

Birdville Independent School District
W.A. Porter Elementary
2022-2023 Campus Improvement Plan



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Comprehensive Needs Assessment

Demographics

Demographics Summary

W. A. Porter Elementary School is established in 1975 and is located in northeast Tarrant County and serves a portion of three municipalities: North Richland Hills, Hurst, and Colleyville. Neighborhoods served by the district range from urban, low-income to suburban upper-middle-class.

The school serves 540 students (as of the summer 2020 PEIMS submission) in grades EE - 5, of which 69.44% are White, 15.93% are Hispanic, 3.89% African American, 5.37% Asian, and 4.6% two or more races. We have 21% that are Economically Disadvantaged. The percentage of Hispanic students has steadily increased over the last 10 years, while the percentage of white students has declined. The percentage of students considered to be English language learners (ELLs) has increased over this same time period. There are only 4.44 percent LEP, but that number has gone up each of the past 3 years. There was a slight decrease in Asian and African American students this year. While the characteristics of the student population have changed over this time period, the overall number of students the past 10 years has remained relatively stable with slight decrease in student population. One interesting thing about our campus is that we have a relatively high special education population of 16.67%, but we also have a fairly high percentage of gifted and talented students at 12.41%

W. A. Porter is also the Regional Day School for the Deaf (PK-5) serving students from the districts of Birdville, Carroll, Hurst-Euless-Bedford, Keller, Grapevine-Colleyville, Eagle-Mountain Saginaw.

Of the 53 teachers on the campus, 98% are female, 97% are White, 2.6% are two or more races. This is taken from 2020-2021 school year which is the most recent update from TEA. We have 1 teacher that is new to the profession. 13% had 1 to 5 years experience in education, 18% had 6 to 10 years, 36.6% had 11 to 20 years, and 30.6% had more than 20 years experience. The average length of service years in BISD was 14.8 years. In terms of highest college degree held, 100% of teachers have a bachelor's degree and 34.6% hold a master's degree.

Student attendance rate was 95.52% during what was still a year where many students had to miss due to COVIDI. Porter was at 97.3 % in 2018-2019, 97% in 2016-2017, 97.4% in 2015-2016, 97% 2014-2015, and 97.3% 2013-2014.

Porter as has 21% economically disadvantaged which was down from the previous year, but parents were not filling out the free and reduced forms since breakfast and lunch were free. Porter also serves 34% at risk students.

Demographics Strengths

Our student demographic population has remained relatively steady over the years although it is ever so slightly changing.

Our students come from homes where they have a strong foundation of literacy as they enter Porter compared to most campuses.

Our mobility rate is 9.0% which has increased over the past year from 5%, but still remains relatively low. It means our students get to have a solid foundation and have stability in their lives as learners.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): The percentage of economically disadvantaged students as well as Hispanic students that have enrolled at Porter has doubled in the last 6 years.
Root Cause: Homes are being sold in our zone that are the more affordable homes and turned into rentals. New families are moving into the community that qualify as economically disadvantaged and become more mobile.

Student Learning

Student Learning Summary

Our 2022 STAAR scores show that our 3rd grade reading scores had 90.12% of our students score Approaches, 71.6% score Meets and 49.38% score Masters. For our 3rd grade math scores we had 87.65% score Approaches, 69.14% scored Meets and 46.91% score Masters.

Our 4th grade Reading had 91.78% of our students score Approaches, 75.34% score Meets and 42.47% score Masters. Fourth grade Math had 86.3% of students score Approaches, 45.21% scored Meets, and 30.14% scored Masters.

Porter's 5th grade Reading had 88.04% of students score Approaches, 78.26% score Meets and 54.35% score Masters. For 5th grade Math we had 85.71% of students score Approaches, 60.44% score Meets and 24.18% score Masters.

Fifth grade Science scores had 86.96% of students score Approaches, 65.22% score Meets and 40.22% of students score Masters.

Student Learning Strengths

Third grade math was in the top quartile in our campus comparison groups in Meets and Masters. Third grade Reading Meets and Masters was just outside the top quartile, but they were very comparable with many of the schools in the top quartile. Third grade Reading students that tested in 2021 made a 4% increase in Approaches, a 33% increase in Meets and a 7% increase in Masters.

Our 5th grade Science made the top quartile of our comparison group in Approaches, Meets and Masters.

Our 5th grade students did make substantial progress from 4th grade to 5th grade in Reading. Fourth graders in 2021 increased their percentage for scoring Meets on the 5th grade 2022 Reading test by 62%. Those same students increased the percentage that scored Masters in Reading by 50%.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Having the Deaf Ed. program on our campus does put our special education numbers at 18.1% of our campus population which ranks 3rd highest in our comparison group. **Root Cause:** Our Deaf Ed. students have a tremendous disadvantage in their academics having reading levels that are 3-4 grade levels behind. Social and life skills are a focus for so many of our students and academics often suffer as those social skills split time with the academics. Students were exempt from certain tests, but they will now be required to take the Interims.

Problem Statement 2 (Prioritized): Our 2022 score for Domain 3 Closing the Gaps was a C which is not the normal for Porter. **Root Cause:** Accelerated Instruction tutorials were done by our campus teachers which cut back on our normal tutorial hours that we used for focused tutoring sessions for all students. There was also a lack of rigor with our Tier 1 priorities within the classrooms to not maintain some of our students Masters performances.

School Processes & Programs

School Processes & Programs Summary

Students at W. A. Porter Elementary are served by a number of specialized programs related to student need. There are 20.93 percent of our students that are served by the free/reduced lunch program. We have 16.67% of students that are served through special education which includes the regional day school for the deaf. The Gifted and Talented program serves 12.41% of our population.

The academic Rtl program serves students in grades Pre-K through 5th in both Reading and Mathematics. Students are identified for tiered intervention services using data from universal screeners administered three times each year and through consideration of other performance evidence by a collaborative conference committee. Teachers use progress monitoring as a means to keep a closer watch on student progress and group students according to their ability level. Specific services provided for students on Tiers 2 and 3 are outlined in the district Rtl Manual, which is updated annually to reflect programmatic changes in screening assessments and interventions. Performance data suggest that the Rtl program has been successful in moving students off of tiered interventions.

We will continue to use Capturing Kids Hearts this year which focuses on getting through to a student's heart before you capture the mind. Teachers have students follow a social contract in the classroom and campus wide. Students also participate each week in team building games in PE specifically for team building. Students learn how to work together to solve problems in a fun but challenging environment. They are guided on problem solving strategies that are life skills as well.

Porter participates in several community nights such as Reading nights, Science nights, movie nights, game nights, and data nights. These activities are designed to have parents come and participate with their students to see what they are learning and doing as school.

Data meetings are held after each round of assessments to look at student growth and make decisions based on student performance. There is a once a month meeting with our digital specialist and academic coach where teachers will have access to help improve technology in the classroom.

The LOL meets as needed, but not less than once a month to assist in making sure teacher input is heard and to tweak any processes that are not leading to student gains.

School Processes & Programs Strengths

Grade levels plan with fidelity together to ensure consistency and making sure TEKS and curriculum are covered.

Teachers use student data folders helping students to take ownership of their learning. Data meetings are held after assessments to review any new testing or review student progress or further testing we feel might need to be done. We make sure to discuss our tiered students and accommodations that have been tried to see if we need to address any new concerns or make changes in the current plans.

PTA is strong at Porter and there is a lot of help and support that can be tapped into here. More than 35 thousand dollars have been spent each year due to funds generated from our Panther Race we have each year. PTA also helps us reach families to come in and help read to students as well as offer and classroom support needed.

We now have a full time math interventionist which will help us to serve more of our students that were having to be served in the classroom.

Student discipline is a minimum at Porter that allows more time for uninterrupted instruction.

Porter has an experienced and dedicated staff that is stable. We have very little turnover in our staff from year to year.

Teachers at Porter do a great job of integrating technology into the classroom. We are now 1-1 with technology that will allow our staff to utilize Canvas when lessons are applicable, and now all teachers will have a SMART TV in their classrooms where teachers have access to more instant feedback. So many of the apps used now allow for students to go at their own pace.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): There have been more tiered students than we have been accustomed to in the past 3 years due to some learning gaps. **Root Cause:** COVID still affected the 21-22 school year as students were still being quarantined at a significant rate in the fall. Many students were coming back from being home schooled and significantly behind.

Problem Statement 2 (Prioritized): PLC meetings need to have action plans to better serve our students. **Root Cause:** The data was discussed and reviewed after assessments, but there was no action plan put into place during our PLC meetings. Forms and posters with plus/deltas and action plans needs to be in place.

Perceptions

Perceptions Summary

With our attendance rate at the top of our district and high expectations at Porter, we have a culture that emphasizes the importance of school attendance. With very low absenteeism, our students contribute to the culture of the school by being here. We also have few discipline issues. The climate of the school emphasizes high expectations both academically and behaviorally.

Surveys have gone out to parents, students and staff at Porter to seek out what were areas of concern.

Parents and students felt that the school was a safe place to be. They feel loved and cared for by our teachers. According to staff surveys, 95% of staff feel as though the school culture is positive with high staff morale.

Parents are highly involved and always willing to help at a moments notice, and we have a PTA that works tirelessly to help support our teachers and school. Parents also commented on how there is a fantastic and welcoming culture at Porter.

Perceptions Strengths

Parents report that Porter Elementary feels like a private school environment. We have a tremendous amount of open enrollment applications due to the number of people that hear about Porter via word of mouth. They hear about the academic excellence at Porter and want to be a part of it. Parents love the high expectations, and comment on how many Porter kids appear in the top 12 every year for the senior class at Birdville High School.

Turnover rate among staff is extremely low which provides Porter with stability that many campuses don't have.

Parents feel their child is safe at school and have always felt welcome while they are on campus.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Porter parents communicated through a survey that they felt as if they did not know the full extent of where their child was struggling due to lack of communication from staff. **Root Cause:** Parents expressed that they had not heard from their teacher. Most communication was via email and not face to face or phone call.

Priority Problem Statements

Problem Statement 5: The percentage of economically disadvantaged students as well as Hispanic students that have enrolled at Porter has doubled in the last 6 years.

Root Cause 5: Homes are being sold in our zone that are the more affordable homes and turned into rentals. New families are moving into the community that qualify as economically disadvantaged and become more mobile.

Problem Statement 5 Areas: Demographics

Problem Statement 2: Having the Deaf Ed. program on our campus does put our special education numbers at 18.1% of our campus population which ranks 3rd highest in our comparison group.

Root Cause 2: Our Deaf Ed. students have a tremendous disadvantage in their academics having reading levels that are 3-4 grade levels behind. Social and life skills are a focus for so many of our students and academics often suffer as those social skills split time with the academics. Students were exempt from certain tests, but they will now be required to take the Interims.

Problem Statement 2 Areas: Student Learning

Problem Statement 4: There have been more tiered students than we have been accustomed to in the past 3 years due to some learning gaps.

Root Cause 4: COVID still affected the 21-22 school year as students were still being quarantined at a significant rate in the fall. Many students were coming back from being home schooled and significantly behind.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 1: Our 2022 score for Domain 3 Closing the Gaps was a C which is not the normal for Porter.

Root Cause 1: Accelerated Instruction tutorials were done by our campus teachers which cut back on our normal tutorial hours that we used for focused tutoring sessions for all students. There was also a lack of rigor with our Tier 1 priorities within the classrooms to not maintain some of our students Masters performances.

Problem Statement 1 Areas: Student Learning

Problem Statement 3: PLC meetings need to have action plans to better serve our students.

Root Cause 3: The data was discussed and reviewed after assessments, but there was no action plan put into place during our PLC meetings. Forms and posters with plus/deltas and action plans needs to be in place.

Problem Statement 3 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Accountability Data

- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

Goals

Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social and emotional needs of the student.

Performance Objective 1: All students will make at least one year's progress in reading and mathematics between the beginning and end of the year.

High Priority





HB3 Goal

- Evaluation Data Sources:** A. Elementary: Fountas & Pinnell reading levels
 B. CLI Engage-Circle(Pre-K)
 C. Renaissance Math(1-5)
 D. MCLASS reading K-2
 E. Renaissance Reading (3-5)
 F. TEA Interims for Reading and Math (3-5)
 G. Teacher created common assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: Build capacity to implement the district literacy plan at the campus level.</p> <p>Actions: A. Provide training for all staff to build their capacity to implement campus literacy plans. B. Utilize LOL team to train and lead implementation of the district literacy plan and strategies. C. Set up campus walks with coaches to help support and visit with staff to implement tier 1 priorities. D. Provide teachers opportunities for them to have professional development off campus E. Provide teachers with the opportunity to take campus walks and observe other classrooms on campus as well as other campuses to watch implementation of Tier 1 priorities. F. Utilize Reading Academy strategies in the classroom to follow the Science of teaching reading. G. Use coaching cycles to assist teachers in targeted goals.</p> <p>Staff Responsible for Monitoring: Administration LOL team Teachers Academic Coach</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 2</p> <p>Funding Sources: - 199 - General Funds - \$2,000, Academic Coach - 199 - General Funds: SCE</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Use frequent and systematic assessment of student performance to direct and improve instruction while focusing on continuous improvement.</p> <p>Actions: A. Data from progress monitoring. Renaissance Reading and Math, CBA tests, Interims and F&P to help guide instruction B. Use instructional coach to help monitor and train teachers on how to effectively administer the BAS test to ensure as much accuracy as we can. C. Using continuous improvement walk through forms to help guide instruction D. Students will use data folders to help take ownership of instruction. E. Common assessments will be used at the appropriate rigor and relevance F. Utilize SCE funded math and reading interventionists to provide additional support to students at risk based on a preponderance of data in order to decrease learning gaps and increase student performance</p> <p>Staff Responsible for Monitoring: Teachers Administrators Reading and Math Interventionists Academic Coaches</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>Funding Sources: Intervention Personnel - 199 - General Funds: SCE</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Implement the campus literacy plan through established priorities for system-wide literacy practices.</p> <p>Actions: A. Host and participate in instructional focus walks with other campuses. B. Lead literacy-focused discussions in PLC meetings. C. Use district monitoring guide to monitor instructional delivery D. Focused campus walkthroughs focusing on Continuous Improvement and Tier 1 priorities. E. Teachers will work with students at their reading levels in small groups using the Workshop Model</p> <p>Staff Responsible for Monitoring: Administration, Academic coaches and teachers</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Provide support to specialized programs</p> <p>Actions: A. Special education teachers will receive support from the special education academic coach and administrators. B. Special education teachers will be a part of all RTI meetings as well as data meetings. C. Resources that regular education students receive will be purchased for special education students. D. Special education teachers will be included on LOL teams and vertical team meetings. E. Special education teachers will be a part of the PLC process to ensure data is evaluated and strategic action put in place to measure growth.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Academic Coach</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: SMART TV, Literacy materials - 199 - General Funds - \$2,000, Campus Personnel - 199 - General Funds: SCE - \$48,484</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Implement the Reading Academies and coaching model established by TEA based on the HB3 requirements.</p> <p>Actions: A. All new teachers in K-3 will finish the Reading Academy per HB3 requirements B. Work closely with district trainers to make sure academy content is implemented with fidelity. C. Review progress through PLC meetings collecting data to evaluate student progress. D. Implement Reading Academy strategies to line with best practices E. Academic coach will use the coaching cycle to help work with teachers to ensure that teachers have the best practices in place.</p> <p>Staff Responsible for Monitoring: Teachers, Principal, Assistant Principal, Academic Coach and District Trainer.</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
<p>Strategy 6: Utilize resources to provide personnel, technology, and instructional materials in order to close achievement gaps in core content areas per HB 4545</p> <p>Actions: A. Students will be tutored during WIN times and before and after school B. Reading and Math interventionists will be used as case managers to help follow the progress of our accelerated instruction C. Teachers will use district provided curriculum and work to pre-load instruction to keep students from falling behind in the given subject areas. D. Campus will utilize ESSER funds to pay for tutorials for before and after school E. Meet with our digital specialist and academic coach once a month to utilize best practices in the classroom and support teachers with technology tools. F. Monitor growth during RTI and PLC meetings with solution focused action plans based on data.</p> <p>Problem Statements: School Processes & Programs 1, 2 Funding Sources: ESSER Tutors - ESSER - \$8,763, Intervention Personnel - 199 - General Funds: SCE</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
<p>Strategy 7: Create campus wide system to raise our growth in math scores to help Domain 3 Closing the Gaps per the TEA campus report card which would give us an overall campus rating of an A.</p> <p>Actions: A. Have data driven PLC meetings where action plans are put into place for growth. B. Coaching cycles will be implemented and centered around rigor and relevance in math. C. Utilize more small groups focusing on students are showing limited growth. D. Use Coach and Math Interventionist to assist in reviewing data and focus on standards in PLC and RTI meetings that are not being comprehended by students. E. Focus on Tier 1 priorities and monitored through new campus walk through feedback form.</p> <p>Staff Responsible for Monitoring: Administrators and Academic Coaches</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 2</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: Having the Deaf Ed. program on our campus does put our special education numbers at 18.1% of our campus population which ranks 3rd highest in our comparison group. Root Cause: Our Deaf Ed. students have a tremendous disadvantage in their academics having reading levels that are 3-4 grade levels behind. Social and life skills are a focus for so many of our students and academics often suffer as those social skills split time with the academics. Students were exempt from certain tests, but they will now be required to take the Interims.</p>

Student Learning

Problem Statement 2: Our 2022 score for Domain 3 Closing the Gaps was a C which is not the normal for Porter. **Root Cause:** Accelerated Instruction tutorials were done by our campus teachers which cut back on our normal tutorial hours that we used for focused tutoring sessions for all students. There was also a lack of rigor with our Tier 1 priorities within the classrooms to not maintain some of our students Masters performances.

School Processes & Programs





Problem Statement 1: There have been more tiered students than we have been accustomed to in the past 3 years due to some learning gaps. **Root Cause:** COVID still affected the 21-22 school year as students were still being quarantined at a significant rate in the fall. Many students were coming back from being home schooled and significantly behind.

Problem Statement 2: PLC meetings need to have action plans to better serve our students. **Root Cause:** The data was discussed and reviewed after assessments, but there was no action plan put into place during our PLC meetings. Forms and posters with plus/deltas and action plans needs to be in place.

Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social and emotional needs of the student.

Performance Objective 2: Reduce the number of students assigned to behavior RTI tiers 2 and 3.

Evaluation Data Sources: Behavior RTI Data Sheets

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement our campus positive behavioral RTI and support program.</p> <p>Actions: A. Provide district expectations of Behavior RTI as outlined in the RTI handbook. B. Conduct Collaborative conferences as needed with teachers and staff and involve the Behavior Interventionist when there is an opportunity. C. Use Success Ed to input behavioral RTI student plans. D. Weekly purposeful team building games in PE to follow the ideals in our CKH program. E. Use Character Strong curriculum once a week to support our SEL. F. Capturing Kids Hearts used for daily positive behavior support. G. Utilize SCE funded Crisis Counselors to provide support to students in areas of social-emotional learning.</p> <p>Staff Responsible for Monitoring: All Staff</p> <p>Problem Statements: Demographics 1</p> <p>Funding Sources: Crisis Counselor - 199 - General Funds: SCE</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				





Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 1: The percentage of economically disadvantaged students as well as Hispanic students that have enrolled at Porter has doubled in the last 6 years. Root Cause: Homes are being sold in our zone that are the more affordable homes and turned into rentals. New families are moving into the community that qualify as economically disadvantaged and become more mobile.</p>

Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social and emotional needs of the student.

Performance Objective 3: Students will display dispositions of high levels of social-emotional development measured by a district administered survey of student perceptions.

Evaluation Data Sources: District and school surveys

Strategy 1 Details	Reviews			
<p>Strategy 1: Use the district approved program Capturing Kids Hearts that teaches social-emotional skills.</p> <p>Actions: A. Implement district program Character Strong with teachers and counselor provided lessons B. Ensure Capturing Kids Hearts strategies are being used in the classrooms with walk-through checks. D. Providing mentors by partnering with local churches. E. Friday team building lessons in PE. F. WATCH Dogs will be on campus to help students feel safe, but also we want our WATCH Dogs to help serve as mentors.</p> <p>Staff Responsible for Monitoring: All Staff</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Implement district wide program Character Strong</p> <p>Actions: A. Teachers will complete Character Strong lessons each Friday. B. Teachers document their weekly lessons and complete unit evaluation. C. Announcement crew will be using SEL quotes to help support Character Strong. D. Assistant Principal and counselor will oversee the progress of the program.</p> <p>Staff Responsible for Monitoring: Assistant Principal Counselor Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				





Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social and emotional needs of the student.

Performance Objective 4: Close achievement gaps that exist for all under-performing student groups as measured by state and district assessments.

High Priority

HB3 Goal

Evaluation Data Sources: Historical performance by student subgroup on state and district assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement plans for third and fourth grade students who did not score approaches on the 2022 STAAR test.</p> <p>Actions: A. Implement accelerated instruction according to HB4545 B. Adjust instruction based on data meetings and reviewing progress. C. Monitor hours needed by using reading and math interventionists as case managers. D. Establish WIN groups to develop specific skills that students were missing. E. Monitoring progress monitoring in the classroom to ensure focus on growth.</p> <p>Staff Responsible for Monitoring: Principal and Assistant Principal Academic Coaches Reading and Math interventionists teachers</p> <p>Funding Sources: Intervention Personnel - 199 - General Funds: SCE</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Continue implementation of the district continuous improvement process and requirements for mission statements, development of smart goals, use of the PDSA process and progress monitoring using electronic or paper data folders in the classroom.</p> <p>Actions: A. Continue to support and monitor the implementation of the PDSA process and provide appropriate, tiered professional learning support. B. Monitor the PDSA development process through PLCs to ensure alignment to district expectation. C. Collect examples during campus walk-throughs. D. We will have 2 data nights for students to share data with their parents. E. Campus walks at Porter as well as off campus at hosting sites to view best practices in the classroom.</p> <p>Staff Responsible for Monitoring: Principal and Assistant Principal Academic Coaches</p> <p>Problem Statements: Student Learning 2</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 4 Problem Statements:

Student Learning

Problem Statement 2: Our 2022 score for Domain 3 Closing the Gaps was a C which is not the normal for Porter. **Root Cause:** Accelerated Instruction tutorials were done by our campus teachers which cut back on our normal tutorial hours that we used for focused tutoring sessions for all students. There was also a lack of rigor with our Tier 1 priorities within the classrooms to not maintain some of our students Masters performances.





Goal 2: The system will utilize efficient and effective operations to support and improve the learning organization.

Performance Objective 1: Increase the annual total average daily attendance(ADA) as compared to the prior school year, through improved student retention, recruitment, and days in attendance.

High Priority

Evaluation Data Sources: Pulse

Strategy 1 Details	Reviews			
<p>Strategy 1: Develop and implement a campus-wide incentive program to increase student and staff attendance.</p> <p>Actions: A. Track attendance by school wide and classroom attendance boards. B. Provide incentives to students and staff on a 6 weeks as well as a yearly basis. C. Recognizing classes with improved attendance D. Implement Truancy Prevention Measures with fidelity. E. Ongoing communication with parents discussing attendance issues. and finding the root causes. F. Work closely with attendance officers to address severe attendance problems.</p> <p>Staff Responsible for Monitoring: All Staff</p> <p>Funding Sources: - 199 - General Funds - \$800</p>	Formative			Summative
	Nov	Jan	Mar	June





 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Goal 3: All students and staff will learn and work in a safe and responsive environment.

Performance Objective 1: Increase the percentage of students and staff that feel safe at school.





High Priority

Evaluation Data Sources: Staff and student surveys

Strategy 1 Details	Reviews			
<p>Strategy 1: Develop and implement a campus program that promotes an accident-free work environment</p> <p>Actions: A. Conduct trainings and distribute materials provided by the district in campus safety. B. Conduct safety drills in compliance with district expectations. C. Collect and review perception data from students, staff and parents.</p> <p>Staff Responsible for Monitoring: Administration</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Establish a safe school-community environment where students and staff report a sense of belonging, security, and well-being.</p> <p>Actions: A. Local PTA has partnered with Porter to provide off duty officers to attend events where large numbers of people would be coming in and out of our building. B. WATCH Dogs put in place to help monitor the building inside and out to provide an extra set of eyes for security. C. Set multiple daily walks by administrators and head custodian to check doors and walk the perimeter. D. Partnered with local churches to provide mentoring programs to students who need extra support. E. CKH program in place to help students feel welcome and have a voice at school F. Implement Character Strong as SEL program with weekly lessons.</p> <p>Staff Responsible for Monitoring: Administration, counselor and staff</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				





Goal 3: All students and staff will learn and work in a safe and responsive environment.

Performance Objective 2: Reduce the cost of accidents resulting in workers' compensation claims by 20% over the previous year and reduce the number of work days lost each year due to accidents occurring on the job by 20%.

Strategy 1 Details	Reviews			
<p>Strategy 1: Comply with all training provided by the district addressing employee safety.</p> <p>Actions: A. Forward information provided to all faculty and staff regarding employee safety. B. Complete all required safety trainings C. Safe Schools trainings will be completed by all staff by the district deadline.</p> <p>Staff Responsible for Monitoring: All Staff</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 3: All students and staff will learn and work in a safe and responsive environment.

Performance Objective 3: The campus will meet all compliance requirements for improvement planning.

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement the campus plan and all required required compliance plans. Actions: Meet 3 times a year to review campus plan and evaluate progress. Staff Responsible for Monitoring: Admin LOL Team</p> <p>Problem Statements: Student Learning 2</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 3 Problem Statements:





Student Learning
<p>Problem Statement 2: Our 2022 score for Domain 3 Closing the Gaps was a C which is not the normal for Porter. Root Cause: Accelerated Instruction tutorials were done by our campus teachers which cut back on our normal tutorial hours that we used for focused tutoring sessions for all students. There was also a lack of rigor with our Tier 1 priorities within the classrooms to not maintain some of our students Masters performances.</p>

Goal 3: All students and staff will learn and work in a safe and responsive environment.

Performance Objective 4: The campus will implement the Standard Response Protocol to maximize safety for all students and staff.

High Priority

Evaluation Data Sources: Navigate 360

Strategy 1 Details	Reviews			
<p>Strategy 1: Drills will be performed monthly to ensure staff and students are trained to handle all emergency procedures.</p> <p>Actions: A. Contact Officer Brown when performing lock down drills B. Evaluate each drill afterwards problem solving areas that did not go as planned. C. Safety team will meet to review plans and discuss scenarios to trouble shoot. D. Navigate 360 will be used to aid in communication during drills or actual emergencies.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Teachers on safety team</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

State Compensatory

Budget for W.A. Porter Elementary

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 1.5

Brief Description of SCE Services and/or Programs

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Personnel for W.A. Porter Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Debra Byczek	Reading Interventionist	1
Tamra Byrket	Math Interventionist	0.5

Campus Funding Summary

199 - General Funds: SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Academic Coach		\$0.00
1	1	2	Intervention Personnel		\$0.00
1	1	4	Campus Personnel		\$48,484.00
1	1	6	Intervention Personnel		\$0.00
1	2	1	Crisis Counselor		\$0.00
1	4	1	Intervention Personnel		\$0.00
Sub-Total					\$48,484.00
Budgeted Fund Source Amount					\$48,484.00
+/- Difference					\$0.00
ESSER					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6	ESSER Tutors		\$8,763.00
Sub-Total					\$8,763.00
Budgeted Fund Source Amount					\$8,763.00
+/- Difference					\$0.00
Grand Total Budgeted					\$57,247.00
Grand Total Spent					\$57,247.00
+/- Difference					\$0.00