Birdville Independent School District

W.A. Porter Elementary

2023-2024 Improvement Plan

Mission Statement

We will promote excellance by empowering children to reach their individual potential within a supportive learning community.

Vision

The vision at W.A. Porter is to recognize the potential of each child and to guide the child in building confidence, leadership potential, academic, and social skills in an environment that is safe and promotes respect for all.

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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 551 students in grades EE - 5, of which 69.15% are White, 16.33% are Hispanic, 4.72% African American,5.44% Asian, and 3.63% two or more races. We have 21.78% that are Economically Disadvantaged. The percentage of Hispanic students has steadily increased over the last 10 years, while the percentage of white students has slowly declined. The percentage of students considered to be English language learners (ELLs) has increased over this same time period. There are only 6.35% LEP, but that number has gone up each of the past 4 years. There was a slight increase 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 19.24%, but we also have a fairly high percentage of gifted and talented students at 11.80%

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 do not have any new teachers to the profession this year. Thirteen percent 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.

Teacher retention remains high. We had 1 teacher retire last year, but we did not have any resignations.

Student attendance rate was 95.89%.

Porter is 21.78% economically disadvantaged which was down from the previous year.   Porter also serves 41.92% at risk students which increased by 8% from last year.

Demographics Strengths

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

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.

Attendance remains a strength at Porter as our community believes in the value of bringing their child to school.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): The number of students that are qualifying for speech has risen since 2019-2020.   **Root Cause:** Students wearing masks during COVID years has delayed them as they were unable to watch the formation of letter sounds by watching the mouth.

Problem Statement 2 (Prioritized): Early dismissals started to become a problem last year with students missing more instruction   **Root Cause:** Parents began to take students out of school early on Fridays to get an early start to the weekend.

Student Learning

Student Learning Summary

Our 2023 STAAR scores show that our 3rd grade reading scores had 87.8%(72) of our students score Approaches, 70.73%(58 students) score Meets and 36.59%(30students) score Masters. For our 3rd grade math scores we had 93.75%(75 students) score Approaches, 70%(56students) scored Meets and 41.25%(33 students) score Masters.

Our 4th grade Reading had 91.86%(79 students) of our students score Approaches, 73.26%(63 students) score Meets and 44.19%(38 students) score Masters. Fourth grade Math had 82.56%(71 students) of students score Approaches, 66.28%(57 students) scored Meets, and 39.53%(34 students) scored Masters.

Porter's 5th grade Reading had 95.06%(77 students) of students score Approaches, 80.25%(65 students) score Meets and 49.38%(40 students) score Masters. For 5th grade Math we had 92.5% (75 students) of students score Approaches, 67.5%(55 students) score Meets and 32.5%(26 students) score Masters.

Fifth grade Science scores had 85.19%(69 students) of students score Approaches, 54.32%(44 students) score Meets and 19.75%(16 students) of students score Masters.

Student Learning Strengths

Third grade math scored the highest in the district in approaches, meets and masters.

In 2022, 4th grade math students scored 82% Approaches, 43% meets and 28.4% masters. Those same students in 5th grade in 2023 scored 92.5% approaches, 67.5% meets and 32.5% masters.

In 2022, 4th grade reading students scored 87% approaches, 71.6% meets and 39.5% masters. Those same students in 5th grade in 2023 scored 95% approaches, 80.25% meets and 49.38% masters.

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 19.24% 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): There has not been balance within our WIN(What I Need)groups regarding time spent on reading verses math.   **Root Cause:** There has been a huge push with literacy which has been a focus of our WIN time, but there have been gaps in math that need to be addressed in WIN time as well especially in our primary grades.

Problem Statement 3 (Prioritized): Fifth grade science scores were lower than anticipated in approaches, meets and masters.   **Root Cause:** GATE(Gifted and Talented Education)students did not perform as well as they typically have on prior science STAAR tests.

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 RTI 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 RtI Manual, which is updated annually to reflect programmatic changes in screening assessments and interventions. Performance data suggest that the RtI 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 has a very involved community which takes part in our Panther Race, Open House, Data Nights and PTA sponsored events a great chance in interact with the community. 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.

Student behaviors have started to increase with the changing population. That has had in impact in overall student learning.

Attendance incentives were used last year on a consistent basis which helped student interest, but it did not have an overall impact on attendance.

Vertical teaming has been successful in aligning our curriculum and coming up with common strategies to best serve our students.

School Processes & Programs Strengths

Grade levels plan with fidelity together to ensure consistency and making sure TEKS and curriculum are covered. Our academic coach will meet with grade levels once a month.

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. Our PTA also leads 2 events each year where families come to hear a speaker that is relevant to what students or families are going through.

We currently 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.

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 needs to be higher expectations set for behaviors that are consistent throughout the school.   **Root Cause:** Expectations are not the same right now for our secondary students as they are for our primary students. There needs to be school wide expectations that everyone follows.

Problem Statement 2 (Prioritized): Teachers have been more concerned about discipline issues with more severe behaviors than in the past.   **Root Cause:** Students are coming to Porter with more aggressive behaviors than in the past that are requiring more interventions and de-escalation strategies.

Problem Statement 3 (Prioritized): There has been some misalignment in reading in grades K-5.   **Root Cause:** The vertical alignment process was not where it needed to be in grades K-5. There were pockets of alignment, but K-5 had some random variation.

Problem Statement 4 (Prioritized): Goal Focus was our lowest score on our latest OHI(Organizational Health Inventory) survey.   **Root Cause:** Members of our LOL(Leaders of Learners) team met and discussed that everything we do needs to line up with our Mission and Vision of the district and campus.

Problem Statement 5 (Prioritized): There were accidents on campus where worker's compensation had to be used for employees.   **Root Cause:** There were minor injuries where more focus and awareness could have possibly prevented an injury.

Problem Statement 6 (Prioritized): There were still times when we found a door unlocked or open as well as minor issues with procedures not followed in drills. **Root Cause:** Some staff members would take students to lunch or specials and leave a door open. There were also rare times where staff might have left lights on when they shouldn't have or not gone to a certain location they needed to go.

Perceptions

Perceptions Summary

With our attendance rate at or near the top consistently in 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 as compared to most campuses. 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. 94% of parents strongly agreed that they felt safe when their child was at school. 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.

There is a very low turnover rate in staff providing stability on our campus.

We have outstanding parent and community involvement which allows us to do some events that normally might not could happen due to volunteers.

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.

Overall there is very little severe behavior concerns which leads to fewer disruptions in the classroom.

Many students are involved in activities outside of school which helps them develop social skills that carry over to on campus activities.

We have a walk up community which allows parents to stay after school and let their kids play and interact with each other. This allows parents to build relationships among other families.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: On a staff and student survey, the lowest area was that students and staff felt at times they didn't feel validated on good work. **Root Cause:** There lacked a consistent plan in place to acknowledge good work from staff and students. There needs to be more share outs in staff meetings, announcements and student progress highlighted.

Priority Problem Statements

Problem Statement 1: There has not been balance within our WIN(What I Need)groups regarding time spent on reading verses math.

Root Cause 1: There has been a huge push with literacy which has been a focus of our WIN time, but there have been gaps in math that need to be addressed in WIN time as well especially in our primary grades.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Having the Deaf Ed. program on our campus does put our special education numbers at 19.24% 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 3: Teachers have been more concerned about discipline issues with more severe behaviors than in the past.

Root Cause 3: Students are coming to Porter with more aggressive behaviors than in the past that are requiring more interventions and de-escalation strategies.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: There needs to be higher expectations set for behaviors that are consistent throughout the school.

Root Cause 4: Expectations are not the same right now for our secondary students as they are for our primary students. There needs to be school wide expectations that everyone follows.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: The number of students that are qualifying for speech has risen since 2019-2020.

Root Cause 5: Students wearing masks during COVID years has delayed them as they were unable to watch the formation of letter sounds by watching the mouth.

Problem Statement 5 Areas: Demographics

Problem Statement 6: Fifth grade science scores were lower than anticipated in approaches, meets and masters.

Root Cause 6: GATE(Gifted and Talented Education)students did not perform as well as they typically have on prior science STAAR tests.

Problem Statement 6 Areas: Student Learning

Problem Statement 7: There has been some misalignment in reading in grades K-5.

Root Cause 7: The vertical alignment process was not where it needed to be in grades K-5. There were pockets of alignment, but K-5 had some random variation.

Problem Statement 7 Areas: School Processes & Programs

Problem Statement 8: Goal Focus was our lowest score on our latest OHI(Organizational Health Inventory) survey.

Root Cause 8: Members of our LOL(Leaders of Learners) team met and discussed that everything we do needs to line up with our Mission and Vision of the district and campus.

Problem Statement 8 Areas: School Processes & Programs

Problem Statement 9: Early dismissals started to become a problem last year with students missing more instruction

Root Cause 9: Parents began to take students out of school early on Fridays to get an early start to the weekend.

Problem Statement 9 Areas: Demographics

Problem Statement 10: There were accidents on campus where worker's compensation had to be used for employees.

Root Cause 10: There were minor injuries where more focus and awareness could have possibly prevented an injury.

Problem Statement 10 Areas: School Processes & Programs

Problem Statement 11: There were still times when we found a door unlocked or open as well as minor issues with procedures not followed in drills.

Root Cause 11: Some staff members would take students to lunch or specials and leave a door open. There were also rare times where staff might have left lights on when they shouldn't have or not gone to a certain location they needed to go.

Problem Statement 11 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Planning and decision making committee(s) meeting data

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- T-TESS data
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Study of best practices

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.
A. Improve performance in Domain 3 Closing the Gaps by making more than a year's growth in mathematics which would in turn increase the number of students performing at the "meets" and "masters"

High Priority

HB3 Goal

Evaluation Data Sources: A. Elementary: Fountas & Pinnell reading levels
B. CLI (Center for Improving the Readiness of Children for Learning and Education)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
H. I-Ready resources
 I. Student Data Folders
J. T-Tess SLO(Student Learning Objective) and Professional Learning Goals
K. STAAR 2023-2024 results
L. District CBA(Curriculum Based Assessments) tests

Strategy 1 Details	Reviews			
Strategy 1: Build capacity to implement the district literacy plan at the campus level.	**Formative**			**Summative**
Actions: A. Provide training for all staff to build their capacity to implement campus literacy plans.	**Nov**	**Jan**	**Mar**	**June**
B. Utilize LOL(Leaders of Learners) 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 focused 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. **Staff Responsible for Monitoring:** Administration LOL team Teachers Academic Coach **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **Problem Statements:** School Processes & Programs 3 **Funding Sources:** - 199 - General Funds - $2,000, Academic Coach - 199 - General Funds: SCE				

Strategy 2 Details	Reviews			
Strategy 2: Use frequent and systematic assessment of student performance to direct and improve instruction while focusing on continuous improvement.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Actions: A. Data from progress monitoring. Renaissance Reading and Math, CBA tests, Interims and F&P(Fountas and Pinell)and MCLASS progress monitoring 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 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 G. Involve our math interventionist in helping analyze data and provide assistance in helping provide resources, groups based on data, breaking down data on a deeper level. H. Utilize general ed academic coach in weekly team planning meetings to assist with rigor in planning. **Staff Responsible for Monitoring:** Teachers Administrators Reading and Math Interventionists Academic Coaches **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **Problem Statements:** Student Learning 3 **Funding Sources:** Intervention Personnel - 199 - General Funds: SCE				

Strategy 3 Details	Reviews			
Strategy 3: Implement the campus literacy plan through established priorities for system-wide literacy practices.	**Formative**			**Summative**
Actions: A. Host and participate in instructional focus walks with other campuses.	**Nov**	**Jan**	**Mar**	**June**
B. Lead literacy-focused discussions in PLC(Professional Learning Communities) meetings. C. Use district monitoring guide to monitor instructional delivery D. Focused campus walk-throughs 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 F. Campus admin and academic coach will work in vertical teams to tighten practices used in Pre-K through 5th grade. **Staff Responsible for Monitoring:** Administration, Academic coaches and teachers **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** School Processes & Programs 3				

Strategy 4 Details	Reviews			
Strategy 4: Provide support to specialized programs	**Formative**			**Summative**
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(Response to Intervention) 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. F. Deaf Ed and PASS programs will team plan with gen ed teachers to be consistent when students mainstream into the classroom. G. Pre-K through 1st grade teachers identifying students early who need speech assistance to make sure gaps are filled quickly. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Academic Coach **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **Problem Statements:** Demographics 1 - Student Learning 1 **Funding Sources:** SMART TV, Literacy materials - 199 - General Funds - $2,000, Campus Personnel - 199 - General Funds: SCE - $48,484	**Nov**	**Jan**	**Mar**	**June**

Strategy 5 Details	Reviews			
Strategy 5: Implement the Reading Academies and coaching model established by TEA based on the HB3 requirements.	**Formative**			**Summative**
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. F. Utilize the new word study curriculum in grades K-3 that aligns with the Science of Teaching Reading. **Staff Responsible for Monitoring:** Teachers, Principal, Assistant Principal, Academic Coach and District Trainer. **Problem Statements:** School Processes & Programs 3	**Nov**	**Jan**	**Mar**	**June**

Strategy 6 Details			**Reviews**		
Strategy 6: Utilize resources to provide personnel, technology, and instructional materials in order to close achievement gaps in core content areas per HB 1416		**Formative**			**Summative**
	Nov	**Jan**	**Mar**		**June**
Actions: A. Students will be tutored during classroom intervention 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. **Problem Statements:** Student Learning 2, 3 **Funding Sources:** ESSER Tutors - ESSER - $8,763, Intervention Personnel - 199 - General Funds: SCE					

Strategy 7 Details			**Reviews**		
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.		**Formative**			**Summative**
	Nov	**Jan**	**Mar**		**June**
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. Focus on rigor in small groups on students who 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. F. Increase the rigor by using I-ready which has access to a large item bank with questions that match the rigor on STAAR. G. Our academic coach will be in weekly planning meetings focusing on how to incorporate the rigor into the lessons. H. Monthly meetings with LOL team to make sure our focus is based on our overall mission and vision. **Staff Responsible for Monitoring:** Administrators and Academic Coaches **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **Problem Statements:** Student Learning 2 - School Processes & Programs 4					

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: The number of students that are qualifying for speech has risen since 2019-2020.   **Root Cause**: Students wearing masks during COVID years has delayed them as they were unable to watch the formation of letter sounds by watching the mouth.

Student Learning
Problem Statement 1: Having the Deaf Ed. program on our campus does put our special education numbers at 19.24% 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: There has not been balance within our WIN(What I Need)groups regarding time spent on reading verses math.   **Root Cause**: There has been a huge push with literacy which has been a focus of our WIN time, but there have been gaps in math that need to be addressed in WIN time as well especially in our primary grades.
Problem Statement 3: Fifth grade science scores were lower than anticipated in approaches, meets and masters.   **Root Cause**: GATE(Gifted and Talented Education)students did not perform as well as they typically have on prior science STAAR tests.

School Processes & Programs
Problem Statement 3: There has been some misalignment in reading in grades K-5.   **Root Cause**: The vertical alignment process was not where it needed to be in grades K-5. There were pockets of alignment, but K-5 had some random variation.
Problem Statement 4: Goal Focus was our lowest score on our latest OHI(Organizational Health Inventory) survey.   **Root Cause**: Members of our LOL(Leaders of Learners) team met and discussed that everything we do needs to line up with our Mission and Vision of the district and campus.

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			
Strategy 1: Implement our campus positive behavioral RTI and support program.	**Formative**			**Summative**
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. Weekly purposeful team building games in PE to follow the ideals in our CKH program. D. Use Character Strong curriculum once a week to support our SEL(Social Emotional Learning). E. Capturing Kids Hearts used for daily positive behavior support. F. Utilize SCE funded Crisis Counselors to provide support to students in areas of social-emotional learning. **Staff Responsible for Monitoring:** All Staff **Problem Statements:** School Processes & Programs 1, 2 **Funding Sources:** Crisis Counselor - 199 - General Funds: SCE	**Nov**	**Jan**	**Mar**	**June**

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 1: There needs to be higher expectations set for behaviors that are consistent throughout the school.   **Root Cause**: Expectations are not the same right now for our secondary students as they are for our primary students. There needs to be school wide expectations that everyone follows.
Problem Statement 2: Teachers have been more concerned about discipline issues with more severe behaviors than in the past.   **Root Cause**: Students are coming to Porter with more aggressive behaviors than in the past that are requiring more interventions and de-escalation strategies.

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			
Strategy 1: Use the district approved program Capturing Kids Hearts that teaches social-emotional skills.		**Formative**			**Summative**
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. C. Use the morning announcements as a time to reflect on monthly challenges shared with the school and parents to partner with CKH strategies. D. Providing mentors by partnering with local churches. E. WATCH Dogs will be on campus to help students feel safe, but also we want our WATCH Dogs to help serve as mentors. **Staff Responsible for Monitoring:** All Staff **Problem Statements:** School Processes & Programs 1, 2		**Nov**	**Jan**	**Mar**	**June**
Strategy 2 Details		Reviews			
Strategy 2: Implement district wide program Character Strong		**Formative**			**Summative**
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. **Staff Responsible for Monitoring:** Assistant Principal Counselor Teachers **Problem Statements:** School Processes & Programs 1, 2		**Nov**	**Jan**	**Mar**	**June**
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue					

Performance Objective 3 Problem Statements:

School Processes & Programs
Problem Statement 1: There needs to be higher expectations set for behaviors that are consistent throughout the school. **Root Cause**: Expectations are not the same right now for our secondary students as they are for our primary students. There needs to be school wide expectations that everyone follows.

School Processes & Programs
Problem Statement 2: Teachers have been more concerned about discipline issues with more severe behaviors than in the past.   **Root Cause**: Students are coming to Porter with more aggressive behaviors than in the past that are requiring more interventions and de-escalation strategies.

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			
Strategy 1: Implement plans for third and fourth grade students who did not score approaches on the 2023 STAAR test.	**Formative**			**Summative**
Actions: A. Implement accelerated instruction according to HB1416 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 classroom intervention groups to develop specific skills that students were missing. E. Monitoring progress monitoring in the classroom to ensure focus on growth. F. Use math interventionist as well academic coach to evaluate data and form focus lessons **Staff Responsible for Monitoring:** Principal and Assistant Principal Academic Coaches Reading and Math interventionists teachers **Problem Statements:** Student Learning 3 **Funding Sources:** Intervention Personnel - 199 - General Funds: SCE	**Nov**	**Jan**	**Mar**	**June**

Strategy 2 Details	Reviews			
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.	Formative			Summative
	Nov	Jan	Mar	June
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 a data night 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. F. Provide teacher and academic coach led PDSA trainings as well as celebrating teachers who are doing great things with Continuous Improvement so they can share out. G. Celebrate students on morning announcements and award assemblies that are making performance gains. **Staff Responsible for Monitoring:** Principal and Assistant Principal Academic Coaches **Problem Statements:** Student Learning 2 - School Processes & Programs 3				
0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue	

Performance Objective 4 Problem Statements:

Student Learning
Problem Statement 2: There has not been balance within our WIN(What I Need)groups regarding time spent on reading verses math. **Root Cause**: There has been a huge push with literacy which has been a focus of our WIN time, but there have been gaps in math that need to be addressed in WIN time as well especially in our primary grades.
Problem Statement 3: Fifth grade science scores were lower than anticipated in approaches, meets and masters. **Root Cause**: GATE(Gifted and Talented Education)students did not perform as well as they typically have on prior science STAAR tests.

School Processes & Programs
Problem Statement 3: There has been some misalignment in reading in grades K-5. **Root Cause**: The vertical alignment process was not where it needed to be in grades K-5. There were pockets of alignment, but K-5 had some random variation.

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			
Strategy 1: Develop and implement a campus-wide incentive program to increase student and staff attendance.		**Formative**			**Summative**
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. G. Increase communication regarding early dismissals with parents explaining significance of minutes missed in school. **Staff Responsible for Monitoring:** All Staff **Problem Statements:** Demographics 2 **Funding Sources:** - 199 - General Funds - $800		**Nov**	**Jan**	**Mar**	**June**
0% No Progress	100% Accomplished	→ Continue/Modify		✕ Discontinue	

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: Early dismissals started to become a problem last year with students missing more instruction early on Fridays to get an early start to the weekend.   **Root Cause**: Parents began to take students out of school early on Fridays to get an early start to the weekend.

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			
Strategy 1: Develop and implement a campus program that promotes an accident-free work environment	**Formative**			**Summative**
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. D. Ensure all Safe School trainings have been viewed to help promote awareness of safety protocols. **Staff Responsible for Monitoring:** Administration **Problem Statements:** School Processes & Programs 5	**Nov**	**Jan**	**Mar**	**June**

Strategy 2 Details	Reviews			
Strategy 2: Establish a safe school-community environment where students and staff report a sense of belonging, security, and well-being.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
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. Partner 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. G. Partner with PTA to provide 2 evenings to have speakers come in to present relevant topics that are current with student concerns. H. Implement new school wide behavior expectations in the cafe and hallways. I. Implement de-escalation strategies learned during PD(professional development) from the Sped department. **Staff Responsible for Monitoring:** Administration, counselor and staff **Problem Statements:** School Processes & Programs 1, 2				

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs

Problem Statement 1: There needs to be higher expectations set for behaviors that are consistent throughout the school.   **Root Cause**: Expectations are not the same right now for our secondary students as they are for our primary students. There needs to be school wide expectations that everyone follows.

Problem Statement 2: Teachers have been more concerned about discipline issues with more severe behaviors than in the past.   **Root Cause**: Students are coming to Porter with more aggressive behaviors than in the past that are requiring more interventions and de-escalation strategies.

Problem Statement 5: There were accidents on campus where worker's compensation had to be used for employees.   **Root Cause**: There were minor injuries where more focus and awareness could have possibly prevented an injury.

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		
Strategy 1: Comply with all training provided by the district addressing employee safety.			**Formative**		**Summative**
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. **Staff Responsible for Monitoring:** All Staff **Problem Statements:** School Processes & Programs 5			**Nov**	**Jan**	**Mar**	**June**
0% No Progress	100% Accomplished	Continue/Modify	Discontinue		

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 5: There were accidents on campus where worker's compensation had to be used for employees.   **Root Cause**: There were minor injuries where more focus and awareness could have possibly prevented an injury.

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			
Strategy 1: Implement the campus plan and all required required compliance plans.			**Formative**			**Summative**
Actions: A Meet 3 times a year to review campus plan and evaluate progress. B. Create teacher leadership to help maintain consistency in school and district compliance. **Staff Responsible for Monitoring:** Admin LOL Team **Problem Statements:** School Processes & Programs 4			**Nov**	**Jan**	**Mar**	**June**
0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue			

Performance Objective 3 Problem Statements:

School Processes & Programs
Problem Statement 4: Goal Focus was our lowest score on our latest OHI(Organizational Health Inventory) survey.   **Root Cause**: Members of our LOL(Leaders of Learners) team met and discussed that everything we do needs to line up with our Mission and Vision of the district and campus.

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			
Strategy 1: Drills will be performed monthly to ensure staff and students are trained to handle all emergency procedures.		**Formative**			**Summative**
Actions: A. Contact Officer Brown and Hurst PD 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 with the expectation that 100% of students will be accounted for. **Staff Responsible for Monitoring:** Principal Assistant Principal Teachers on safety team **Problem Statements:** School Processes & Programs 6		**Nov**	**Jan**	**Mar**	**June**
0% No Progress	100% Accomplished	→ Continue/Modify		✖ Discontinue	

Performance Objective 4 Problem Statements:

School Processes & Programs
Problem Statement 6: There were still times when we found a door unlocked or open as well as minor issues with procedures not followed in drills. **Root Cause**: Some staff members would take students to lunch or specials and leave a door open. There were also rare times where staff might have left lights on when they shouldn't have or not gone to a certain location they needed to go.

State Compensatory

Budget for W.A. Porter Elementary

Total SCE Funds: $0.00
Total FTEs Funded by SCE: 2
Brief Description of SCE Services and/or Programs

Personnel for W.A. Porter Elementary

Name	Position	FTE
Debra Byczek	Reading Interventionist	1
Kelly Vaughan	Teacher ES	0.5
Renee Grass	MTSS Staff	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