

**Fort Bend Independent School District**  
**Mission West Elementary**  
**2023-2024 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 a positive effect on society.

## **Motto**

Learners Today, Leaders Tomorrow

# Table of Contents

Comprehensive Needs Assessment	5
Demographics	5
Student Learning	7
School Processes & Programs	12
Perceptions	14
Priority Problem Statements	17
Comprehensive Needs Assessment Data Documentation	18
Goals	20
Goal 1: FBISD will provide rigorous and relevant curriculum and deliver instruction that is responsive to the needs of all students	20
Goal 2: FBISD will provide a positive culture and climate that provides a safe and supportive environment for learning and working	24
Goal 3: FBISD will recruit, develop, and retain high quality teachers and staff	25
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	26
Goal 5: FBISD will utilize financial, material, and human capital resources to maximize district outcomes and student achievement	28
State Compensatory	29
Budget for Mission West Elementary	29
Campus Funding Summary	30
Addendums	31

# 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 523 students in grades Pre-K to fifth.

The student population is 18% African American, 3% White, 8% Asian, 68% Hispanic, and 3% two or more races. The student body is 56% male and 45% female, with a low-socioeconomic status of 87%. A bilingual campus, Mission West's emergent bilingual (EB) student population stands at 39% with 22% students identified as English as a Second Language (ESL).

The average daily attendance rate for students is 93.75%, which has shown an increase from the 2021-2022 attendance rate of 92.81%. There was one student disciplinary placements for the 2022-2023 school year. Mission West Elementary serves 69 (13%) students who were identified as having special needs. Students with special needs are supported through resource services with pullout and in-class support, the Succeeding in Academic and Independent Living Skills (SAILS) Program and the Behavior Support Services (BSS) Program in grades K-5.

The teaching staff is 23% African American, 21% White, 6% Asian, 48% Hispanic, and 2% American Indian. The teaching staff is 6% male and 94% female. 67% of our teaching staff hold a bachelor's degree while 30% hold a master's degree with 2% holding a doctorate. The teaching staff is made up of 4% beginning teachers, 24% with 1-5 years of experience, 19% with 6 to 10 years of experience, 38% with 11-20 years of experience, and 15% with over 20 years of experience.

### 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.

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 2022-2023 school year included: Safety Patrol, Sports Club, Art Clubs, Choir, and Robotics.

Our school offers a variety of events throughout the year, including: Meet the Teacher, Parent Information Night, Awards Ceremonies, Hispanic Heritage Month Celebration, Black Heritage Celebration, Fall Carnival, Movie Night, and activities and events offered weekly by the Parent Educator.

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1 (Prioritized):** While the campus attendance rate of 93.75% shows an increase from the 2021-2022 attendance rate of 92.81%, we are still below the District attendance goal of 96.50%. **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; moreover, the campus attendance plan needs to be clearly defined and monitored with fidelity.

# Student Learning

## Student Learning Summary

**Student Learning Summary:** Overall, Mission West Elementary students have shown academic growth as evidenced by REN 360, BAS, and STAAR data. AA, Hispanic, ELs 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.

For the 2021-2022 school year, Mission West Elementary earned a TEA Campus Rating of a B (89) as a result of our 3rd-5th grade students' performance on the STAAR Test. Mission West Elementary also earned (3) three distinctions - Academic Achievement in Science, Postsecondary Readiness, and Top 25%: Comparative Closing the Gaps.

STAAR Test was redesigned for the 2022-2023 school year, which included the following updates: the addition of extended constructed responses, new question types, and the integration of cross-disciplinary passages, all administered 100% online. Overall, our campus outperformed both the district and the state in various subject areas and grade levels.

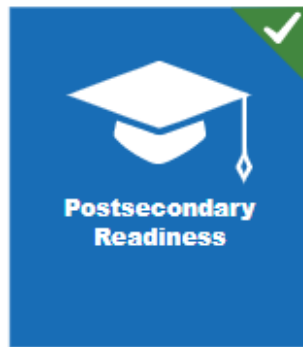
*STAAR Letter A-F Rating will be released in September 2023*

## STAAR Historical Data 2019, 2021, 2022, and 2023

	Approaches and Above				Meets and Above				Masters			
	2019	2021	2022	2023	2019	2021	2022	2023	2019	2021	2022	2023
<b>ELAR</b>												
3rd Grade	71%	67%	78%	76%	41%	31%	56%	48%	23%	12%	34%	20%
4th Grade	67%	57%	81%	77%	30%	40%	61%	53%	11%	13%	26%	23%
5th Grade	80%	69%	81%	88%	50%	42%	56%	69%	22%	27%	32%	31%
<b>Overall ELAR</b>	73%	64%	80%	80%	40%	38%	58%	57%	18%	18%	31%	25%
<b>Math</b>												

	Approaches and Above				Meets and Above				Masters			
3rd Grade	80%	67%	67%	70%	43%	23%	36%	38%	21%	8%	12%	15%
4th Grade	74%	58%	68%	75%	43%	26%	45%	51%	22%	14%	11%	22%
5th Grade	88%	66%	80%	81%	61%	38%	48%	47%	33%	19%	30%	9%
<b>Overall Math</b>	80%	63%	72%	75%	49%	30%	43%	45%	25%	14%	19%	15%
<b>Science</b>												
5th Grade	62%	50%	54%	52%	27%	15%	28%	19%	9%	1%	15%	5%

## 2022 STAAR Distinction Designations



## 2022-2023 EOY Ren360:

<b>REN 360 - Early Literacy Kinder</b>			
<b>At/Above Benchmark</b>			
	<b>BOY 22-23</b>	<b>MOY 22-23</b>	<b>EOY 22-23</b>



<b>REN 360 - Early Literacy Kinder</b>			
<b>Kinder</b>	53%	67%	69%
<b>Kinder (Spanish)</b>	69%	78%	79%

<b>REN 360 - READING (Grades 1-5)</b>			
<b>At/Above Benchmark</b>			
	<b>BOY 22-23</b>	<b>MOY 22-23</b>	<b>EOY 22-23</b>
<b>1st Grade (English)</b>	63%	60%	60%
<b>1st Grade (Spanish)</b>	60%	69%	82%
<b>2nd Grade (English)</b>	56%	58%	64%
<b>2nd Grade (Spanish)</b>	75%	89%	77%
<b>3rd Grade</b>	57%	66%	68%
<b>4th Grade</b>	61%	75%	72%
<b>5th Grade</b>	59%	63%	70%
<b>Overall</b>	60%	68%	69%

<b>REN 360 - Math (Grades 1-5)</b>			
<b>At/Above Benchmark</b>			
	<b>BOY 22-23</b>	<b>MOY 22-23</b>	<b>EOY 22-23</b>
<b>1st Grade (English)</b>	95%	88%	85%
<b>1st Grade (Spanish)</b>	78%	82%	83%
<b>2nd Grade</b>	77%	86%	87%
<b>3rd Grade</b>	89%	94%	90%
<b>4th Grade</b>	89%	92%	91%

<b>REN 360 - Math (Grades 1-5)</b>			
<b>5th Grade</b>	87%	92%	90%
<b>Overall</b>	87%	90%	89%

### **2022-2023 EOY BAS:**

<b>BAS K-2 Data 2022-2023</b>			
<b>% Students At or Above Level</b>			
	<b>BAS BOY</b>	<b>BAS MOY</b>	<b>BAS EOY</b>
<b>Kinder</b>	N/A	40%	56%
<b>1st</b>	35%	44%	47%
<b>2nd</b>	34%	45%	61%

### **Student Learning Strengths**

#### **Overall Data Trends:**

End of Year Ren data for the 2022-2023 school year indicates 69.4% of students in Ren Reading demonstrated typical growth (SGP) and 67% of students in Ren Math demonstrated typical growth (SGP). Both of these percentages were higher than the District average.

STAAR *Meets* performance for 3-5 ELAR and Math is comparative to 2022-2023 results (2021-2022 ELAR 58%; Math 43% - 2022-2023 ELAR 57%; Math 45%)

EOY Ren data for 2022-2023 school year indicated a reduction of students at urgent intervention in math of 6.8% and 7.8% in reading.

CST walks show high levels of Rigor, Scope and Sequence and alignment to the FBISD Instructional Models.

BAS data indicated that 61% of students in 2nd grade at EOY were at or above grade reading level expectations

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

### **Problem Statements Identifying Student Learning Needs**

**Problem Statement 1 (Prioritized):** Lack of growth/overall achievement demonstrated on STAAR Math, Science and Reading when compared to STAAR performance data from 2021-2022. **Root Cause:** Guided math and reading practices are inconsistent and not properly documented, if documented at all. Teachers need help executing systems to help manage their small groups and guided math/literacy stations/IR in order to pull groups with fidelity. Additionally, due to the new STAAR Redesign, teacher need additional professional learning to teach the Extended Constructed Response (ECR).

**Problem Statement 2 (Prioritized):** While students demonstrated growth, data indicates students in the primary levels 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.

# 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.

## 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, Esperanza, student books for classroom libraries, instructional materials, etc.)
- Consistent PLCs for each grade level to analyze data, planning, and professional learning
- Team Teaching Thursdays to effectively plan all content instruction
- 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
- Technology is well supported; assessment modalities that mirror the Redesigned STAAR (i.e. new question types using Schoology)
- 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, faculty meetings, instructional schedules, etc.)
- School-wide structures and procedures support effective classroom management across all content areas
- Teachers hired are from diverse backgrounds and interviews often include staff that will be working with the interviewee
- Team leader meetings have been consistent and productive
- Students and staff have a positive feeling about the school
- Campus leadership is visible
- Students and staff feel they are safe and secure at MWE
- 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.)

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1 (Prioritized):** Discipline data indicates specific grade levels/teachers with above average discipline referrals **Root Cause:** Inconsistent follow through of PBIS/campus discipline expectations. Teachers needs additional knowledge/tools to manage challenging behaviors.

**Problem Statement 2 (Prioritized):** Mission West Elementary was not staffed with fully certified teachers for various grade levels. **Root Cause:** Teacher promotions in late July/ August and September coupled with state-wide teacher shortages resulted in recruitment and hiring challenges.

# 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 2023 spring semester, the annual Title I Survey is distributed to parents:

- 83% of parents rated the quality of the school as being either good to excellent
- 83% of parents indicated the school has high learning standards for all students
- 97% of parents indicated they are kept informed about their child's grades and academic progress
- 86% of parents indicated that their child is being prepared to do well in the next grade after graduation
- 89% of parents indicated that their child is excited to go to school
- 94% of parents indicated that as parents they feel welcomed at school
- 89% of parents indicated that school leaders make decisions that are in the best interests of the students
- 89% of parents indicated that school leaders are visible and responsive to students and parents
- 86% of parents indicated there is frequent, two-way communication between school and families.
- 95% of parents indicated the campus does a good job of keeping them informed about campus issues and activities

### Student Engagement Survey (Administered April 2023):

#### Teacher-Student Relationships

- 90% of 3rd-5th grade students indicated that teachers are honest with them
- 91% of 3rd-5th grade students indicated that teachers are there for them when they need them
- 87% of 3rd-5th grade students indicated most teachers care about them as a person and not just as a student

- 81% of 3rd-5th grade students indicated that adults at their school are fair towards them most of the time
- 75% of 3rd-5th grade students indicated that rules are fair at their school

### Future Goals and Aspirations

- 91% of 3rd-5th grade students indicated that they plan to go to college after they graduate from high school
- 95% of 3rd-5th grade students indicated that continuing to learn after high school is important
- 92% of 3rd-5th grade students indicated that they are hopeful of their future
- 94% of 3rd-5th graders indicated that school is important for reaching their goals

### Teachers and Staff:

During the 2023 spring semester, the mid-year climate survey was distributed to MWE teachers and staff.

### Principal Perceptions

- 92% of teachers/staff indicated the Principal treats him/her with respect
- 90% of teachers/staff agree that the Principal appears to have strong understanding of instruction
- 93% of teachers/staff agree that the Principal is visible throughout the building
- 86% of teachers/staff agree that the Principal supports them in their work with students

### Assistant Principal Perceptions

- 86% of teachers/staff agree the Assistant Principal is visible throughout the building
- 85% of teachers/staff agree that the Assistant Principal is approachable
- 83% of teachers/staff agree that the Assistant Principal addresses discipline and safety in a timely manner
- 95% of teachers/staff indicated the Assistant Principal treats him/her with respect

### Campus Climate

- 88% of teachers and staff rated the climate of the campus a range of 6-10 with 10 being the highest

### Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** Continue to increase parental involvement /collaboration with families to develop strategies so parents know how to support student learning at home and thereby increasing parental involvement increases. **Root Cause:** Need better and multiple ways to reach out/communicate with parents.



# Priority Problem Statements

**Problem Statement 1:** Lack of growth/overall achievement demonstrated on STAAR Math, Science and Reading when compared to STAAR performance data from 2021-2022.

**Root Cause 1:** Guided math and reading practices are inconsistent and not properly documented, if documented at all. Teachers need help executing systems to help manage their small groups and guided math/literacy stations/IR in order to pull groups with fidelity. Additionally, due to the new STAAR Redesign, teacher need additional professional learning to teach the Extended Constructed Response (ECR).

**Problem Statement 1 Areas:** Student Learning

**Problem Statement 2:** While students demonstrated growth, data indicates students in the primary levels 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:** While the campus attendance rate of 93.75% shows an increase from the 2021-2022 attendance rate of 92.81%, we are still below the District attendance goal of 96.50%.

**Root Cause 3:** 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; moreover, the campus attendance plan needs to be clearly defined and monitored with fidelity.

**Problem Statement 3 Areas:** Demographics

**Problem Statement 4:** Mission West Elementary was not staffed with fully certified teachers for various grade levels.

**Root Cause 4:** Teacher promotions in late July/August and September coupled with state-wide teacher shortages resulted in recruitment and hiring challenges.

**Problem Statement 4 Areas:** School Processes & Programs

**Problem Statement 5:** Discipline data indicates specific grade levels/teachers with above average discipline referrals

**Root Cause 5:** Inconsistent follow through of PBIS/campus discipline expectations. Teachers needs additional knowledge/tools to manage challenging behaviors.

**Problem Statement 5 Areas:** School Processes & Programs

**Problem Statement 6:** Continue to increase parental involvement /collaboration with families to develop strategies so parents know how to support student learning at home and thereby increasing parental involvement increases.

**Root Cause 6:** Need better and multiple ways to reach out/communicate with parents.

**Problem Statement 6 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 2024, 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.




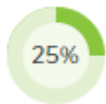


## High Priority




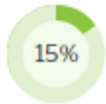


**Indicators of Success:** Formative Evidence:



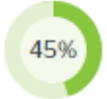


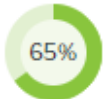




- \* By October 2023, December 2023, and February 2024, increase the percentage of classrooms aligned to the instructional model by 5%
- \* By October 2023, December 2023, and February 2024, increase the alignment to campus focus for small group instruction/targeted interventions to 83%
- \* Increasing 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, decrease the number of students at Urgent Intervention on REN360 Reading and Math by 3% for each student groups (ethnicity, Economically Disadvantaged, English Learners, Special Education)
- \* By October 2023, 100% of identified GT students will have an academic and affective co-constructed SMART goal in their GT Learning Plan.

Summative Evidence:

- \* By May 2024, increase performance on STAAR Meets Grade Level performance in Reading by 3%
- \* By May 2024, increase performance on STAAR Meets Grade Level performance in Math by 3%
- \* By May 2024, increase performance on STAAR Meets Grade Level performance in Science from 3%
- \* By May 2024, increase percentages of students meeting SGP from BOY to EOY Ren360 Reading by 3%
- \* By May 2024, increase percentages of students meeting SGP from BOY to EOY Ren360 Math by 3%
- \* From BOY to EOY, decrease the number of students at Urgent Intervention on REN360 Reading and Math by 5% for each student groups (ethnicity, Economically Disadvantaged, English Learners, Special Education)
- \* By May 2024, 100% of GT students and teachers will reflect and review the progress of individualized SMART goals and adjust as needed.

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> 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.  <b>Strategy's Expected Result/Impact:</b> Student Growth and Achievement Change of instructional practices Targeted Interventions Increase performance of HB4545 students  <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Math and ELAR ICs Interventionists Teachers  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math <b>- ESF Levers:</b> 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
					
Strategy 2 Details		Reviews			
<b>Strategy 2:</b> Implementation of teaching for clarity protocols will be implementing - to improve Tier I instruction - during PLCs, team planning sessions and through professional development.  <b>Strategy's Expected Result/Impact:</b> Student Growth and Achievement Change of instructional practices Teacher Retention  <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Math and ELAR ICs Interventionists Teachers  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math <b>- ESF Levers:</b> 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
					

Strategy 3 Details		Reviews			
<b>Strategy 3:</b> 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.  <b>Strategy's Expected Result/Impact:</b> Student Growth and Achievement Change of instructional practices Closing the Gap  <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Math and ELAR ICs Interventionists Teachers  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments		Formative			Summative
		Oct	Dec	Feb	June
					
Strategy 4 Details		Reviews			
<b>Strategy 4:</b> Students will attend after school tutorials to provide intervention and acceleration  <b>Strategy's Expected Result/Impact:</b> Closing the Gap Student Growth Targeted Interventions  <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Math and ELAR ICs Teachers  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction  <b>Funding Sources:</b> Supplemental Pay for Teachers - 211 Title I-A - 6118 - \$7,000, Tutorial Facilitator - 211 Title I-A - 6118 - \$1,000		Formative			Summative
		Oct	Dec	Feb	June
					

Strategy 5 Details	Reviews			
<b>Strategy 5:</b> 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. <b>Strategy's Expected Result/Impact:</b> Students identified as G/T will have access to instruction that supports their creativity and learning needs for continued academic and social emotional growth. <b>Staff Responsible for Monitoring:</b> Administrators, COGS, Teachers  <b>Title I:</b> 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 5: Effective Instruction	Formative			Summative
	Oct	Dec	Feb	June
				
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> 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. <b>Strategy's Expected Result/Impact:</b> 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. <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Math and ELAR ICs Teachers  <b>Title I:</b> 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction <b>Funding Sources:</b> Transportation - 211 Title I-A - 6494 - \$4,000	Formative			Summative
	Oct	Dec	Feb	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**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 2024, 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 each student groups (ethnicity, Economically Disadvantaged, English Learners, Special Education)
- \* 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 10% for all students and each student groups (ethnicity, Economically Disadvantaged, English Learners, Special Education)

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Implement PBIS protocols and reinforce student positive behaviors through incentives (i.e. classroom store and positive referrals). <b>Strategy's Expected Result/Impact:</b> Discipline Indicators Observations Change of Practices Safety Protocols and Procedures <b>Staff Responsible for Monitoring:</b> All Teachers and Staff  <b>Title I:</b> 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Oct	Dec	Feb	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				



**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 2024, Mission West Elementary will improve communication through the implementation of parent engagement initiatives and counselor impact 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 10%
- \* 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 .50% when compared to the 2022-2023 school year

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> 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. <b>Strategy's Expected Result/Impact:</b> Participation Attendance Student Growth and Achievement <b>Staff Responsible for Monitoring:</b> Principal Parent Educator  <b>Title I:</b> 4.1, 4.2		Formative			Summative
		Oct	Dec	Feb	June
					

Strategy 2 Details	Reviews			
<b>Strategy 2:</b> 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. <b>Strategy's Expected Result/Impact:</b> Participation Attendance Student Growth and Achievement <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal ADA Clerk	Formative			Summative
	Oct	Dec	Feb	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

**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:** \$8,068.00

**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.

# Campus Funding Summary

211 Title I-A					
Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Supplemental Pay for Teachers	6118	\$7,000.00
1	1	4	Tutorial Facilitator	6118	\$1,000.00
1	1	6	Transportation	6494	\$4,000.00
Sub-Total					\$12,000.00

# Addendums

LOC_DESCR	Location	POS #	POSN_DESCR	MAX HEADC	VACANT	LAST_NAME_SRCH	FIRST_NAME_S	JOBCODE	FTE	Column1	PIC	STATUS	.IDAY_SCHED
MISSION WE: 129	MISSION WEST EL 00002250		INTERVENTIONIST MATH - ELEM T1	0.5	0	ARNOLD	HOLLY	015312	1	199.11.1000.00.129.2024.30	30	A	187SEP
MISSION WE: 129	MISSION WEST EL 00002250		INTERVENTIONIST MATH - ELEM T1	0.5	0	ARNOLD	HOLLY	015312	1	211.11.1000.SP.129.2023.30.	30	A	187SEP
MISSION WE: 129	MISSION WEST EL 00004517		PARENT EDUCATOR T1 (FT)	1	0	ESCOBEDO	GABRIELA	0011FT	1	211.61.1000.PC.999.2023.24	24	A	187SEP
MISSION WE: 129	MISSION WEST EL 00010497		INSTRUCTIONAL COACH MATH T1 ES	1	0	SMITH	JENNIFER	015329	1	211.13.1000.IC.129.2023.30.	30	A	210AUG
MISSION WE: 129	MISSION WEST EL 00010498		INSTRUCTIONAL COACH LIT T1 ES	1	0	CRUZ	IVANOVA	015332	1	211.13.1000.IC.129.2023.30.	30	A	210AUG
MISSION WE: 129	MISSION WEST EL 00015457		TEACHER LIT INTRVN ELEM T1	1	0	SMITH	TIFFANY	010173	1	211.11.1000.SP.129.2023.30	30	A	187SEP



_ADMIN_PLCY_NB	
P7	####
P7	####
505	####
P7	####
P7	####
P7	####

LOC_DESCR	Location	POS #	POSN_DESCR	MAX HEADC	VACANT	LAST_NAME_SRCH	FIRST_NAME_S	JOBCODE	FTE	Column1	PIC	STATUS	.IDAY_SCHED
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_ADMIN_PLCY_NB	
P7	####
P7	####
505	####
P7	####
P7	####
P7	####

DATE 10/25/23

TOPIC CPAC Meeting

MEETING OBJECTIVES

- Review definition & purpose of CPAC
- Campus TEA Accountability Rating
- Review 23-24 Campus CIP

ATTENDEES

NOTES

Attendees: Mr. Peña, Christian Buzman, Irina maldonado  
Ms. Patres, G. Rivera, Community Members: Lori Sartain  
Ms. Janet Meyra - Joshua Albritten (staff)  
Introduction/welcome were made & Community  
agreements/norms were created

Objective I: Review definition & purpose of CPAC

- Serve as advisory roll
- Needs assessment
- Campus improvement plan - revise
- Support district objectives
- profile of a graduate
- Review goals for current CIP
- Consult with principal in evaluating Campus Educational program
- Approve CIP

A-F Refresh - Objective II TEA Accountability

- accountability ratings paused by TEA

ACTION ITEMS

Changes to STAAR

- • Test was revamped for last year
- • 100% online testing
- • Changes to questions
- • Extended Constructive response
- 
- 
-

- TEA accountability Rating - Not finalized
- Projected B rating.

### STAR Historical Data

- overall Math Raised approaches
- took hit (a little) on Masters.

2022 STAR Distinctions: 3 were earned.

### Objective III CIP Campus Improvement Plan.

- CIP is our road map linked to Comprehensive Needs Assessment CNP

#### Goals:

1. Improve effectiveness of literacy, math + science instruction

Strategies: small group instruction, PLC Team Teaching + Tiered instruction, tutorials

2. Behaviour goal - implementation of PBIS

Strategies PBIS protocols, Classroom stores

3. Parental involvement - parent engagement

Strategies: parent educator - parent classes encourage student attendance

#### Questions + Comments

- ① attendance - are there any consequences for excessive absence? Yes truancy is back up
- ② Tardy also includes leaving early? No but we keep track.



DATE \_\_\_\_\_

**TOPIC**

## MEETING OBJECTIVES

ATTENDEES \_\_\_\_\_

NOTES \_\_\_\_\_

Community members comment:  
Ms. Mejia liked the small group instruction aspect.

5/1 will show specific data points to show growth + goal alignment.

**ACTION ITEMS** \_\_\_\_\_

○ ○ ○ ○ ○ ○ ○