Fort Bend Independent School District

Mission West Elementary

2024-2025 Campus Improvement Plan

Mission Statement

FBISD Mission

FBISD exists to inspire and equip all students to pursue futures beyond what they can imagine.

Mission West Elementary Mission

We partner with families to create reflective, perserverant, life-long learners. We do this with heart!

Vision

Fort Bend ISD will graduate students who exhibit the attributes of the District's Profile of a Graduate

A Fort Bend ISD Graduate has a rigorous academic foundation, strong character, and is…
…equipped with skills for life.
Fort Bend ISD graduates exhibit grit and determination in all aspects of life; respect self and others; engage in healthy life choices; are literate and articulate; proficient with technology; and meaningfully and practically apply knowledge in productive ways.
…a servant leader.
Fort Bend ISD graduates demonstrate confidence while maintaining a humble and kind demeanor; prioritizing the needs of others while accepting responsibility for themselves and are accountable for their own actions; are optimistic; and strive to bring out the best in others.
…an effective communicator.
Fort Bend ISD graduates communicate clearly both orally and in writing; respectfully and actively listen to others; appropriately engage in courageous conversations; and appropriately adapt their communication style to the audience.
…a critical thinker.
Fort Bend ISD graduates are visionary and solutions-oriented problem solvers; are inquisitive and innovative; and have the courage to actively challenge conventional methods in order to improve

themselves and the world around them.

…a compassionate citizen.

Fort Bend ISD graduates are empathetic to their fellow citizens, exhibiting care and concern for others; are inclusive and embrace differences; are culturally aware; actively engage in improving our diverse community; exercise their right to vote; and are dependable, respectful, trustworthy, and self-disciplined.

…a collaborative team member.

Fort Bend ISD graduates work effectively with others to achieve group goals; take actions that respect the needs and contributions of others; yield their own objectives to the goals of the team; and positively facilitate and contribute to teamwork.

…a life-long learner.

Fort Bend ISD graduates approach life with wonder and curiosity; seek opportunities to be creative; possess a thirst for knowledge and the ability to adapt to change;and are academically and

are academically prepared to pursue and attain futures beyond what they can imagine!

Mission West Vision

We will cultivate students that have an eagerness to learn and have a positive effect on society.

Motto

Learners Today, Leaders Tomorrow

Table of Contents

Comprehensive Needs Assessment

Demographics

Demographics Summary

Mission West Elementary (MWE) is a Title I campus in the Fort Bend Independent School District. Mission West opened in 1991 and serves predominantly low-income Hispanic families. Mission West serves 589 students in grades Pre-K to fifth.

The student population is 17% African American, 3% White, 9% Asian, 67% Hispanic, and 3% two or more races. The student body is 55% male and 45% female, with a low-socioeconomic status of 83%. A bilingual campus, Mission West's emergent bilingual (EB) student population stands at 64% with 24% students identified as English as a Second Language (ESL) and 40% students identified as Bilingual.

The average daily attendance rate for students is 94.8%, which has shown an increase from the 2022-2023 attendance rate of 93.75%. There were no student disciplinary placements for the 2023-2024 school year. As of the end of this school year, Mission West Elementary served 147 (25%) students who were identified as having special needs. Students with special needs are supported through resource services with pull-out and in-class support, Speech, Early Childhood Special Education (ECSE), the Succeeding in Academic and Independent Living Skills (SAILS) Program and the Behavior Support Services (BSS) Program.

The teaching staff is 17% African American, 27% White, 2% Asian, 51% Hispanic, and 2% Two or More Races. The teaching staff is 19% male and 81% female. 65% of our teaching staff hold a bachelor's degree while 34% hold a master's degree. The teaching staff is made up of 8% beginning teachers, 18% with 1-5 years of experience, 26% with 6 to 10 years of experience, 39% with 11-20 years of experience, and 10% with over 20 years of experience.

School Population (2023 - 2024 Fall PEIMS file loaded 01/21/2024)	Count	Percent
Student Total	560	100%
Early Education Grade	17	3.04%
Pre-Kindergarten Grade	101	18.04%
Kindergarten Grade	62	11.07%
1st Grade	73	13.04%
2nd Grade	69	12.32%
3rd Grade	69	12.32%
4th Grade	85	15.18%
5th Grade	84	15.00%

Student Demographics (2023 - 2024 Fall PEIMS file loaded 01/21/2024)	Count	Percent
Gender		

Special Education Services (2023 - 2024 Fall PEIMS file loaded 01/21/2024)	Count	Percent
Primary Disabilities		

Female	252	45.00%	No Disability	0	0.00%
Male	308	55.00%	Orthopedic impairment	0	0.00%
Ethnicity			Other health impairment	3	2.70%
Hispanic-Latino	377	67.32%	Auditory impairment	0	0.00%
Race			Visual impairment	1	0.90%
American Indian - Alaskan Native	1	0.18%	Deaf-Blind	0	0.00%
Asian	51	9.11%	Intellectual disability	6	5.41%
Black - African American	95	16.96%	Emotional disturbance	6	5.41%
Native Hawaiian - Pacific Islander	0	0.00%	Learning disability	30	27.03%
White	18	3.21%	Speech impairment	27	24.32%
Two-or-More	18	3.21%	Autism	31	27.93%
			Developmental delay	0	0.00%
			Traumatic brain injury	0	0.00%
			Noncategorical early childhood	7	6.31%

Student Programs (2023 - 2024 Fall PEIMS file loaded 01/21/2024)	Count	Percent
Dyslexia	28	5.00%
Gifted and Talented	14	2.50%
Regional Day School Program for the Deaf	0	0.00%
Section 504	1	0.18%
Special Education (SPED)	111	19.82%
Bilingual/ESL		
Emergent Bilingual (EB)	357	63.75%
Bilingual	204	36.43%
English as a Second Language (ESL)	116	20.71%
Alternative Bilingual Language Program	17	3.04%
Alternative ESL Language Program	16	2.86%
Title I Part A		
Schoolwide Program	560	100.00%
Targeted Assistance	0	0.00%
Targeted Assistance Previously Participated	0	0.00%

Instructional Settings		
Speech Therapy	24	21.62%
Homebound	0	0.00%
Hospital Class	0	0.00%
Mainstream	28	25.23%
Resource Room	24	21.62%
VAC	0	0.00%
Off Home Campus	0	0.00%
State School	0	0.00%
Residential Care	1	0.90%
Self Contained	25	22.52%
Full-Time Early Childhood	9	8.11%
Nonpublic Day School	0	0.00%

Title I Homeless	0	0.00%
Neglected	0	0.00%

Student Indicators (2023 - 2024 Fall PEIMS file loaded 01/21/2024)

	Count	Percent
At-Risk	401	71.61%
Foster Care	4	0.71%
IEP Continuer	0	0.00%
Immigrant	53	9.46%
Intervention Indicator	101	18.04%
Migrant	0	0.00%
Military Connected	9	1.61%
Transfer In Students	3	0.5357%
Unschooled Asylee/Refugee	0	0%
Economic Disadvantage		
Economic Disadvantage Total	465	83.04%
Free Meals	331	59.11%
Reduced-Price Meals	35	6.25%
Other Economic Disadvantage	99	17.68%
Homeless and Unaccompanied Youth		
Homeless Status Total	3	0.54%
Shelter	0	0.00%
Doubled Up	3	0.54%
Unsheltered	0	0.00%
Hotel/Motel	0	0.00%
Not Unaccompanied Youth	3	0.54%
Is Unaccompanied Youth	0	0.00%

College and Career Readiness School Models (2023 - 2024 Fall PEIMS file loaded 01/21/2024)

	Count	Percent
Associate Degree *Does not include leavers*	0	0.00%
Early College High School (ECHS)	0	0.00%
New Tech	0	0.00%
P-Tech	0	0.00%
T-Stem	0	0.00%

Staff Information (2023 - 2024 Fall PEIMS file loaded 01/21/2024)

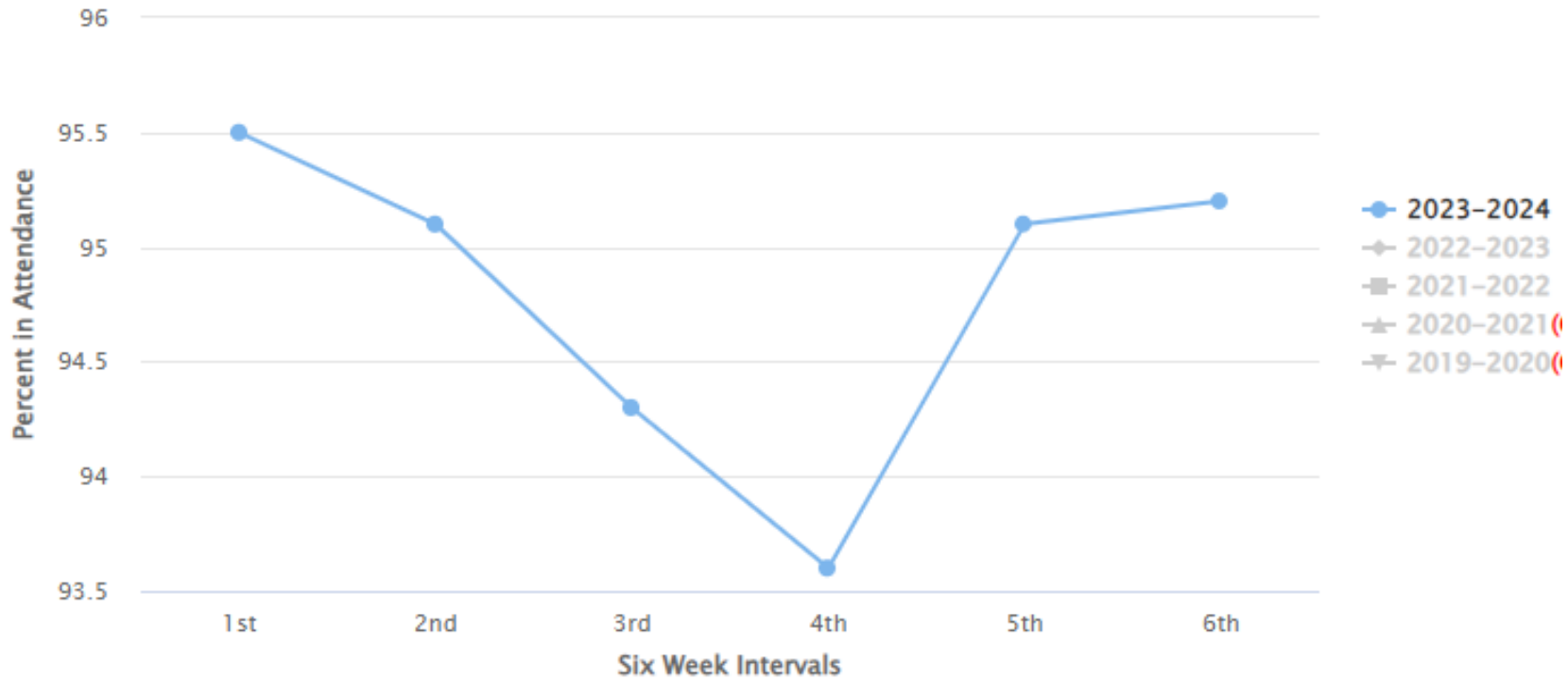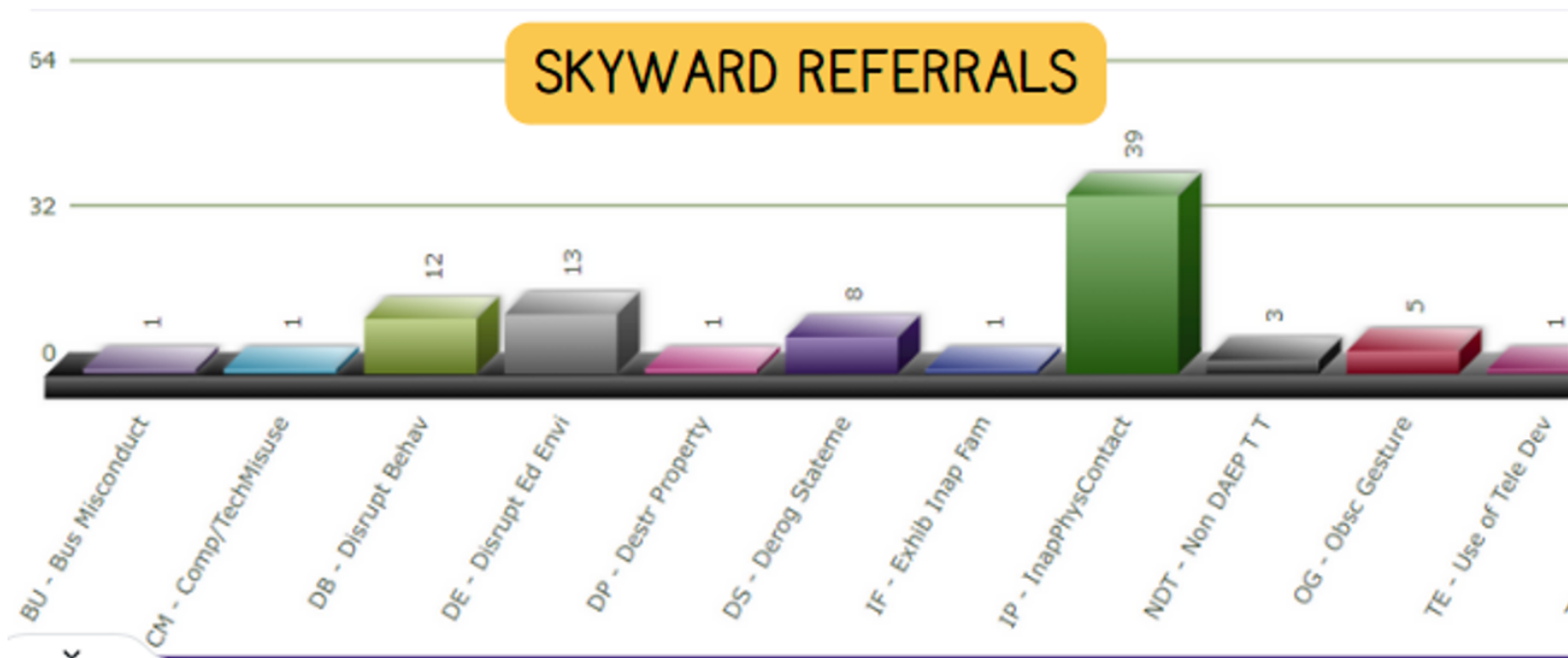|	Count	Percent
Administrative Support	11	14.10%
Teacher	49	62.82%
Educational Aide	18	23.08%
Auxiliary	0	0.00%

Campus Attendance 23-24

Campus	Total Days Absent 2023 - 2024	Total Eligible Days Present 2023 - 2024	Total Ineligible Days Present 2023 - 2024	Membership (Abs + Pres) 2023 - 2024	Average Daily Attendance 2023 - 2024	Percent In Attendance 2023 - 2024
(079907129) - Mission West EL	4,618.5	83,969.5	0.0	88,588.0	490.671	94.8%
Campus Total	4,618.5	83,969.5	0.0	88,588.0	490.671	94.8%

Attendance Report for 2020 – 2024

Showing Selected Year and Previous 4 Years

Legend:
- 2023–2024
- 2022–2023
- 2021–2022
- 2020–2021
- 2019–2020

X-axis: Six Week Intervals (1st, 2nd, 3rd, 4th, 5th, 6th)
Y-axis: Percent in Attendance

SKYWARD REFERRALS

Category	Count
BU - Bus Misconduct	1
CM - Comp/TechMisuse	1
DB - Disrupt Behav	12
DE - Disrupt Ed Envi	13
DP - Destr Property	1
DS - Derog Stateme	8
IF - Exhib Inap Fam	1
IP - InapPhysContact	39
NDT - Non DAEP T T	3
OG - Obsc Gesture	5
TE - Use of Tele Dev	1

Demographics Strengths

Our school diversity allows students to experience unique perspectives that teaches them respect and acceptance of others. We value students' diverse backgrounds and experiences, and believe in building relationships with students and connecting learning to their unique backgrounds and experiences. Staff demographics closely resembles our student body and low student to teacher ratios in many grade levels provides extended opportunities for small group instruction.

Our campus events are generally well attended by parents and the community. MWE teachers and staff work hard to build relationships with each family and understand individual's students strengths, areas of need, and learning styles. Clubs in place for the 2023-2024 school year included: Safety Patrol, Art Clubs, Choir, Gymnastics, Champions Organization, NEHS, Soccer Club, and Robotics.

Our school offers a variety of events throughout the year, including: Meet the Teacher, Parent Information Night, Awards Ceremonies, International Night, Open House, Coffee with the Principal, STAAR Night, Fall Festival, Movie Night, and activities and events offered weekly by the Parent Educator.

Problem Statements Identifying Demographics Needs

Problem Statement 1: While the campus attendance rate of 94.8% shows an increase from the 2022-2023 attendance rate of 93.75%, we are still below the District attendance goal of 95.30%.
Root Cause: Students are absent from school due to illness, family disruptions, lack of parenting/priorities, and other factors. Additionally, five (5) Pre-K classes' attendance rates are decreasing the campus average due to illness and parents' keeping students at home knowing that Pre-K is not mandatory. Adding two ECSE units in 23-24 has also contributed to the decrease in campus attendance average.

Problem Statement 2: Discipline data indicates increase in Skyward referrals when compared to the 22-23 school year.
Root Cause: Teachers need additional professional learning on completing thorough investigations and trauma informed care practices . Additionally, teachers were tracking behaviors in Skyward for students who needed additional supports causing referrals to spike upwards. Finally, Mission West was not fully staffed with a certified counselor until the spring of 2024.

Student Learning

Student Learning Summary

Overall, Mission West Elementary students have shown academic achievement and growth as evidenced by REN 360, BAS, and STAAR data. AA, Hispanic, EBs and Economically Disadvantaged sub-populations are performing comparatively to each other. While SPED students have made academic gains, students achievement continues to lag behind other students.

Mission West Elementary outperformed both the district and the state on STAAR on various content areas and student performance levels. 3rd-5th students in reading scored above the state and district average at Approaches with 86%, at Meets with 64% and above the state and tied with the District at Masters with 30%. For math, 3rd-5th grade students scored above the state level at Approaches with 72% and at Meets with 46%. For Science, 5th grade students scored higher than the state and district at Approaches with 63%.

For Ren Reading, 71.5% of our students met or exceeded their SGP, which represented a 1% increase over the 22-23 school year. For Ren Reading Spanish, 83.5% of our students met or exceeded their SGP, which represented 22% increase over the 22-23 school year. For Ren Math, 74.7% of our students met or exceeded their SGP, which represented a 7% increase from the 22-23 school year.

Mission West Elementary' s Reading SGP of 71.5% was top 5 out of all elementary schools. The Reading Spanish SGP of 91.4% was the top one out of all bilingual elementary schools. Mission West Elementary' s Math SGP of 74.7% was top 5 out of all elementary schools.

2024 Accountability Ratings Summary							
Domain	Scaled Score	Better of School Part A or Part B	Better of Student Achievement of School Progress	Weight Weighted	Weighed Points	Overall Score	2024 Overall Rating
Student Achievement	77						
School Progress, Part A	87	87	87	70%	60.9	88	B
School Progress, Part B	85						
Closing the Gaps	89			30%	26.7		

STAAR Historical Data 2022, 2023, and 2024

STAAR Reading	Approaches and Above			Meets and Above			Masters		
	2022	2023	2024	2022	2023	2024	2022	2023	2024
3rd Grade	78%	78%	78%	56%	51%	62%	34%	21%	27%
4th Grade	81%	75%	89%	61%	51%	63%	26%	25%	23%
5th Grade	81%	88%	90%	56%	70%	68%	32%	30%	39%

STAAR Math	Approaches and Above			Meets and Above			Masters		
	2022	2023	2024	2022	2023	2024	2022	2023	2024
3rd Grade	67%	72%	67%	36%	42%	42%	12%	16%	11%
4th Grade	68%	73%	67%	45%	52%	42%	11%	22%	19%
5th Grade	80%	84%	83%	48%	49%	53%	30%	10%	21%

STAAR Science	Approaches and Above			Meets and Above			Masters		
	2022	2023	2024	2022	2023	2024	2022	2023	2024
5th Grade	54%	53%	63%	28%	21%	20%	15%	6%	8%

STAAR 2024: State vs District vs MWE

3rd Grade Reading	State	District	MWE
Approaches or Above	75%	80%	78%
Meets or Above	49%	56%	62%
Masters	21%	24%	27%

4th Grade Reading	State	District	MWE
Approaches or Above	82%	85%	89%
Meets or Above	51%	58%	63%
Masters	23%	29%	23%

5th Grade Reading	State	District	MWE
Approaches or Above	78%	83%	90%
Meets or Above	54%	63%	68%
Masters	29%	37%	39%

3rd Grade Math	State	District	MWE
Approaches or Above	69%	74%	67%
Meets or Above	41%	48%	42%
Masters	15%	20%	11%

4th Grade Math	State	District	MWE
Approaches or Above	68%	74%	67%
Meets or Above	45%	53%	42%
Masters	21%	28%	19%

5th Grade Math	State	District	MWE
Approaches or Above	76%	78%	83%
Meets or Above	49%	54%	53%
Masters	19%	26%	21%

5th Grade Science	State	District	MWE
Approaches or Above	57%	61%	63%
Meets or Above	26%	30%	20%
Masters	11%	14%	8%

3-5 Reading	State	District	MWE
Approaches or Above	78%	83%	86%
Meets or Above	51%	59%	64%
Masters	24%	30%	30%

3-5 Math	State	District	MWE
Approaches or Above	71%	75%	72%
Meets or Above	45%	52%	46%
Masters	18%	25%	17%

All Grades/All Subjects	State	District	MWE
Approaches or Above	72%	76%	77%
Meets or Above	45%	52%	50%
Masters	20%	25%	21%

STAAR Breakdown by Sub-Populations

	All Students	African American	Hispanic	White	Asian	Two or More Races	High Focus	EB/EL (Current & Monitored)	Econ Dis	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled
All												
Percent of Tests												
% at Approaches GL Standard or Above	78%	70%	77%	86%	92%	88%	77%	79%	77%	56%	60%	77%
% at Meets GL Standard or Above	51%	46%	48%	64%	81%	56%	50%	52%	51%	23%	60%	50%
% at Masters GL Standard	21%	21%	19%	7%	47%	31%	21%	21%	21%	2%	20%	21%
Number of Tests												
# at Approaches GL Standard or Above	403	53	291	12	33	14	389	267	383	75	3	315
# at Meets GL Standard or Above	263	35	181	9	29	9	254	177	251	31	3	205
# at Masters GL Standard	110	16	71	1	17	5	104	72	103	3	1	85
Total Tests	519	76	377	14	36	16	503	340	495	133	5	407
Reading												
Percent of Tests												
% at Approaches GL Standard or Above	88%	80%	88%	100%	94%	100%	87%	87%	88%	67%	50%	86%
% at Meets GL Standard or Above	65%	67%	63%	83%	88%	50%	64%	65%	65%	30%	50%	63%
% at Masters GL Standard	30%	33%	28%	17%	44%	38%	29%	31%	30%	2%	0%	29%
Number of Tests												
# at Approaches GL Standard or Above	193	24	140	6	15	8	187	128	184	38	1	150
# at Meets GL Standard or Above	144	20	101	5	14	4	138	95	136	17	1	109
# at Masters GL Standard	66	10	45	1	7	3	63	45	63	1	0	51
Total Tests	220	30	160	6	16	8	214	147	210	57	2	174
Mathematics												
Percent of Tests												
% at Approaches GL Standard or Above	73%	63%	73%	67%	94%	75%	72%	76%	72%	49%	50%	74%
% at Meets GL Standard or Above	46%	40%	43%	67%	81%	63%	47%	48%	47%	21%	50%	48%
% at Masters GL Standard	17%	17%	13%	0%	63%	25%	17%	16%	17%	4%	50%	17%
Number of Tests												
# at Approaches GL Standard or Above	160	19	116	4	15	6	155	111	152	28	1	128
# at Meets GL Standard or Above	102	12	68	4	13	5	100	71	99	12	1	83
# at Masters GL Standard	38	5	21	0	10	2	36	24	35	2	1	29
Total Tests	220	30	160	6	16	8	214	147	210	57	2	174
Science												
Percent of Tests												
% at Approaches GL Standard or Above	63%	63%	61%	100%	75%		63%	61%	63%	47%	100%	63%
% at Meets GL Standard or Above	22%	19%	21%	0%	50%		21%	24%	21%	11%	100%	22%
% at Masters GL Standard	8%	6%	9%	0%	0%		7%	7%	7%	0%	0%	8%
Number of Tests												
# at Approaches GL Standard or Above	50	10	35	2	3	0	47	28	47	9	1	37
# at Meets GL Standard or Above	17	3	12	0	2	0	16	11	16	2	1	13
# at Masters GL Standard	6	1	5	0	0	0	5	3	5	0	0	5
Total Tests	79	16	57	2	4	0	75	46	75	19	1	59

REN 360 - Early Literacy

Ren 360 - Early Literacy Kinder		
At/Above Benchmark		
	Beginning of Year 23-24	**End of Year 23-24**
Kinder	46%	68%
Kinder (Spanish)	65%	75%

REN 360 - Reading 1-5

Ren 360 - Reading 1-5		
At/Above Benchmark		
	Beginning of Year 23-24	**End of Year 23-24**
1st Grade (English)	65%	76%
1st Grade (Spanish)	56%	88%
2nd Grade (English)	36%	46%
2nd Grade (Spanish)	76%	97%
3rd Grade	34%	51%
4th Grade	45%	52%
5th Grade	56%	63%

REN 360 - Math 1-5

Ren 360 - Math 1-5		
At/Above Benchmark		
	Beginning of Year 23-24	End of Year 23-24
1st Grade	76%	82%
2nd Grade	59%	73%
3rd Grade	65%	79%
4th Grade	63%	79%
5th Grade	64%	85%

BAS/SEL K-2nd

BAS/SEL K-2		
% Students At or Above EOY Expectations		
	BOY 23-24	End of Year 23-24
Kinder (English)	24%	57%
Kinder (Spanish)	25%	50%
1st Grade (English)	3%	52%
1st Grade (Spanish)	23%	61%
2nd Grade (English)	32%	63%
2nd Grade (Spanish)	47%	91%

FBISD K-2 Reading Level Expectations at EOY:
Kinder - D
1st Grade - J
2nd Grade - M

REN 360 Reading 1-5 EOY Summary

Renaissance
Star Reading ▾

Star Reading Students Assessed ⃝

EOY 2023-2024

350

350 students completed one or more Star Reading assessment(s).

This is down 3 from EOY 2022-2023

≡ ⋀ ▯   EXPLORE

Star Reading Proficiency Rate (District Benchmark) ⃝

EOY 2023-2024

56%

196 of 350 students scored at or above the minimum district benchmark proficiency level

This is up 4% from EOY 2022-2023

≡ ⋀ ▯   EXPLORE

Star Reading Proficiency Rate (State Benchmark) ⃝

EOY 2023-2024

38.8%

134 of 345 students estimated to score at or above the proficiency benchmark on the Reading state test

This is up 6% from EOY 2022-2023

≡ ⋀ ▯   EXPLORE

Star Reading Current Student Growth Percentile (SGP) ⃝

Fall to Spring 2023-2024

71.5%

226 of 316 students scored at or above typical growth (35th current SGP) from Fall to the given test period

This is up 1% from Fall to Spring 2022-2023

≡ ⋀ ▯   EXPLORE

Star Reading Spanish Students Assessed ⃝

EOY 2023-2024

93

93 students completed one or more Star Reading Spanish assessment(s).

This is up 18 from EOY 2022-2023

≡ ⋀ ▯   EXPLORE

Star Reading Spanish Proficiency Rate (District Benchmark) ⃝

EOY 2023-2024

91.4%

85 of 93 students scored at or above the minimum district benchmark proficiency level

This is up 12% from EOY 2022-2023

Star Reading Spanish Current Student Growth Percentile (SGP) ⃝

Fall to Spring 2023-2024

83.5%

66 of 79 students scored at or above typical growth (35th current SGP) from Fall to the given test period

This is up 22% from Fall to Spring 2022-2023

REN 360 Math 1-5 EOY Summary

Renaissance
Star Math

Star Math Students Assessed
EOY 2023-2024

336
336 students completed one or more Star Math assessment(s).

This is down 13 from EOY 2022-2023

EXPLORE

Star Math Proficiency Rate (District Benchmark)
EOY 2023-2024

79.8%
268 of 336 students scored at or above the minimum district benchmark proficiency level

This is up 7% from EOY 2022-2023

EXPLORE

Star Math Proficiency Rate (State Benchmark)
EOY 2023-2024

36.6%
122 of 333 students estimated to score at or above proficiency benchmark on the Math state test

This is up 6% from EOY 2022-2023

EXPLORE

Star Math Current Student Growth Percentile (SGP)
Fall to Spring 2023-2024

74.7%
227 of 304 students scored at or above typical growth (35th current SGP) from Fall to the given test period

This is up 7% from Fall to Spring 2022-2023

EXPLORE

Star Math Spanish Students Assessed
EOY 2023-2024

94
94 students completed one or more Star Math Spanish assessment(s).

This is up 56 from EOY 2022-2023

Star Math Spanish Proficiency Rate (District Benchmark)
EOY 2023-2024

86.2%
81 of 94 students scored at or above the minimum district benchmark proficiency level

This is up 17% from EOY 2022-2023

Star Math Spanish Current Student Growth Percentile (SGP)
Fall to Spring 2023-2024

67.9%
53 of 78 students scored at or above typical growth (35th current SGP) from Fall to the given test period

TELPAS Comparison Data 2022, 2023, & 2024

	Grade	LISTENING				SPEAKING				READING				WRITING				COMPOSITE				Average Composit	Yearly Progress TELPAS Compo			
		B	I	A	AH	B	I	A	AH	B	I	A	AH	B	I	A	AH	B	I	A	AH		1 Level	2 Levels	3 Levels	At Least 1 level
		%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%		%	%	%	%
2022	K	36	33	17	14	48	24	14	14	67	17	10	7	69	21	2	7	48	33	12	7	1.8				
2023	K	35	37	21	8	44	27	25	4	77	6	17	0	83	2	15	0	44	44	12	0	1.7				
2024	K	15	60	20	5	43	40	13	5	80	10	5	5	75	13	8	5	45	38	13	5	1.7				
23-24 Change		-20	23	-1	-3	-1	13	-12	1	3	4	-12	5	-8	11	-7	5	1	-6	1	5	0				
2022	1	12	21	60	8	13	31	50	6	44	19	33	4	54	21	23	2	15	40	38	6	2.2	44	7	0	51
2023	1	35	9	23	33	35	23	14	28	56	16	16	12	60	9	19	12	37	35	9	19	2.1				
2024	1																									
23-24 Change																										
2022	2	7	20	43	30	39	50	11	0	33	33	22	11	42	31	20	7	17	60	21	2	2.2	16	0	0	16
2023	2	10	19	23	48	31	62	6	2	29	45	22	4	31	53	14	2	16	51	33	0	2.2				
2024	2	14	29	33	24	52	36	10	2	33	43	19	5	31	48	19	2	24	57	17	2	2.1	18	8	0	26
23-24 Change		4	10	10	-24	21	-26	4	0	4	-2	-3	1	0	-5	5	0	8	6	-16	2	-0.1				
2022	3	0	7	26	67	15	37	41	7	11	20	24	46	7	41	43	9	2	30	43	24	2.9	41	6	0	47
2023	3	5	13	9	73	18	49	25	7	13	27	31	29	16	36	45	2	7	36	36	20	2.7				
2024	3	0	9	28	62	25	57	13	6	15	25	12	48	25	38	35	2	8	38	44	10	2.7	37	4	0	41
23-24 Change		-5	-4	19	-11	7	8	-12	-1	2	-2	-19	19	9	2	-10	0	1	2	8	-10	0				
2022	4	9	16	57	18	2	25	70	2	2	25	30	43	2	22	42	33	2	14	57	27	3	39	0	0	39
2023	4	4	13	47	36	13	31	49	7	2	18	29	51	4	36	49	11	2	22	51	24	2.9				
2024	4	17	12	39	32	14	25	49	12	10	22	27	41	15	32	42	10	10	20	46	24	2.7	46	2	0	48
23-24 Change		13	-1	-8	-4	1	-6	0	5	8	4	-2	-10	11	-4	-7	-1	8	-2	-5	0	-0.2				
2022	5	6	21	45	27	10	29	55	6	7	18	25	51	8	25	43	25	3	18	53	25	2.9	29	0	0	29
2023	5	2	7	40	50	2	31	55	12	5	14	21	60	2	31	57	10	0	12	55	33	3.1				
2024	5	8	17	13	63	17	25	42	17	6	15	23	56	8	21	42	29	8	19	29	44	3	58	2	0	60
23-24 Change		6	10	-27	13	15	-6	-13	5	1	1	2	-4	6	-10	-15	19	8	7	-26	11	-0.1				

Student Learning Strengths

Overall Data Trends:

End of Year Ren data for the 2024-2025 school year indicates 71.5% of students in Ren Reading demonstrated typical growth (SGP) and 74.7% of students in Ren Math demonstrated typical growth (SGP). Both of these percentages were higher than the District average.

Decrease of 7.4% of students on Ren Reading @ Urgent Intervention when compared to BOY.

STAAR *Meets or Above* performance for 3rd-5th grade Reading of 64% is above both the District (59%) and State (51%).

STAAR *Meets or Above* performance for 3rd-5th grade Math of 46% is above the State (45%).

STAAR *Approaches* for 5th grade students of 63% is above the District (61%) and State (57%).

SEL data indicates 91% of students in 2nd grade at EOY were reading at or above grade level expectations.

AA, Hispanic, EBs and Economically Disadvantaged sub-populations are performing comparatively to each other.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Special Education students' proficiency on the STAAR continues to lag behind other performance groups.
Root Cause: Special Education teachers need additional opportunities to plan with general education teachers, adjust gen ed lessons to provide appropriate scaffolds and execute lessons to expose students to the rigor of the TEKS.

Problem Statement 2 (Prioritized): While students demonstrated growth, at least 40% of students in K-2nd grade are reading below grade level expectations as evidenced by BAS/ EOY Ren assessment data.
Root Cause: Teachers need additional professional learning on delivering explicit phonics instruction and using literacy resources to execute guided reading groups with fidelity.

Problem Statement 3: 3-5 grade student performance on STAAR Math at the Meets and Masters level is below the District average.
Root Cause: Students have a difficulty with analyzing question types and what strategy to use to determine the correct answer. Additionally, guided math/small groups will continue to be a focus to close achievement gaps as well as the planning of stations to spiral back content/TEKS.

Problem Statement 4: While 3-5 students in reading scored above the state and district average at Meets with 64% and above the state and tied with the District at Masters with

30%, ALL students must grow at least one level from year to year as indicated on the STAAR progress measure.

Root Cause: Teachers must differentiate instruction to meet the needs of students. Additionally, due to the STAAR redesign, teachers need additional support to teach the Extended Constructed Response (ECR) and Short Constructed Response (SCR).

School Processes & Programs

School Processes & Programs Summary

Mission West Elementary administrators understand the importance of empowering teachers/staff for the success of the organization/create and manage systems for school improvement. Administrators regularly monitor systems, communicate expectations, and provide feedback to continue to grow teachers/staff at the campus.

Several programs and clubs are offered to MWE Students:

- Choir Cub
- Art Club
- Champions Organization
- Safety Patrol
- National Junior Honor Society
- Soccer Club
- Coding & Robotics
- Achieve 3000 Club
- Gymnastics

School Processes & Programs Strengths

Mission West Process and Program Strengths:

- Resources are purchased with specific focus on instructional improvement and increasing student achievement (i.e. Spanish guided reading books, Achieve 3000, ALEKS, student books for classroom libraries, instructional materials, etc.)
- Campus has team leaders for each grade level to disseminate information and promote collaboration.
- Parents, staff, and students are provided surveys to give feedback on the campus.
- Consistent PLCs for each grade level to analyze data, planning, and professional learning
- Teachers collaborate across subjects and grade levels (i.e. Team Teach Thursdays, Unit Planning, and PLCs).
- Instructional Coaches providing continuous support to build Tier 1 instruction, unit planning, provide professional learning, and facilitate PLC/team teaching Thursdays
- The T-TESS system is effectively implemented at the campus and promotes teacher and student growth
- The SLO process is aligned to the CIP and across grade level content areas.
- Technology is well supported; assessment modalities that mirror the Redesigned STAAR (i.e. new question types using Eduphoria)
- Structures and procedures are in place to assure instruction is planned, extended, and that time is allotted for intervention on a regular basis (i.e. DEAL time expectations, SPED schedule, year-long event calendar, team leader meetings, Wildcat Days, DEAL Days, instructional schedules, etc.)
- School-wide structures and procedures support effective classroom management across all content areas
- A permanent substitute on campus helps fill teacher absences
- Low turnover for paraprofessionals
- Teachers hired are from diverse backgrounds and interviews often include staff that will be working with the interviewee
- Team leader meetings have been consistent

- Staff is provided with a wide variety of treats/incentives such as breakfasts and snacks, allowed to wear jeans, park in front of the building or have duty covered as a reward
- A variety of programs to support learning outside of the classroom are provided such as field trips, Career Day, science lab, and extracurricular activities/clubs
- Teachers and staff regularly participate in feedback/decision making process relevant to school improvement (i.e. interviews, team leader meetings, campus year long planning, etc.)
- Parents are kept informed about child's behavior and academic process.
- The campus promotes various school outreach activities to support parental involvement at student success (i.e. Communication is sent out in both English and Spanish, STAAR Parent night, Coffee with the Principal, Parent Educational Classes, TPAC, CPAC, STEAM Night, etc.).

Learning Walk (CST) Data:

Campus Learning Walks- Percent of Observed Classrooms where...

Please Select the Campus from the List Below
Mission West ES

93% — Instruction aligns to rigor of the standards

68% — Instruction aligns to scope & sequence

79% — instructional model/lesson framework

Please select the current date.

Jan - Apr 2024   MONTHS ▾

2023   2024

OCT   NOV   DEC   JAN   FEB   MAR   APR
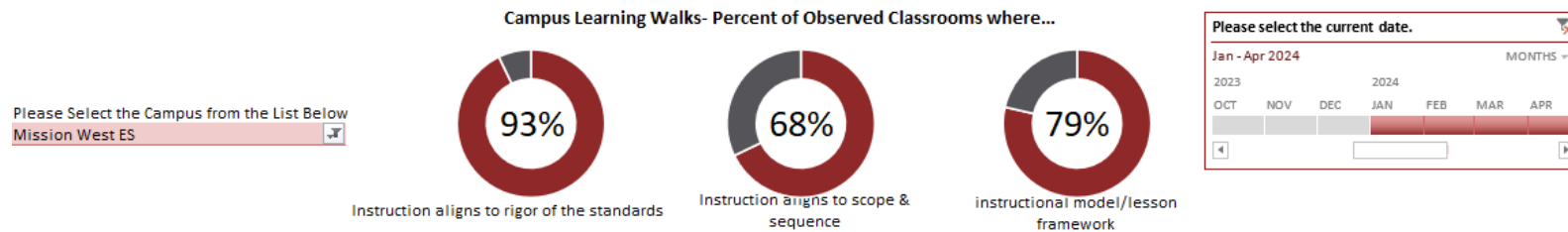
Component	Campus Type				Content Area												
	Overall Percent Observed	ES	MS	HS	ELA	MTH	SCI	SOC	CTE	FA	Tech Apps	WL	Avid	Health/PE	SPED	Discovery	
Number of Observations	32	32			18	14											
Learning Framework Classroom Clarity																	
CC1. Instruction aligns to the rigor of the standards.	93%	93%			100%	86%	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	
CC2. Instruction aligns to the scope & sequence	68%	68%			93%	43%	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	
CC3. Instruction aligns to the instructional model/ lesson framework.	79%	79%			86%	71%	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	
CC4. The learner experience aligns to the classroom learning intentions and success criteria	50%	50%			64%	36%	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	
CC5. Teacher co-constructs learning success criteria with students in the classroom using exemplars or examples/non-examples so that students know what success	11%	11%			7%	14%	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	
CC6. Students can articulate what they are learning and what success looks like.	64%	64%			71%	57%	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	
CC7. Students engage in work that shows evidence of their thinking through authentic student work.	86%	86%			100%	71%	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	
CC8 Total	29%	29%	#REF!	#REF!	7%	53%											
CC8. (Teacher Models) Uses student work (exemplar, individual, or peer) to annotate success criteria.	16%	16%			0%	33%	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	
CC8. (Student Observed) Uses student work (exemplar, individual, or peer) to annotate success	13%	13%			7%	20%	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	
CC9 Total	32%	32%	#REF!	#REF!	21%	43%											
CC9. (Teacher Models) Identifies and interacts with success criteria within their work using tools (checklist, exemplars, progressions, etc.).	9%	9%			0%	18%											
CC9. (Student Observed) Identifies and interacts with success criteria within their work using tools (checklist, exemplars, progressions, etc.).	23%	23%			21%	25%											

Learning Framework Feedback

F1 Total	79%	79%	#REF!	#REF!		106%	55%	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!
F1. (Teacher Models) Engages in giving/receiving feedback using structured feedback protocols that include language supports (visuals, sentence stems, and purposeful talk).	45%	45%				64%	27%														
F1. (Student Observed) Engages in giving/receiving feedback using structured feedback protocols that include language supports (visuals, sentence stems, and purposeful talk).	33%	33%				43%	27%														
F2 Total	43%	43%	#REF!	#REF!		32%	53%	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!
F2. (Teacher Modeled) Engages in giving/receiving feedback using tools (checklist, exemplars, progressions, etc.) to identify success criteria in authentic student work.	22%	22%				9%	33%														
F2. (Student Observed) Engages in giving/receiving feedback using tools (checklist, exemplars, progressions, etc.) to identify success criteria in authentic student work.	22%	22%				23%	20%														
F3. Teacher provides students feedback to improve the quality of their self-assessment and peer feedback (feedback on feedback).	25%	25%				21%	29%														

Learning Framework Goal Setting & Revision

GSR1. Students use feedback to revise work and demonstrate new understanding.	14%	14%				14%	14%														
GSR2 Total	20%	20%	#REF!	#REF!		14%	24%	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!
GSR2. (Teacher Modeled) Sets learning goals based on success criteria and identified areas of	12%	12%				14%	8%														
GSR2. (Student Observed) Sets learning goals based on success criteria and identified areas of	8%	8%				0%	15%														
GSR3 Total	15%	15%	#REF!	#REF!		15%	14%	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!
GSR3. (Teacher Modeled) Uses/accesses goal setting systems and structures to develop, review, adjust and reach learning goals.	4%	4%				8%	0%														
GSR3. (Student Observed) Uses/accesses goal setting systems and structures to develop, review, adjust and reach learning goals.	11%	11%				8%	14%														
GSR4 Total	20%	20%	#REF!	#REF!		14%	24%	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!
GSR4. (Teacher Modeled) Engages in monitoring progress towards learning goals over time aligned to success criteria using tools (checklists, progressions, exemplars, etc.)	12%	12%				14%	8%														
GSR4. (Student Observed) Engages in monitoring progress towards learning goals over time aligned to success criteria using tools (checklists, progressions, exemplars, etc.)	8%	8%				0%	15%														

Student Ownership of Behavior Framework																			
PBIS1: Classroom behavior expectations are visible and written postively (we are on a level 0 vs. no	89%	89%				93%	86%												
PBIS2: Teacher postively acknowledges expected student behaviors.	79%	79%				86%	71%												
RP1 Total	62%	62%	#REF!	#REF!		115%	24%	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!
RP1: (Teacher Models) Use of strategies to purposefully build relationships (i.e. co-created respect agreements, community building circles, SEL	44%	44%				75%	15%												
RP1: (Student Observed) Use of strategies to purposefully build relationships (i.e. co-created respect agreements, community building circles, SEL sentence stems, ...)	18%	18%				40%	8%												
POG1 Total	38%	38%	#REF!	#REF!		41%	33%	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!
POG1: (Teacher Models) Engage in effective communication with peers and the teacher using classroom communication protocols. (i.e. turn and talk, pair share, ...)	24%	24%				31%	17%												
POG1: (Student Observed) Engage in effective communication with peers and the teacher using classroom communication protocols. (i.e. turn and talk, pair share, ...)	14%	14%				10%	17%												
POG 2 Total	38%	38%	#REF!	#REF!		55%	24%	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!
POG2: (Teacher Models) Use structures and/or tools to facilitate collaboration opportunities for students. (i.e. using defined roles, working to a shared outcome or product)	21%	21%				27%	15%												
POG2: (Student Observed) Use structures and/or tools to facilitate collaboration opportunities for students. (i.e. using defined roles, working to a shared outcome or product)	17%	17%				27%	8%												
POG3: Students practice their identified disposition(s) using the success criteria that will support the achievement of their learning goal(s).	0%	0%				0%	0%												

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Increase the number of students that participate in after school clubs or activities.
Root Cause: Many of our students come from dual working households, which makes staying after school difficult as many students are not able to be picked up. Additionally, teachers/staff do want to stay after school to meet requirements for clubs/activities consistently.

Perceptions

Perceptions Summary

Mission West has a collaborative environment where all campus stakeholders collaborate to promote a positive learning environment for all students. Administrators have an open door policy and are approachable to all stakeholders. To encourage and promote a culture of continuous growth, Mission West provides various opportunities to collect feedback from various stakeholders.

Perceptions Strengths

Parent Culture and Climate Survey:

During the 2024 spring semester, the annual Title I Survey is distributed to parents. Overall, 96% of parents who responded to the survey rated the overall quality of Mission West as either good or excellent.

How would you rate the overall quality of Mission West Elementary School ?
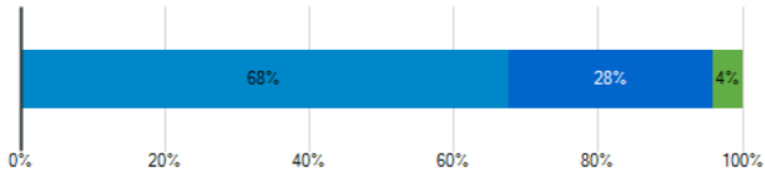
96% Good or Excellent

How strongly do you disagree or agree with the following statements?: This school has high learning standards for all students.
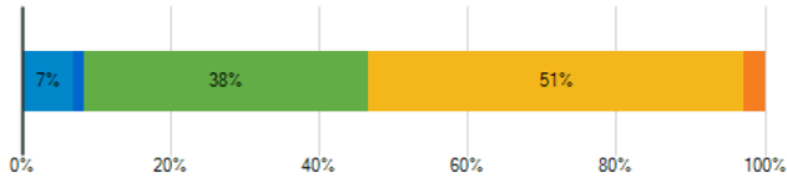
89% Agree or Strongly Agree

How strongly do you disagree or agree with the following statements?: This school's learning standards and expectations are clearly explained to students.
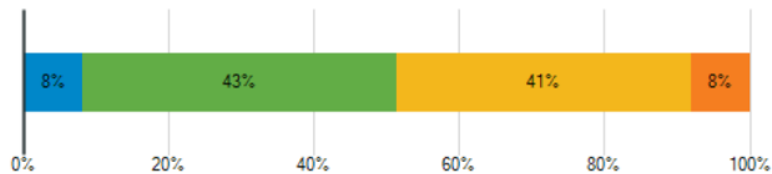
84% Agree or Strongly Agree

How strongly do you disagree or agree with the following statements?: I am kept informed about my child's behavior.
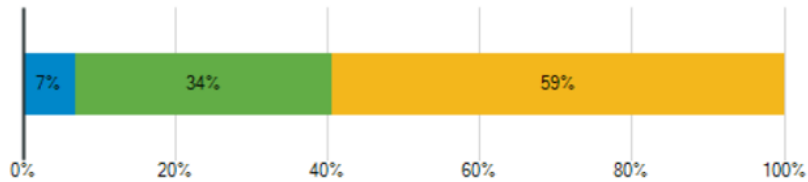
93% Agree or Strongly Agree

How strongly do you disagree or agree with the following statements?: I am kept informed about my child's grades and academic progress.
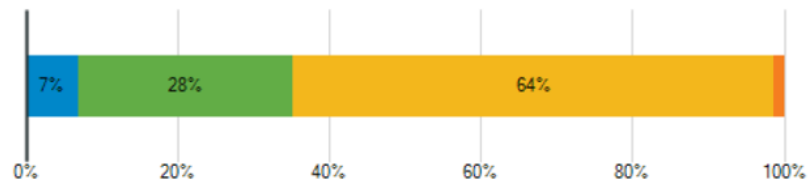
92% Agree or Strongly Agree

How strongly do you disagree or agree with the following statements?: Parents are kept informed about what their child is learning in school.
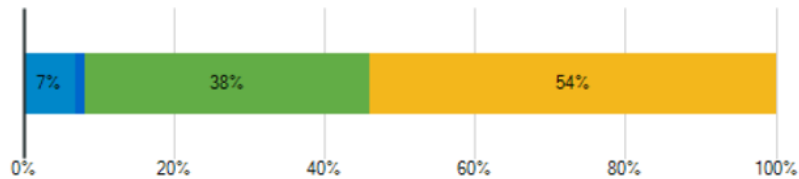
92% Agree or Strongly Agree

How strongly do you disagree or agree with the following statements?: My child is excited to go to school.
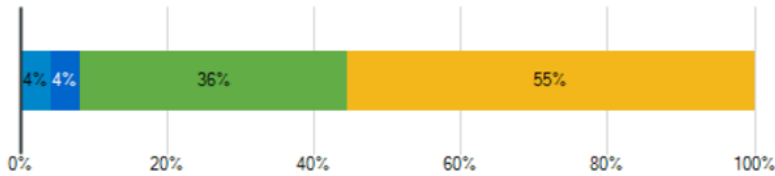
| 4% | 4% | 36% | 55% |

91% Agree or Strongly Agree

How strongly do you disagree or agree with the following statements?: School leaders make decisions that are in the best interest of students.
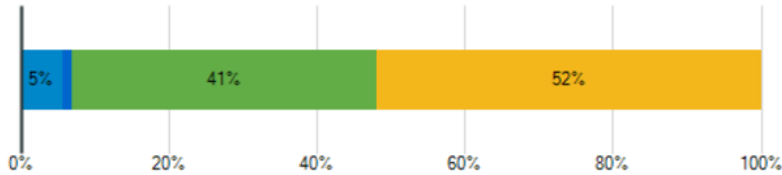
| 5% | 41% | 52% |

93% Agree or Strongly Agree

How strongly do you disagree or agree with the following statements?: School leaders are available when I have a concern.
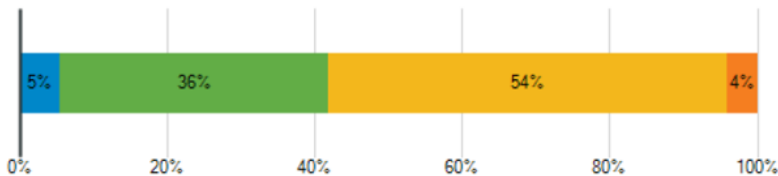
| 5% | 36% | 54% | 4% |

90% Agree or Strongly Agree

How strongly do you disagree or agree with the following statements?: School leaders are responsive when I have a concern.
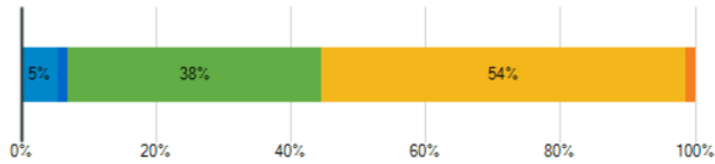
5%	38%	54%	

92% Agree or Strongly Agree

How strongly do you disagree or agree with the following statements?: School leaders act fairly and with integrity.

5%	33%	55%	7%
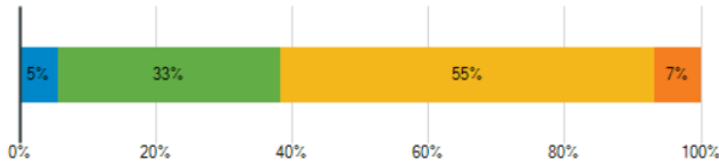
88% Agree or Strongly Agree

How strongly do you disagree or agree with the following statements?: School leaders show they care about all students.
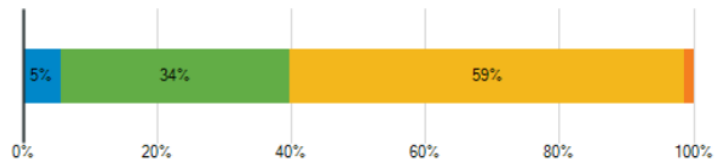
5%	34%	59%	

93% Agree or Strongly Agree

How strongly do you disagree or agree with the following statements?: The school has a clearly defined vision, mission, and goals.
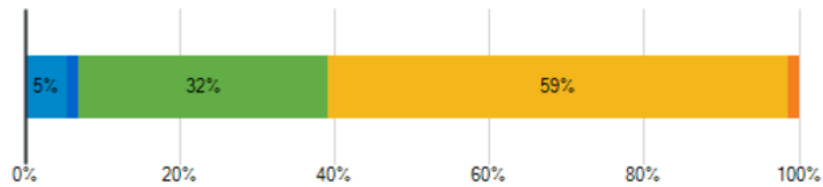
| 5% | 32% | 59% | |

91% Agree or Strongly Agree

How strongly do you disagree or agree with the following statements?: Families are kept informed by the school about school/district-sponsored activities, such as tutoring, after-school programs, parent workshops, and student performances.
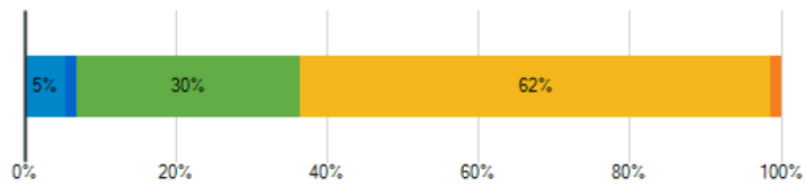
| 5% | 30% | 62% | |

92% Agree or Strongly Agree

How strongly do you disagree or agree with the following statements?: This school respects and values input provided by families.
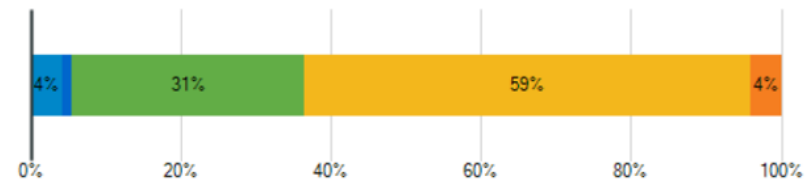
| 4% | 31% | 59% | 4% |

90% Agree or Strongly Agree

How strongly do you disagree or agree with the following statements?: There is frequent, two-way communication between school staff and families.
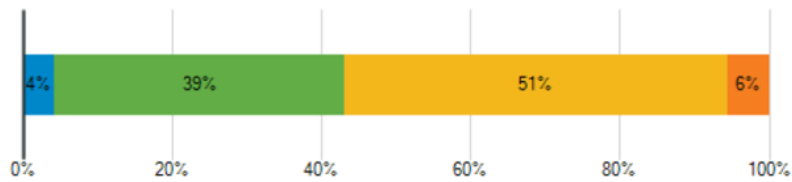
| 4% | 39% | 51% | 6% |

90% Agree or Strongly Agree

How strongly do you disagree or agree with the following statements?: I feel welcome in my child's school.
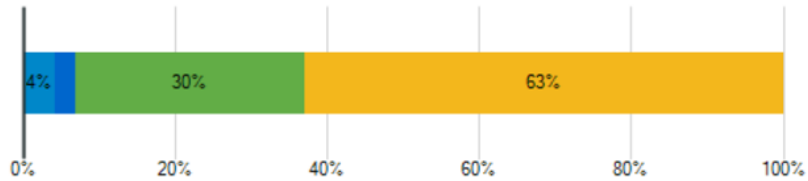
| 4% | 30% | 63% |

93% Agree or Strongly Agree

How strongly do you disagree or agree with the following statements?: I believe my child's campus does a good job keeping me informed about campus issues and activities.

| 4% | 36% | 57% |
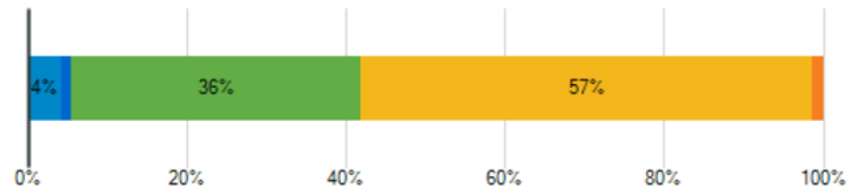
93% Agree or Strongly Agree

Student Engagement Survey (Administered April 2024):

Treatment of Students

The degree to which students **agreed or strongly agreed** that the teachers and adults value and care about students.

82%
Adults at my school listen to the students.
↑3.3%

96%
My teachers are honest with me.
↑5.9%

% of Students who Strongly Agree		
3rd	4th	5th
71%	68%	38%
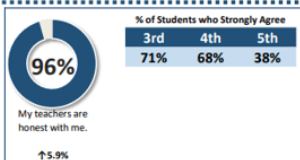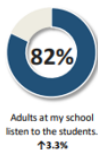
Support from Teachers

The degree to which students **agreed or strongly agreed** that they feel teachers and other adults support the needs of students.

93%
My teachers are there for me when I need them.
↑1.9%

83%
Most teachers care about me as a person, not just as a student
↓3.7%

% of Students who Strongly Agree		
3rd	4th	5th
50%	48%	27%
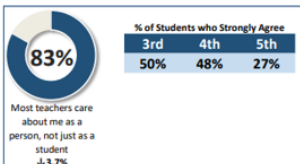
Perceptions of Fairness and Safety

The degree to which students **agreed or strongly agreed** that they feel that teachers and adults at school treat students fairly and help them to feel safe at school.

79%
Adults at my school are fair towards students most of the time
↓1.9%

76%
The rules at my school are fair
↑0.9%

% of Students who Strongly Agree		
3rd	4th	5th
57%	23%	24%

87%
I feel safe at school
↑9.3%

% of Students who Strongly Agree		
3rd	4th	5th
53%	39%	31%
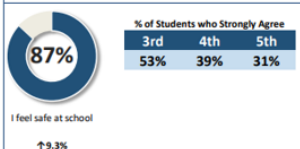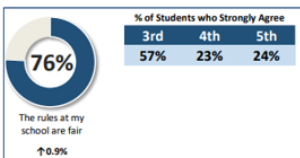
Peer Treatment

The degree to which students **agreed or strongly agreed** that they feel that other students value and care about them.

77%
Other students here like me the way I am.
↑1.6%

91%
I enjoy talking to the students here.
↓2.6%

% of Students who Strongly Agree		
3rd	4th	5th
56%	65%	48%
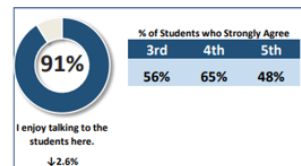
Support from Students

The degree to which students **agreed or strongly agreed** that they feel their peers care and support them when needed.

83%
Other students care about me.
↑7.7%

87%
Students at my school are there for me when I need them.
↑13.4%

% of Students who Strongly Agree		
3rd	4th	5th
38%	39%	31%
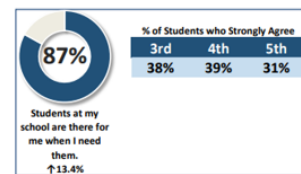
Perceptions of Respect and Belonging

The degree to which students **agreed or strongly agreed** that they feel included in peer groups, respected by their peers, or connected to their peers.

97%
I have friends at school.
↑4.1%

71%
Students here respect what I have to say.
↑5.3%

% of Students who Strongly Agree		
3rd	4th	5th
38%	19%	13%
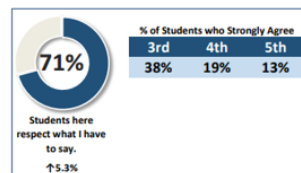
Disaffection

The degree to which students **DISAGREED OR STRONGLY DISAGREED** that they feel unprepared or unskilled in their education. These questions are framed in the negative so for example 71% of **student DISAGREED OR STRONGLY DISAGREED** that they don't understand the grades they get means that 71% of students DO understand the grades they receive.
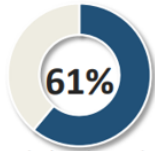
61%
I don't understand why I get the grades I do.
↑3.1%

73%
If I don't do well in school it's because I'm not smart.
↓8.6%

% of Students who Strongly DISAGREE		
3rd	4th	5th
41%	35%	23%

64%
I feel nervous when I'm at school.
↑2.3%
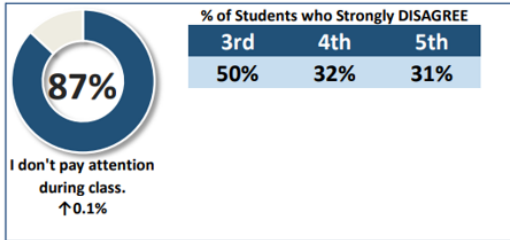
87%
I don't pay attention during class.
↑0.1%

% of Students who Strongly DISAGREE		
3rd	4th	5th
50%	32%	31%

Family Support of Learning

The degree to which students **agreed or strongly agreed** that they feel that their family supports them in their education.

93%
When I have problems at school, my family/guardian(s) are ready to help me.
↓0.9%

94%
My family/guardian(s) are there for me when I need them.
↓2.1%

Agree	Strongly Agree
35%	59%
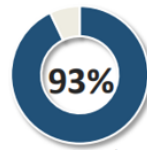
93%
My family/guardian(s) want to know when something good happens at school.
↓2.3%
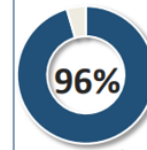
96%
My family/guardian(s) want me to keep trying when things are tough at school.
↑0.4%

Agree	Strongly Agree
31%	64%

Intrinsic Motivation

In this cognitive engagement factor, students were asked about the impact rewards have on their learning.

Questions in the blue box are further broken down to look at the percentage of students who specifically responded that they "strongly DISAGREE" with the question statement by grade level.

Impact of Rewards — The degree to which students DISAGREED or STRONGLY DISAGREED that rewards were needed from either parents are teachers for students to learn.

86%

% of Students who Strongly Disagree		
3rd	4th	5th
86%	87%	85%

I will learn only if my teachers give me a reward.
↓2.9%

88%

% of Students who Strongly Disagree		
3rd	4th	5th
51%	65%	60%

I will learn only if my parent/ guardian(s) give me a reward.
↑0.8%
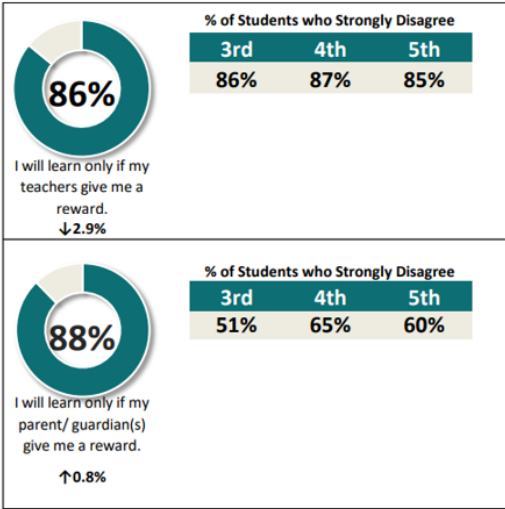
Future Goals and Aspirations

Questions in this dimension factor explore the degree in which students feel that their education will help them move through education and into life.

Questions in the blue box are further broken down to look at the percentage of students who specifically responded that they "strongly agree" with the question statement by grade level.

Post-High School Plans — The degree to which students agreed or strongly agreed that they feel that continuing education after high school in important

89%

I plan to go to college after I graduate from high school.
↓1.7%

92%

% of Students who Strongly Agree		
3rd	4th	5th
82%	52%	44%

Continuing to learn after high school is important.
↓3.2%
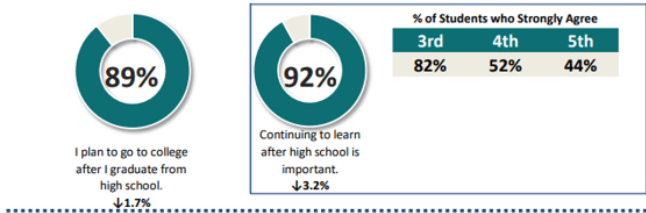
Future Goals — The degree to which students agree or strongly agree that they feel their education will help them to be successful in future goals.

96%

My education will create many chances for me to reach my future goals.
↓1.0%

97%

I am hopeful about my future.
↑5.8%

95%

% of Students who Strongly Agree		
3rd	4th	5th
64%	60%	43%

School is important for reaching my future goals.
↑0.9%
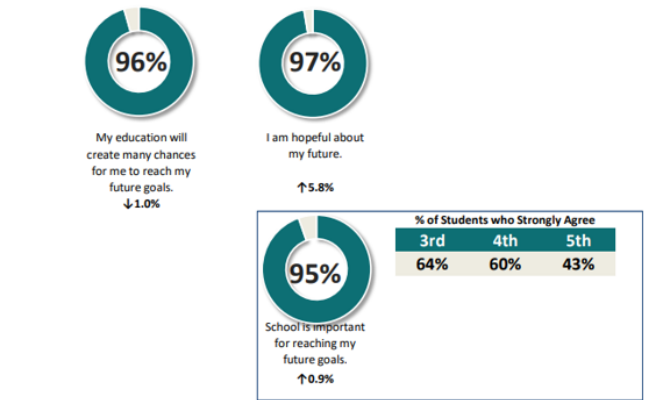
Physical Activity

Students were asked to describe the degree to which their school emphasizes specific practices, their level of interest, and how long they engage in physical activity outside the school day.

% of Students responding their school emphasizes the following "Some" or "Very Much":

74%
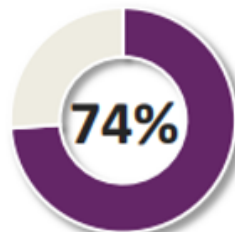
Being physically active, using movement to help you learn
↑2.2%

75%
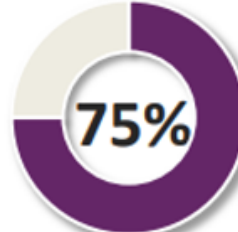
Physical activity is included during class time
↑1.2%

74%
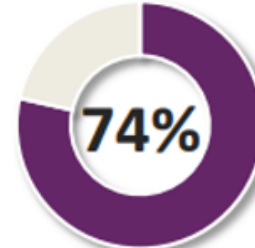
Engaging in physical activity (walking, moving around) or using body movement to learn
↑8.3%

Healthy Habits

The degree to which students felt their campus put **some or very much** of an emphasis on some wellness practices, as well as the degree to which students agreed or strongly agreed that they get at least 20 minutes to eat lunch

83%
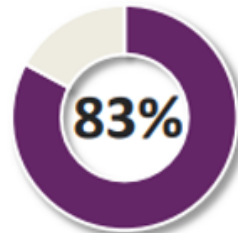
Engaging in healthy eating habits

↑16.7%

50%

Engaging in mindfulness or stress reducing moments

↓1.3%

29%
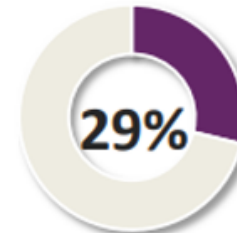
Being physically active for greater than 3 hours a
↓9.4%

During the 2024 spring semester, the end of the year climate survey was distributed to MWE teachers and staff.

Principal Perceptions:

The administrator treats me with respect.

Answered: 64   Skipped: 0

EOY 91%
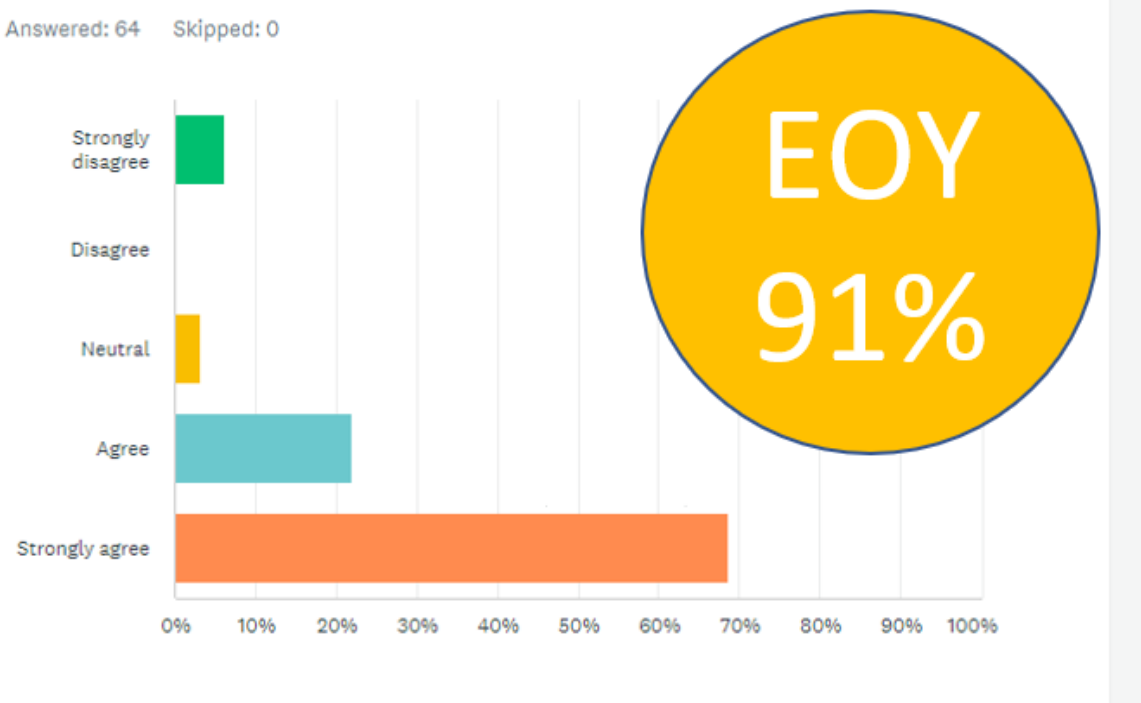
The administrator is approachable.

Answered: 64   Skipped: 0

EOY 92%
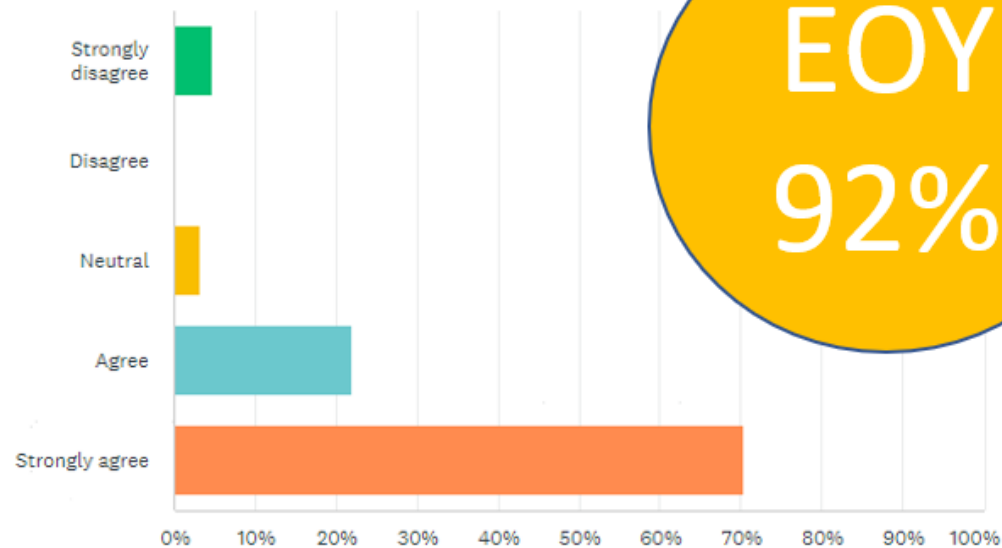
The administrator communicates effectively and in a professional manner.

Answered: 64   Skipped: 0

EOY 94%
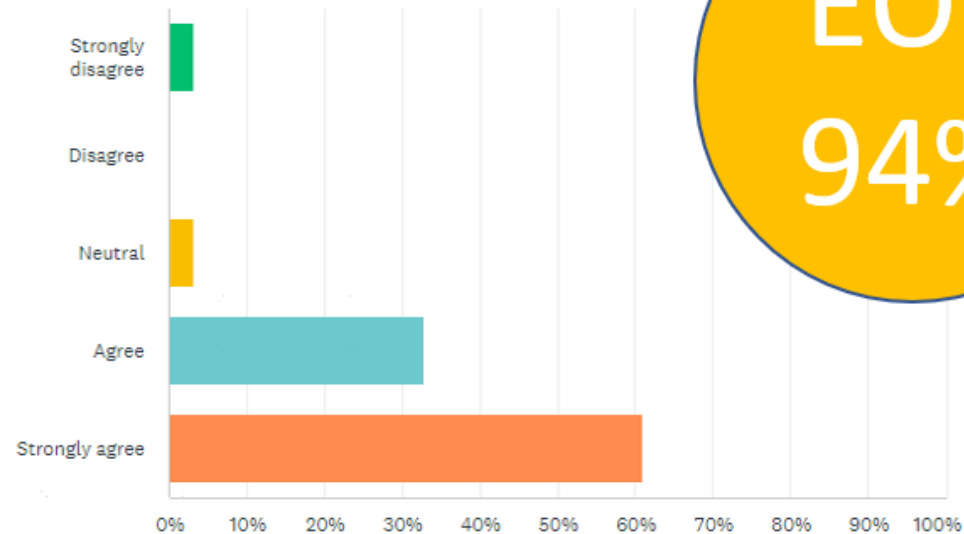
The administrator interactions with students, staff is respectful and professional.

Answered: 63   Skipped: 1
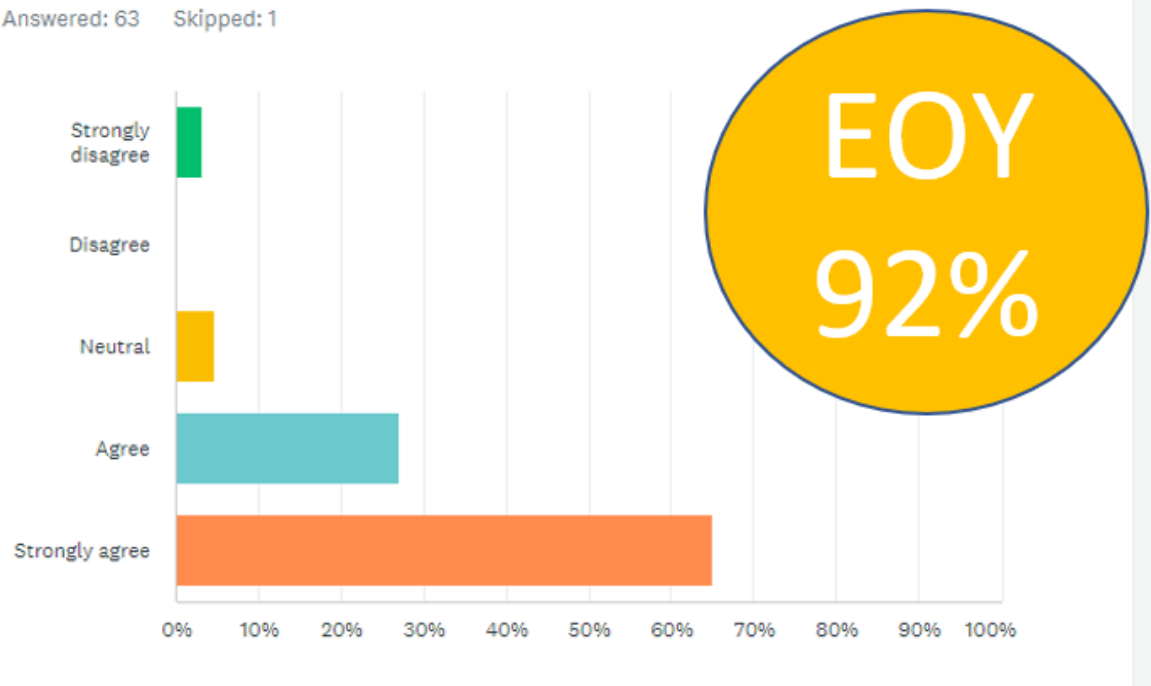
The administrator appears to have a strong understanding of instruction.

Answered: 64   Skipped: 0

EOY
88%
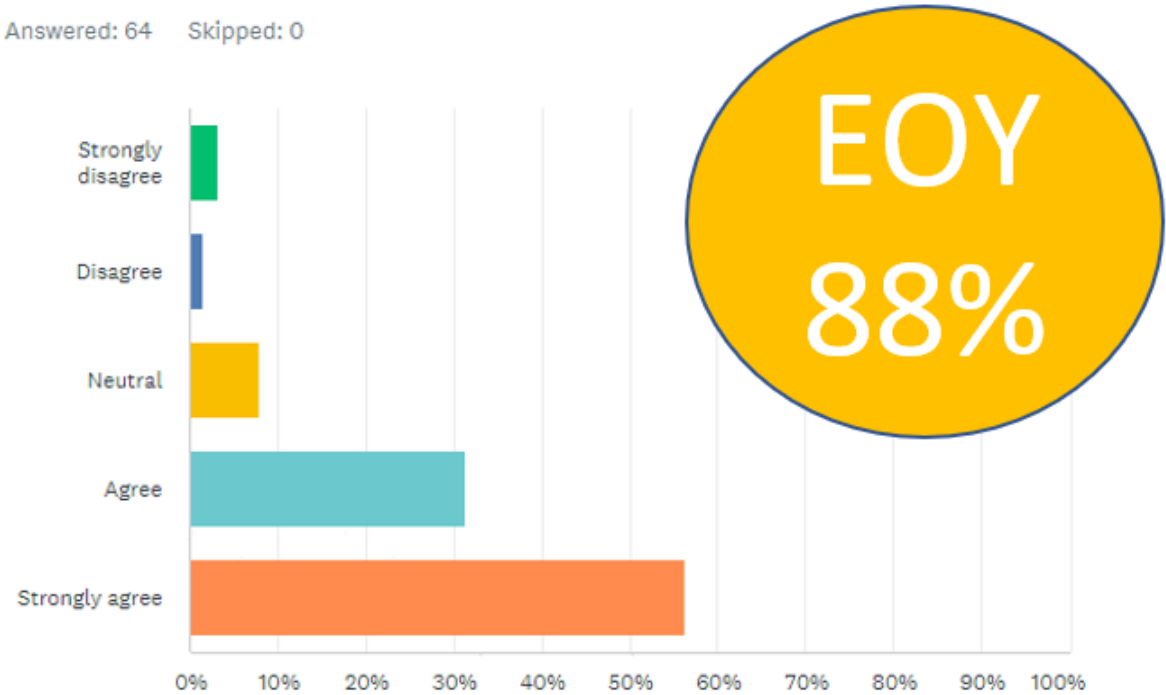
The administrator listens attentively to understand my needs

Answered: 64   Skipped: 0

EOY 84%
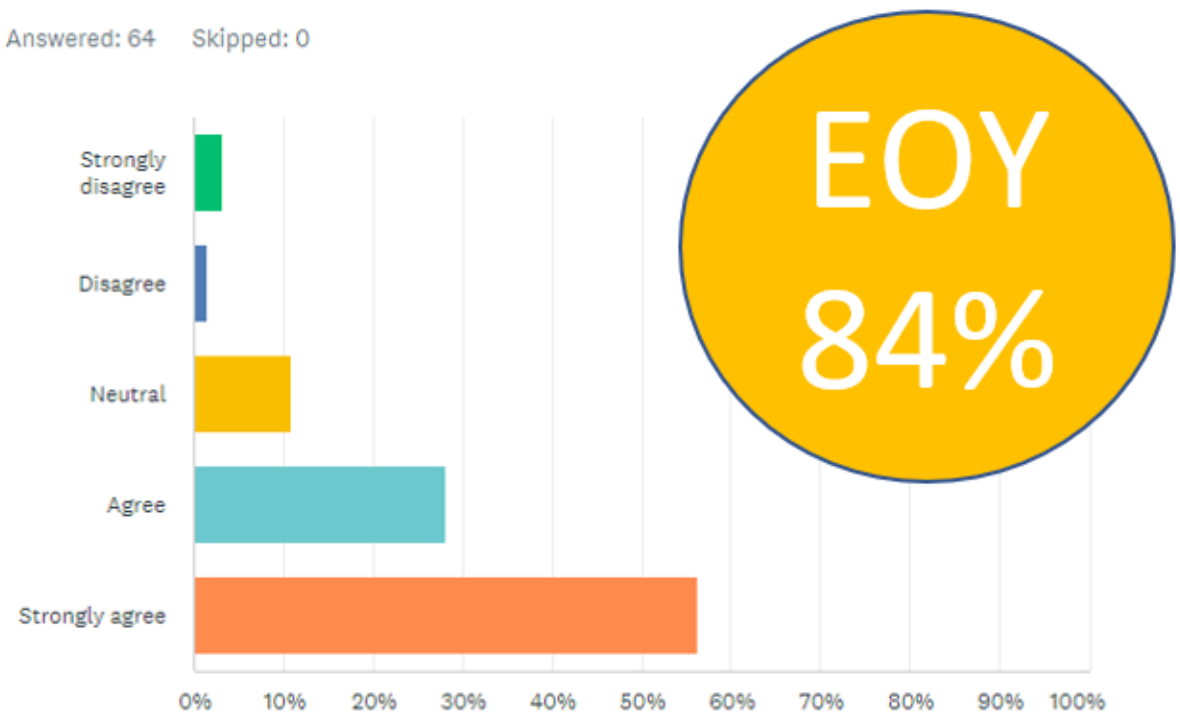
The administrator often recognizes teachers for a job well-done.

Answered: 64   Skipped: 0

EOY 88%
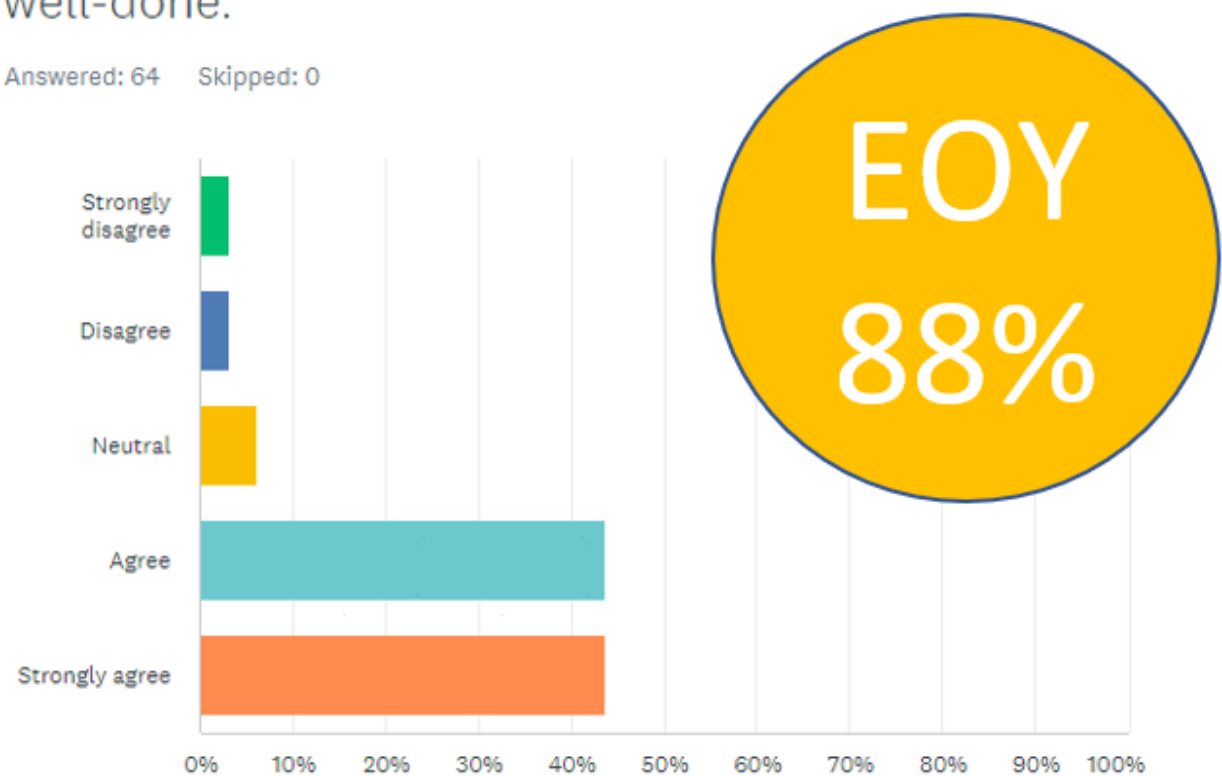
The administrator supports me in my work with students by providing clear goals and expectations.

Answered: 64   Skipped: 0

EOY 81%
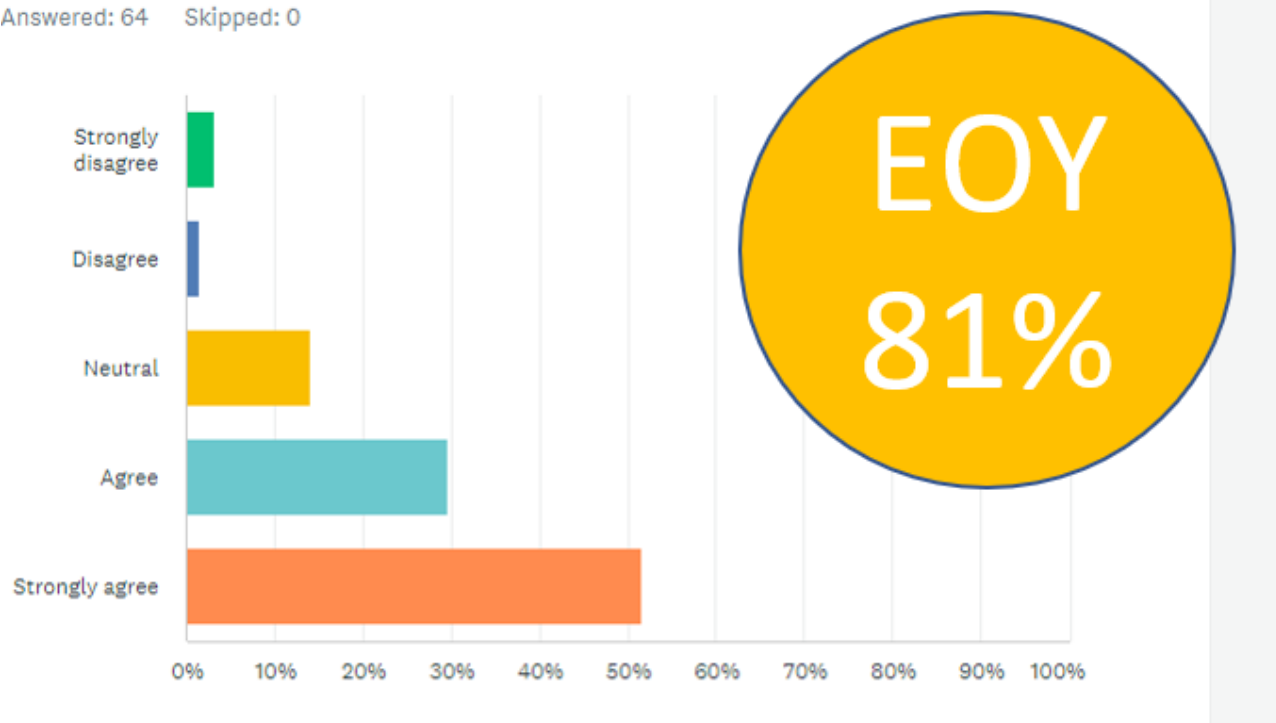
The administrator supports a positive campus climate.

Answered: 64   Skipped: 0

EOY 84%
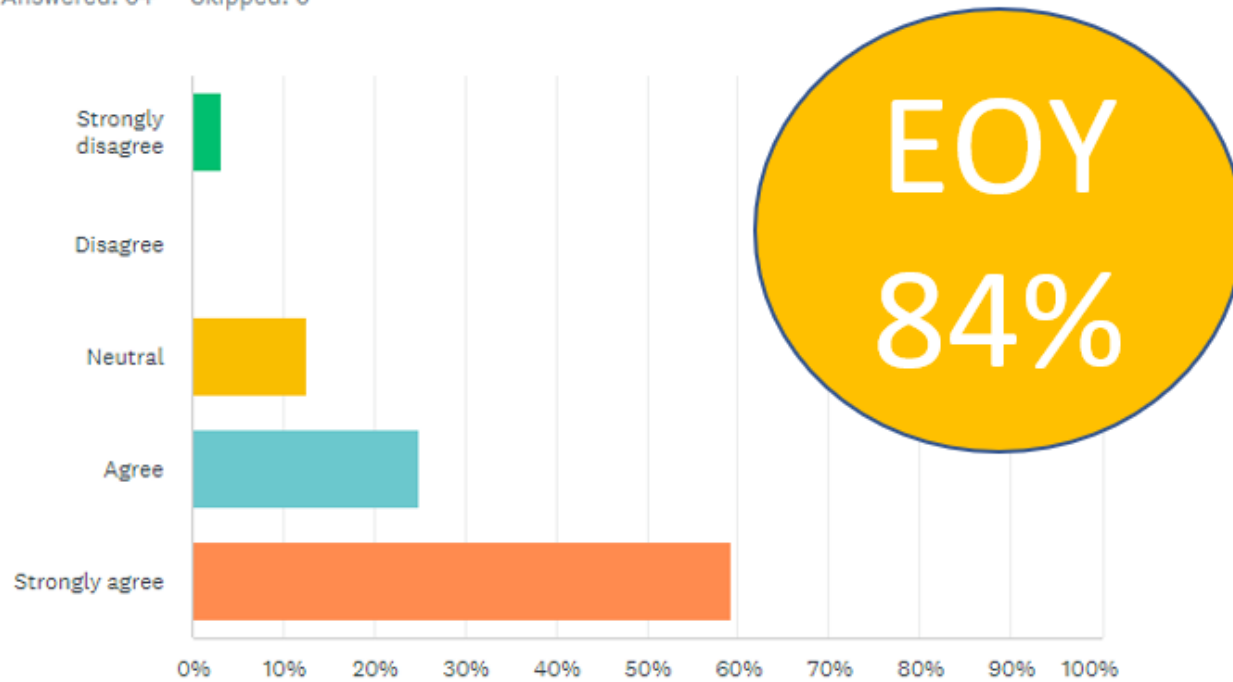
The administrator is visible throughout the building.

Answered: 64   Skipped: 0

EOY 88%
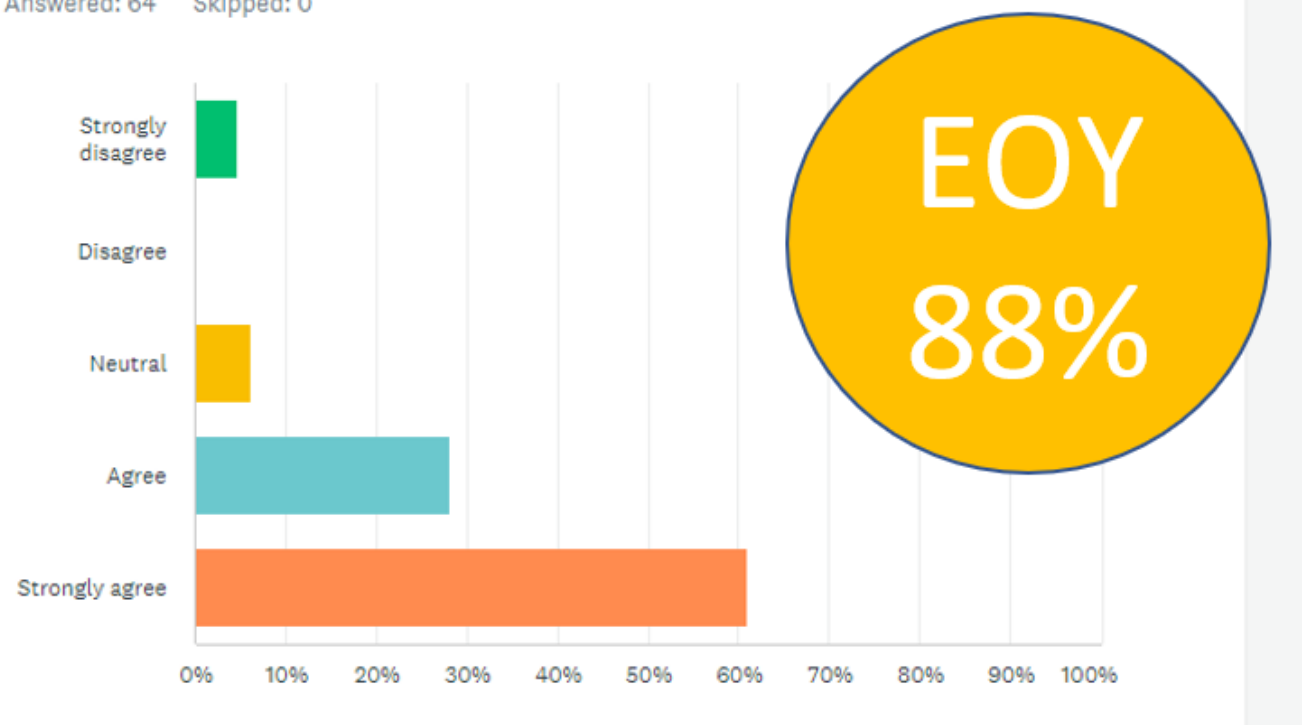
The administrator addresses parent concerns fairly and with consistency.

Answered: 63   Skipped: 1

EOY 86%
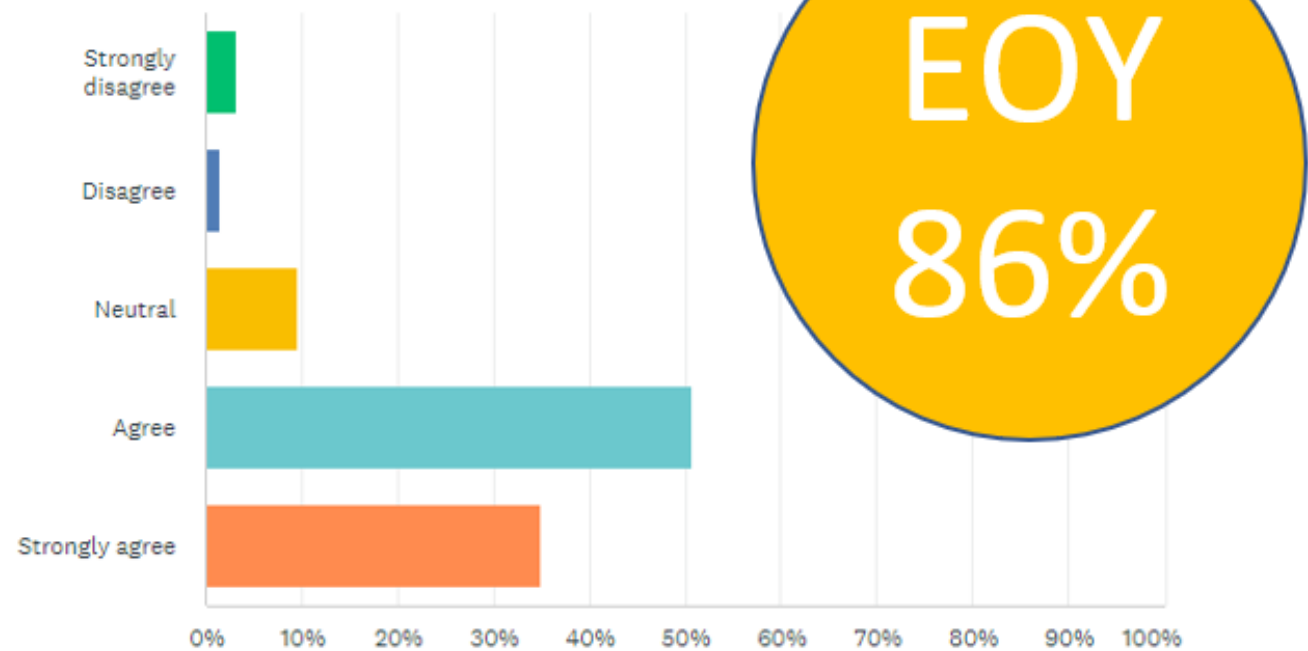
If I had to decide today about working at this campus next school year (24-25), I would:

Answered: 63   Skipped: 1
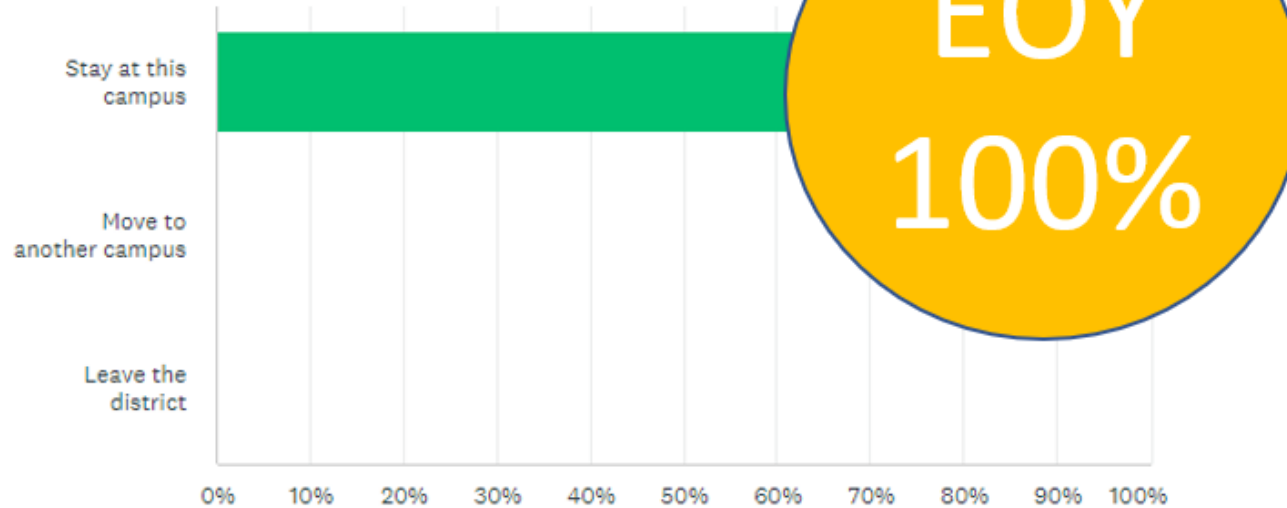
Assistant Principal Perceptions:

My Assistant Principal/Associate Principal communicates effectively and in aprofessional manner.

Answered: 60   Skipped: 1

EOY 73%
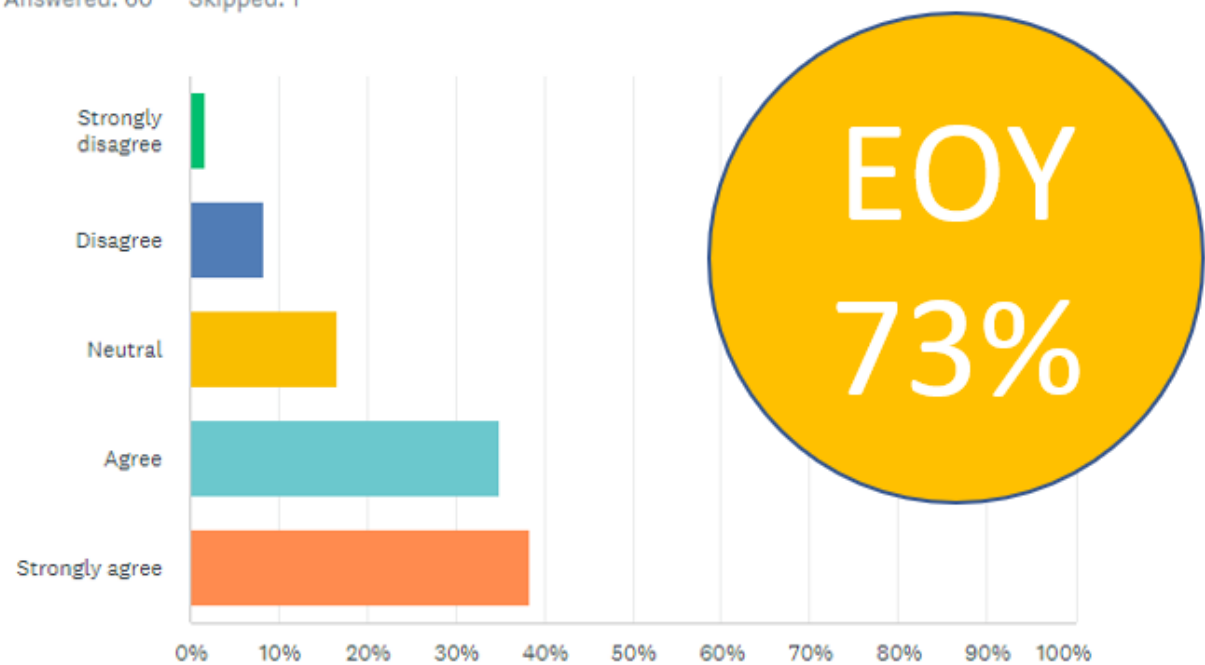
My Assistant Principal/Associate Principal supports a positive campus culture?

Answered: 61   Skipped: 0
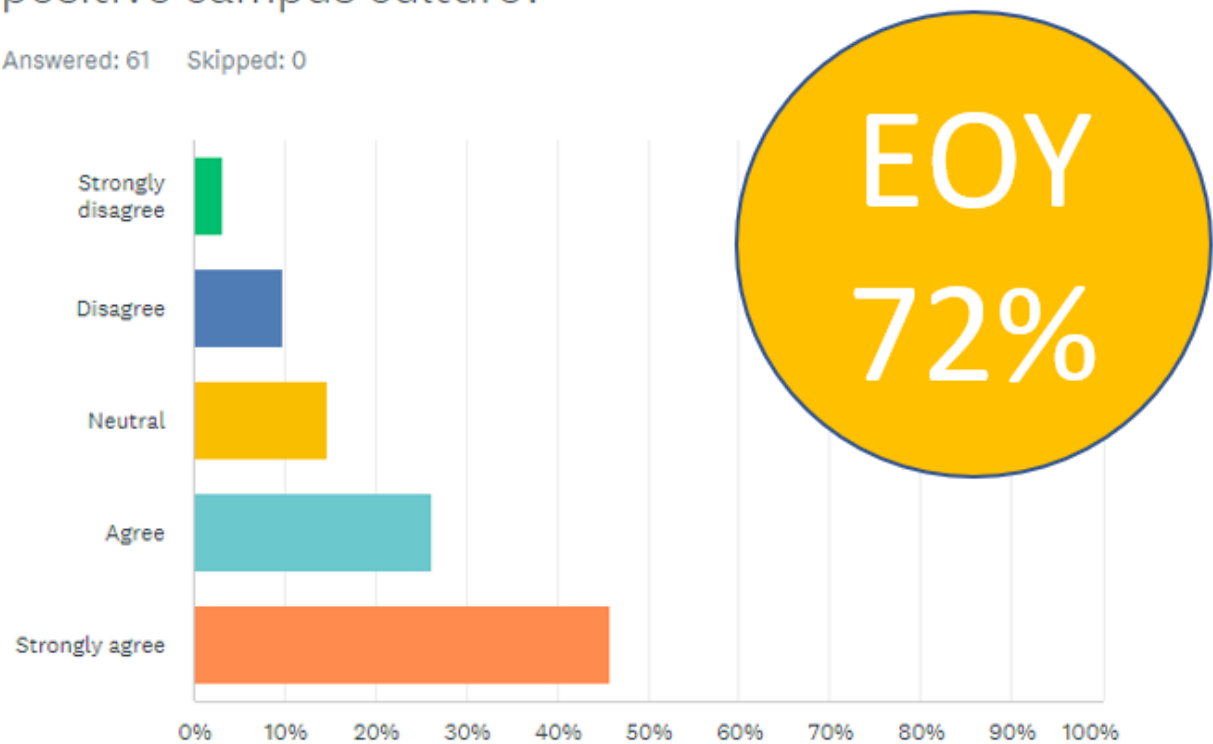
EOY 72%

My Assistant Principal/Associate Principal addresses discipline and safety issues in a timely and equitable manner.

Answered: 61   Skipped: 0
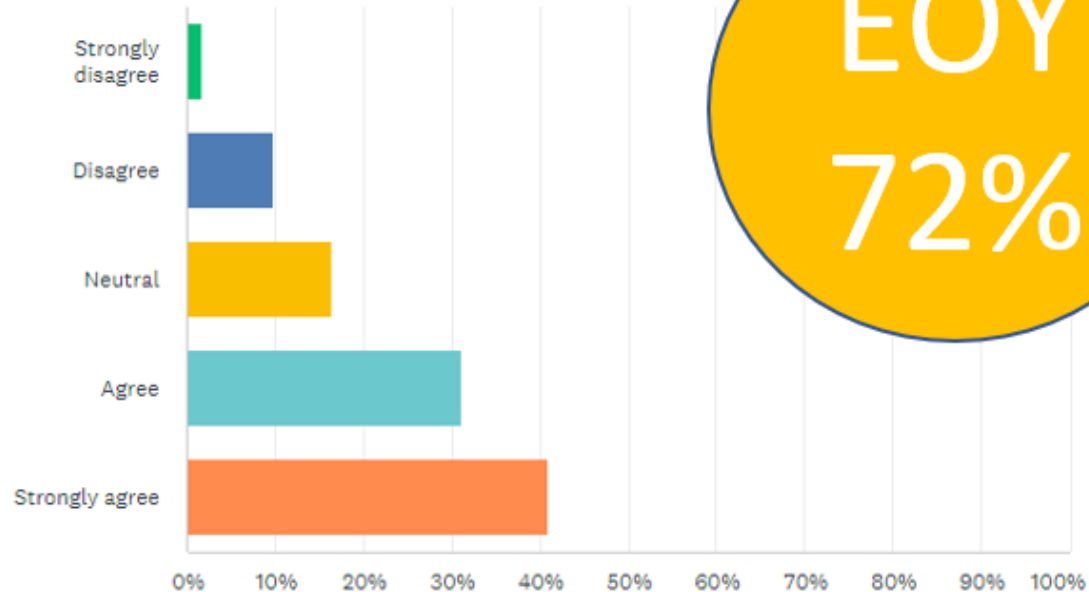
Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Lack of parent attendance at academic geared events
Root Cause: Need multiple ways to communicate with parents and find ways to incentivize parent attendance at academic geared events, which will provide ways for parents to support learning at home

Priority Problem Statements

Problem Statement 1: Special Education students' proficiency on the STAAR continues to lag behind other performance groups.

Root Cause 1: Special Education teachers need additional opportunities to plan with general education teachers, adjust gen ed lessons to provide appropriate scaffolds and execute lessons to expose students to the rigor of the TEKS.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: While students demonstrated growth, at least 40% of students in K-2nd grade are reading below grade level expectations as evidenced by BAS/EOY Ren assessment data.

Root Cause 2: Teachers need additional professional learning on delivering explicit phonics instruction and using literacy resources to execute guided reading groups with fidelity.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Lack of parent attendance at academic geared events

Root Cause 3: Need multiple ways to communicate with parents and find ways to incentivize parent attendance at academic geared events, which will provide ways for parents to support learning at home

Problem Statement 3 Areas: Perceptions

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)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- RDA data
- Local Accountability Systems (LAS) data

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
- Student failure and/or retention rates
- 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
- Other PreK - 2nd grade assessment data
- 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
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Other additional data

Goals

Goal 1: FBISD will provide rigorous and relevant curriculum and deliver instruction that is responsive to the needs of all students

Performance Objective 1: By May 2025, Mission West Elementary will improve the effectiveness of literacy, math and science instruction through the implementation of aligned curriculum, professional development, and targeted interventions as evidenced through the indicators of success.
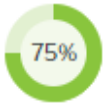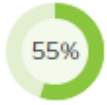
High Priority

Indicators of Success: Formative Evidence:
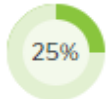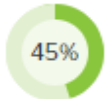
* By October 2024, December 2024, and February 2025, increase the percentage of classrooms aligned to the instructional model by 5%
* By October 2024, December 2024, and February 2025, increase the alignment to campus focus for small group instruction/targeted interventions by 3%
* Increasing teachers' usage of small group data binders to collect progress monitoring data with fidelity and using it to deliver targeted intervention as evidenced by campus CST and Walkthrough data
* From BOY to MOY, increase student growth on NWEA MAP at/above benchmark by 3% for all students and student groups (ED, EB, SPED, GT).
*   By October 2024, 100% of identified GT students will have an academic and effective co-constructed SMART goal in their GT Learning Plan.

Summative Evidence:

* By May 2025, increase performance on STAAR Meets Grade Level performance in Reading by 1% for all students and student groups (ED, EB, SPED, GT).
* By May 2025, increase performance on STAAR Meets Grade Level performance in Math by 3% for all students and student groups (ED, EB, SPED, GT).
* By May 2025, increase performance on STAAR Meets Grade Level performance in Science from 3% for all students and student groups (ED, EB, SPED, GT).
* From BOY to EOY, increase student growth on NWEA MAP at/above benchmark by 5% for all students and student groups (ED, EB, SPED, GT).
*   By May 2025, 100% of GT students and teachers will reflect and review the progress of individualized SMART goals and adjust as needed.

Strategy 1 Details	Reviews			
Strategy 1: Teachers will implement small group instruction through the Reading and Math workshop models. Anecdotal notes will be captured by the teacher in their small group binders, which will provide reference points for future lessons/ intervention/enrichment, provide guidance for student groupings, and provide evidence of data collection to be used during SSTs. **Strategy's Expected Result/Impact:** With this strategy, our campus will increase student growth and achievement as it relates both formative and summative metrics. **Staff Responsible for Monitoring:** Principal Assistant Principal Math and ELAR ICs Interventionists Teachers **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	**Formative**			**Summative**
	Oct	**Dec**	**Feb**	**June**
	30%	55%	75%	

Strategy 2 Details	Reviews			
Strategy 2: Implementation of teaching for clarity protocols will be implementing - to improve Tier I instruction - during PLCs, team planning sessions and through professional development. **Strategy's Expected Result/Impact:** With this strategy, our campus will increase Tier I instruction, build teacher clarity and promote teacher retention. **Staff Responsible for Monitoring:** Principal Assistant Principal Math and ELAR ICs Interventionists Teachers **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	**Formative**			**Summative**
	Oct	**Dec**	**Feb**	**June**
	35%	55%	70%	

Strategy 3 Details	Reviews			
Strategy 3: Tiered instruction and behavior interventions will be planned, executed, and documented by teachers. PLCs will focus on identifying appropriate resources and strategies to use for interventions/enrichment, determine effectiveness of interventions and discuss next steps for student support.	**Formative**			**Summative**
	Oct	Dec	Feb	June
Strategy's Expected Result/Impact: With this strategy, our campus will increase student growth and achievement and close learning gaps as it relates to both formative and summative metrics. **Staff Responsible for Monitoring:** Principal Assistant Principal Math and ELAR ICs Interventionists Teachers **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments **Funding Sources:** Achieve 3000 & ALEKS Student Licenses - 211 Title I-A - $21,000	40%	60%	70%	

Strategy 4 Details	Reviews			
Strategy 4: Students will attend after school tutorials to provide intervention and acceleration	**Formative**			**Summative**
	Oct	Dec	Feb	June
Strategy's Expected Result/Impact: With this strategy, our campus will increase student growth and achievement and close learning gaps as it relates to both formative and summative metrics. **Staff Responsible for Monitoring:** Principal Assistant Principal Math and ELAR ICs Teachers **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** Supplemental Pay for Teachers - 211 Title I-A - 6118 - $8,000, Tutorial Facilitator - 211 Title I-A - 6118 - $1,000	20%	25%	80%	

Strategy 5 Details		**Reviews**			
Strategy 5: MWE COGS (Champion of Gifted Students) and G/T Administrator will ensure individual learning plans are created, adopted, and implemented for students identified as Gifted and Talented.		**Formative**			**Summative**
		Oct	**Dec**	**Feb**	**June**
Strategy's Expected Result/Impact: Students identified as G/T will have access to instruction that supports their creativity and learning needs for continued academic and social emotional growth. **Staff Responsible for Monitoring:** Administrators, COGS, Teachers **Title I:** 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction		25%	35%	55%	

Strategy 6 Details		**Reviews**			
Strategy 6: Mission West Elementary will provide instructional field trips aligned to the state standards that will enhance instruction with real life experiences that will impact core content areas.		**Formative**			**Summative**
		Oct	**Dec**	**Feb**	**June**
Strategy's Expected Result/Impact: Students will be exposed to real world experiences that will impact their cognition hence giving them the tools to achieve success in core areas of studies: ELAR, Math, and Science. **Staff Responsible for Monitoring:** Principal Assistant Principal Math and ELAR ICs Teachers **Title I:** 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Funding Sources:** Transportation - 211 Title I-A - 6494 - $2,000		25%	45%	70%	

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

Goal 2: FBISD will provide a positive culture and climate that provides a safe and supportive environment for learning and working

Performance Objective 1: By May 2025, Mission West Elementary will improve student behavior through the implementation of PBIS and student ownership of behavior framework as evidenced through the indicators of success.
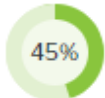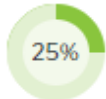
High Priority

Indicators of Success: Formative Evidence:

*   Decrease the number of discipline referrals from BOY to MOY by 5% for all students and student groups (ED, EB, SPED, GT).
* By October, December, and February, increase the number of critical elements identified as 'in place' on the FBISD Benchmark of Quality (BOQ) by 5%

Summative Evidence:

* Decrease the annual ISS/OSS and DAEP Placement Data for all students
* Decrease the number of discipline referrals from BOY to EOY by 5% for all students and student groups (ED, EB, SPED, GT).

Strategy 1 Details			Reviews		

Strategy 1: Implement PBIS protocols and reinforce student positive behaviors through incentives (i.e. classroom store and positive referrals).
    Strategy's Expected Result/Impact: With this strategy, our campus will decrease discipline behaviors and the number of student in ISS/OSS placements.
    Staff Responsible for Monitoring: All Teachers and Staff
 	
    Title I:
2.6
 - **TEA Priorities:**
Recruit, support, retain teachers and principals
 - **ESF Levers:**
Lever 3: Positive School Culture
		Formative			**Summative**

		Oct	Dec	Feb	June
		30%	45%	60%	

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

Goal 2: FBISD will provide a positive culture and climate that provides a safe and supportive environment for learning and working

Performance Objective 2: By May 2025, Mission West Elementary will improve support for students' physical, mental-emotional, and social well being through establishing a Campus Wellness Committee that will monitor progress toward implementation of the District Wellness Policy FFA(LOCAL) to develop the whole child, so students are equipped to be academically successful.

Indicators of Success: Formative Evidence:

*   Parent communication flyers regarding campus events and initiatives (i.e. campus event calendar and campus parent newsletter)
*   Campus Wellness Committee Agenda and Notes

Summative Evidence:

*   Increase the overall score on the Campus Wellness Assessment by 5%

Strategy 1 Details	Reviews			
Strategy 1: Promote and encourage social-emotional learning with students, staff, and the community (Whole Child Health Initiatives/Events, Campus Wellness Events/Opportunities, Parent Education)	**Formative**			**Summative**
	Oct	**Dec**	**Feb**	**June**
Strategy's Expected Result/Impact: With this strategy, our campus will increase and promote parent engagement and involvement at the campus. **Staff Responsible for Monitoring:** Principal Assistant Principal Nurse PE Coach Parent Educator **Title I:** 2.4, 2.5, 2.6, 4.2 - **TEA Priorities:** Improve low-performing schools	25%	40%	55%	
	0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue			

Goal 3: FBISD will recruit, develop, and retain high quality teachers and staff

Goal 4: FBISD will engage students, parents, staff, and community through ongoing communication, opportunities for collaboration and innovation, and partnerships that support the learning community

Performance Objective 1: By May 2025, Mission West Elementary will improve family and community engagement through increased participation in parent education classes and monthly school-wide events as evidenced through the indicators of success.

High Priority
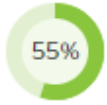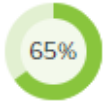
Indicators of Success: Formative Evidence:

* Increase parent participation in school-wide events by 10% (attendance and sign-in sheets)
* Increase engagement and attendance of parents/guardians by 10% (Parent Educator Numbers)
* Increase from BOY to MOY the number of informational communications sent electronically to parents focusing on the importance of attendance by 15%
* Improve the quarterly attendance rate by .25% each quarter when compared to the previous quarter

Summative Evidence:

* Increase parent response on the annual Title I survey by 5%
* Increase parent participation in school-wide events (attendance and sign-in sheets)
* Decrease the number of students with 10 or more absences
* Improve the yearly attendance rate by .25% when compared to the 2023-2024 school year

Strategy 1 Details	Reviews			
Strategy 1: The parent educator will provide periodic classes to parents with a focus on targeting areas of growth as it pertains to assisting their individual child academically at home importance of attendance, and parenting sessions.	**Formative**			**Summative**
	Oct	**Dec**	**Feb**	**June**
Strategy's Expected Result/Impact: With this strategy, our campus will increase parent attendance at parent educational classes, which will promote partnerships between the home and school. **Staff Responsible for Monitoring:** Principal Parent Educator **Title I:** 4.1, 4.2 **Funding Sources:** Items for Parent Center - 199 General Fund - $1,000	30%	45%	55%	

Strategy 2 Details	Reviews			
Strategy 2: Parent attendance at academic, school-wide events will be incentivized to increase parent participation and bridge the home to school connection	Formative			Summative
	Oct	Dec	Feb	June
Strategy's Expected Result/Impact: With this strategy, our campus will increase parent participation at school events. **Staff Responsible for Monitoring:** Principal Assistant Principal Parent Educator **Title I:** 4.1, 4.2	25%	35%	50%	

Strategy 3 Details	Reviews			
Strategy 3: Implement the campus attendance plan, which includes student recognitions for perfect attendance, monitoring of attendance data quarterly, and provide early outreach efforts to combat chronic absenteeism.	Formative			Summative
	Oct	Dec	Feb	June
Strategy's Expected Result/Impact: With this strategy, our campus will promote attendance to combat chronic absenteeism, which will increase student growth and achievement. **Staff Responsible for Monitoring:** Principal Assistant Principal ADA Clerk	35%	55%	65%	

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

Goal 5: FBISD will utilize financial, material, and human capital resources to maximize district outcomes and student achievement

State Compensatory

Budget for Mission West Elementary

Total SCE Funds: $8,619.00
Total FTEs Funded by SCE: 0
Brief Description of SCE Services and/or Programs

Our campus State Compensatory Education (SCE) funds supplement the regular education program for students that meet one or more of the 15 eligibility criteria for being At-Risk and our educationally disadvantaged students. We offer intensive accelerated instruction and intervention in math and/or literacy to identified students with additional staffing units designed to intervene directly with identified students (Literacy Intervention Teacher and Math Interventionist). Additional supportive staffing units are also funded with SCE and used to supplement needs for additional district/campus staff for addressing social-environment issues (Social Workers, Behavioral Health Facilitators, PBIS Interventionists, etc.). We also fund tutorial supplemental pay and transportation as needed for tutorials for identified students as part of our accelerated instruction to support students most at-risk. Identification and the responsibility of delivery of services for At-Risk students are initiated by our campus staff while district level oversight concerning related Student Information Services (SIS) coding, program implementation and general SCE fiscal and compliance (including training and updates) are the direct responsibility of the State and Federal Programs department. The budget amount listed within this CIP does not include the staffing costs associated with this campus; however, those fund amounts are included in the District Improvement Plan SCE Funds section.

Title I Personnel

Name	Position	Program	FTE
Gabrield Escobedo	Parent Educator	Parent and Community Engagement	1.0
Holly Arnold	Math Instructional Coach	Instruction	1.0
Ivanova Cruz	Reading Instructional Coach	Instruction	1.0
Jennifer Smith	Math Instructional Coach	Instruction	1.0
Vacancy	Math Interventionist	Instruction	0.5

Campus Funding Summary

<table>
<tr><th colspan="6">199 General Fund</th></tr>
<tr><th>Goal</th><th>Performance Objective</th><th>Strategy</th><th>Resources Needed</th><th>Account Code</th><th>Amount</th></tr>
<tr><td>4</td><td>1</td><td>1</td><td>Items for Parent Center</td><td></td><td>$1,000.00</td></tr>
<tr><td colspan="5" align="right">Sub-Total</td><td>$1,000.00</td></tr>
<tr><th colspan="6">211 Title I-A</th></tr>
<tr><th>Goal</th><th>Performance Objective</th><th>Strategy</th><th>Resources Needed</th><th>Account Code</th><th>Amount</th></tr>
<tr><td>1</td><td>1</td><td>3</td><td>Achieve 3000 & ALEKS Student Licenses</td><td></td><td>$21,000.00</td></tr>
<tr><td>1</td><td>1</td><td>4</td><td>Supplemental Pay for Teachers</td><td>6118</td><td>$8,000.00</td></tr>
<tr><td>1</td><td>1</td><td>4</td><td>Tutorial Facilitator</td><td>6118</td><td>$1,000.00</td></tr>
<tr><td>1</td><td>1</td><td>6</td><td>Transportation</td><td>6494</td><td>$2,000.00</td></tr>
<tr><td colspan="5" align="right">Sub-Total</td><td>$32,000.00</td></tr>
</table>

Addendums

Mission West Goals
Mission West educators meet students where they are and will grow students at least one year (one year's growth).

Mission West Non-Negotiables
WE grow our students through small group instruction.
WE collaborate and work as a TEAM.
WE plan and execute strong Tier I lessons.
WE model and reinforce appropriate behaviors.
WE make decisions in the best interest of students.
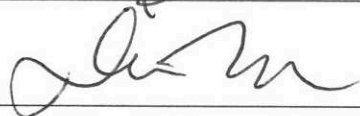
AGENDA

Mission West Elementary
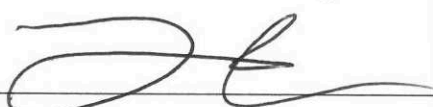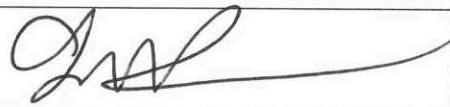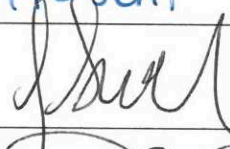
Wednesday, September 11, 2024

CPAC Meeting

ITEM	TOPIC	OWNER
I	Introductions/Welcome	J. Pena
II	Community Agreement/Norms	J. Pena
III	Review of Definition and Purpose of CPAC	J. Pena
IV	Campus TEA Accountability Rating	J. Pena
V	Review 24-25 Campus CIP	J. Pena
VI	Questions/Comments	J. Pena

CPAC Meeting Wednesday, September 11, 2024 — Sign In Sheet

Name	Role	Signature
Jorge Pena	Principal	*(signature)*
Elainea Bennett	Assistant Principal	*(signature)* E Bennett
Irina Maldonado	Teacher	*(signature)*
Christian Guzman	Teacher	*(signature)*
Joshua Allbritten	Teacher	*(signature)*
Griselda Rivera	Librarian	*(signature)* Rivera
Grecia Batres	Teacher	*(signature)*
Denise Hector	Community Member	Absent
Yaneth Mejia	Parent	Absent
Transito Menjivar	Parent	Absent
Warren Hector	Community Member	Absent
Jennifer Smith	Instructional Coach	*(signature)*
Ivanova Cruz	Instructional Coach	*(signature)*