parent & Community Engagement)
Prioritized Need 1: The campus struggles to retain a vibrant PTA that will support parental involvement. Root Cause: There has not been enough outreach efforts to secure members,
L5 Equity by Design (Demographics)
Prioritized Need 1: Campus will begin the school year with 3 vacancies. Root Cause: The applicant pool is limited in our area.

Goal 3: DESTINATION DISTRICT will solidify its position as El Paso's destination district.

Performance Objective 3: By June 2024, Whitaker will expand the integration of 21st century learning and innovation skills by developing and implementing an instructional technology campus support plan.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Campus will utilize our Instructional Technology Support Team to provide teachers with the skills to implement innovative skills. These learning opportunities can occur during WIN/LEGO and during the instructional day Strategy's Expected Result/Impact: Campus will expand 21st century learning and innovation skills. Staff Responsible for Monitoring: Administration, Teachers, CTC, Interventionists Title I: 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Prioritized Needs: L1 Whole Child (Culture & Climate) 8 - L2 Academic Excellence (Curriculum, Instruction, Assessment) 18, 20 - L2 Academic Excellence (Student Achievement) 18, 20 - L3 Destination District (Perceptions, Facilities, Programs, Technology) 1				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 3 Prioritized Needs:

L1 Whole Child (Culture & Climate)
Prioritized Need 8: Intervention block (LEGO/WIN) is typically used for remediation or to complete classwork. Root Cause: Training on how to create innovative opportunities for all levels of learning need.
L2 Academic Excellence (Curriculum, Instruction, Assessment)
Prioritized Need 18: Intervention block (LEGO/WIN) is typically used for remediation or to complete classwork. Root Cause: Training on how to create innovative opportunities for all levels of learning need.
Prioritized Need 20: Increase teacher and staff leadership capacity to support effective implementation of programs. Root Cause: There is a need to build leadership capacity to support effective implementation of programs.
L2 Academic Excellence (Student Achievement)
Prioritized Need 18: Intervention block (LEGO/WIN) is typically used for remediation or to complete classwork. Root Cause: Training on how to create innovative opportunities for all levels of learning need.

L2 Academic Excellence (Student Achievement)
Prioritized Need 20: Increase teacher and staff leadership capacity to support effective implementation of programs. Root Cause: There is a need to build leadership capacity to support effective implementation of programs.
L3 Destination School (Perceptions, Facilities, Programs, Technology)
Prioritized Need 1: Increase teacher and staff leadership capacity to support effective implementation of programs. Root Cause: There is a need to build leadership capacity to support effective implementation of programs.

Goal 4: CULTURE OF ACCOUNTABILITY cultivates a culture of transparency, care, and service.

Performance Objective 1: By June 2024, Whitaker will foster a welcoming and safe environment where all students feel supported resulting in an increase student attendance rate from 92.5% to 94%.

High Priority

Evaluation Data Sources: Attendance will be monitored daily, weekly, and monthly using TEAMS

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Whitaker will promote good attendance through recognition and incentives. Attendance committee meets on a monthly basis and will implement a 45-day attendance plan when necessary. Strategy's Expected Result/Impact: Increase weekly attendance rates to ensure all students are attending school regularly. Staff Responsible for Monitoring: Administration, Attendance Clerk, Teachers, Attendance Committee Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Prioritized Needs: L1 Whole Child (Culture & Climate) 5, 8 - L2 Academic Excellence (Curriculum, Instruction, Assessment) 13, 16, 18 - L2 Academic Excellence (Student Achievement) 16, 18 Funding Sources: Certificates, Awards, Incentives - 199 General Fund - 199.11.6499 - \$1,000				
<div> No Progress Accomplished Continue/Modify Discontinue </div>				

Performance Objective 1 Prioritized Needs:





L1 Whole Child (Culture & Climate)
Prioritized Need 5: Attendance rate of 93% is below our campus goal of 95%. Root Cause: Parents are hesitant to send students to school for minor health concerns. Prioritized Need 8: Intervention block (LEGO/WIN) is typically used for remediation or to complete classwork. Root Cause: Training on how to create innovative opportunities for all levels of learning need.
L2 Academic Excellence (Curriculum, Instruction, Assessment)
Prioritized Need 13: Student attendance is at 93% and we need to increase it to 95%. Root Cause: Some of our students arrive late or parents do not send them to school daily. Prioritized Need 16: Attendance rate of 93% is below our campus goal of 95%. Root Cause: Parents are hesitant to send students to school for minor health concerns.

L2 Academic Excellence (Curriculum, Instruction, Assessment)
Prioritized Need 18: Intervention block (LEGO/WIN)is typically used for remediation or to complete classwork. Root Cause: Training on how to create innovative opportunities for all levels of learning need.
L2 Academic Excellence (Student Achievement)
Prioritized Need 16: Attendance rate of 93% is below our campus goal of 95%. Root Cause: Parents are hesitant to send students to school for minor health concerns. Prioritized Need 18: Intervention block (LEGO/WIN)is typically used for remediation or to complete classwork. Root Cause: Training on how to create innovative opportunities for all levels of learning need.

Goal 4: CULTURE OF ACCOUNTABILITY cultivates a culture of transparency, care, and service.

Performance Objective 2: By June 2024, Whitaker will increase the level of accountability by ensuring community events increase by 100% over a three-year period.

Evaluation Data Sources: Campus Agenda, Surveys,





Strategy 1 Details		Reviews			
Strategy 1: Whitaker will add 3 more community events for the 2023-2024 school year based on parent survey. Strategy's Expected Result/Impact: Partnership with community will increase Staff Responsible for Monitoring: PEL, Administration, Staff Title I: 2.5, 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Prioritized Needs: L1 Whole Child (Culture & Climate) 1, 6 - L2 Academic Excellence (Student Achievement) 19 - L3 Destination District (Perceptions, Facilities, Programs, Technology) 4		Formative			Summative
		Oct	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue					

Performance Objective 2 Prioritized Needs:

L1 Whole Child (Culture & Climate)
Prioritized Need 1: Campus struggles to secure staff to support after school enrichment activities. Root Cause: Demands of the school day and after class meetings make it hard for after school enrichment activities. Prioritized Need 6: Parental Involvement activities need to be at varying times to support parent work schedules. Root Cause: Most of the staff is off duty during the evenings and it becomes difficult to retain the staff after hours.
L2 Academic Excellence (Student Achievement)
Prioritized Need 19: Campus struggles to secure staff to support after school enrichment activities. Root Cause: Demands of the school day and after class meetings make it hard for after school enrichment activities.
L3 Destination School (Perceptions, Facilities, Programs, Technology)
Prioritized Need 4: Campus struggles to secure staff to support after school enrichment activities. Root Cause: Demands of the school day and after class meetings make it hard for after school enrichment activities.

Goal 4: CULTURE OF ACCOUNTABILITY cultivates a culture of transparency, care, and service.

Performance Objective 3: By June 2024, Whitaker will implement a two-way communication plan designed to increase the number and quality of opportunities to engage, inform, train, and gather input from family and community stakeholders as measured on Thought Exchange (3 times per year with 40% response rate) and Let's Talk Platform (customer satisfaction rating from 7.8 to 9 and response rate from 10.5 days to 3 days).

Strategy 1 Details		Reviews			
Strategy 1: Parent Engagement Leader will provide parent training classes and opportunities to empower parents and increase parental support at least twice a month. Strategy's Expected Result/Impact: Increase parental involvement, increase student achievement Staff Responsible for Monitoring: Administration, Parent Engagement Leader, Counselor, CTC Title I: 2.5, 4.1, 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Prioritized Needs: L2 Academic Excellence (Curriculum, Instruction, Assessment) 20 - L2 Academic Excellence (Student Achievement) 20 - L3 Destination District (Perceptions, Facilities, Programs, Technology) 1, 2 - L4 Culture of Accountability (Parent & Community Engagement) 1 Funding Sources: Supplies for meetings and functions - 211 ESEA Title I Part A (Campus) - 211.61.6399.153 - \$92, Refreshments for Title I parent meetings and functions - 211 ESEA Title I Part A (Campus) - 211.61.6499.153 - \$200		Formative			Summative
		Oct	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					

Performance Objective 3 Prioritized Needs:

L2 Academic Excellence (Curriculum, Instruction, Assessment)
Prioritized Need 20: Increase teacher and staff leadership capacity to support effective implementation of programs. Root Cause: There is a need to build leadership capacity to support effective implementation of programs.
L2 Academic Excellence (Student Achievement)
Prioritized Need 20: Increase teacher and staff leadership capacity to support effective implementation of programs. Root Cause: There is a need to build leadership capacity to support effective implementation of programs.
L3 Destination School (Perceptions, Facilities, Programs, Technology)
Prioritized Need 1: Increase teacher and staff leadership capacity to support effective implementation of programs. Root Cause: There is a need to build leadership capacity to support effective implementation of programs.

L3 Destination School (Perceptions, Facilities, Programs, Technology)
Prioritized Need 2: The campus struggles to retain a vibrant PTA that will support parental involvement. Root Cause: There has not been enough outreach efforts to secure members,
L4 Culture of Accountability (Parent & Community Engagement)
Prioritized Need 1: The campus struggles to retain a vibrant PTA that will support parental involvement. Root Cause: There has not been enough outreach efforts to secure members,

Goal 5: EQUITY BY DESIGN a targeted approach to universal access and system equity.

Performance Objective 1: Reduce the percentage of long-term Emergent Bilinguals Achieving Beg/Int in TELPAS Composite from 30% to 19% as well as reduce the number of Emergent Bilingual Achieving Beginning on TELPAS reading from 14% to 7%.

High Priority

Evaluation Data Sources: TELPAS Data

Strategy 1 Details		Reviews			
Strategy 1: Ensure our emergent bilingual students receive a holistic bi literacy framework (reading writing listening speaking) that allocates time for Spanish literacy and English literacy at every grade level. Strategy's Expected Result/Impact: Will reduce the number of Emergent Bilinguals achieving beginning on TELPAS. Staff Responsible for Monitoring: Administration Dual Language Teachers Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Prioritized Needs: L1 Whole Child (Culture & Climate) 7 - L2 Academic Excellence (Curriculum, Instruction, Assessment) 2, 11, 14, 17 - L2 Academic Excellence (Student Achievement) 9, 11, 14, 17		Formative			Summative
		Oct	Jan	Mar	June
Strategy 2 Details		Reviews			
Strategy 2: Emergent bilingual will practice listening, speaking , reading and writing skills through explicit instruction and through the use of technology Strategy's Expected Result/Impact: Emergent Bilinguals will make adequate progress		Formative			Summative
		Oct	Jan	Mar	June

Staff Responsible for Monitoring: Bilingual and ESL Teachers, LPAC Committee, Administration, CTC, Interventionists

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 3: Positive School Culture, Lever 5: Effective Instruction

Prioritized Needs: L1 Whole Child (Culture & Climate) 7 - L2 Academic Excellence (Curriculum, Instruction, Assessment) 17, 21 - L2 Academic Excellence (Student Achievement) 1, 17



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Prioritized Needs:

L1 Whole Child (Culture & Climate)

Prioritized Need 7: Our emergent bilinguals are not making adequate progress on TELPAS Speaking. **Root Cause:** Students need more practice on the computer practicing the skill and become comfortable with the technology

L2 Academic Excellence (Curriculum, Instruction, Assessment)

Prioritized Need 2: Campus at risk population increased from 59.74% to 66.18% for the 2022 2023 school year due to academic coding. **Root Cause:** Campus struggles to implement an effective MTSS system to address behavior and academic concerns.

Prioritized Need 11: Provide a student centered approach to intervention and targeted instruction that effectively closes the achievement gap. **Root Cause:** Students continue to struggle with reading and math concepts.

Prioritized Need 14: Encourage teachers to be certified for ESL and GT. **Root Cause:** Students are strategically placed in classrooms that have certified teacher but not always the most equitable placement.

Prioritized Need 17: Our emergent bilinguals are not making adequate progress on TELPAS Speaking. **Root Cause:** Students need more practice on the computer practicing the skill and become comfortable with the technology

Prioritized Need 21: Increase the effectiveness of DDI efforts to ensure teachers and leaders use a corrective instruction action planning process to analyze data, trends in student misconception, and determine why the students have not learned the concept and create plans to reteach. **Root Cause:** DDI efforts were minimal in K-2 grades.

L2 Academic Excellence (Student Achievement)

Prioritized Need 1: Increase the effectiveness of DDI efforts to ensure teachers and leaders use a corrective instruction action planning process to analyze data, trends in student misconception, and determine why the students have not learned the concept and create plans to reteach. **Root Cause:** DDI efforts were minimal in K-2 grades.

L2 Academic Excellence (Student Achievement)

Prioritized Need 9: Provide a student centered approach to intervention and targeted instruction that effectively closes the achievement gap. **Root Cause:** Students continue to struggle with reading and math concepts.

Prioritized Need 11: Campus at risk population increased from 59.74% to 66.18% for the 2022 2023 school year due to academic coding. **Root Cause:** Campus struggles to implement an effective MTSS system to address behavior and academic concerns.

Prioritized Need 14: Encourage teachers to be certified for ESL and GT. **Root Cause:** Students are strategically placed in classrooms that have certified teacher but not always the most equitable placement.

Prioritized Need 17: Our emergent bilinguals are not making adequate progress on TELPAS Speaking. **Root Cause:** Students need more practice on the computer practicing the skill and become comfortable with the technology

State Compensatory

Budget for Whitaker Elementary School

Total SCE Funds: \$10,150.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

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