

Houston Independent School District
252 Wainwright Elementary School
2023-2024 Improvement Plan

Accountability Rating: C

Distinction Designations:
Academic Achievement in Science



Mission Statement

The mission of Wainwright Elementary School is to inspire a passion for learning and innovation in order to prepare students for an ever-changing world by establishing high academic and behavioral expectations. We will strive to create active partnerships between our families, faculty, and staff to ensure all members of the Wainwright community feel welcomed, supported, safe, and valued.

Vision

The vision of Wainwright Elementary School is to prepare all students to be productive, caring, and responsible members of a global society who are academically prepared and empowered to be innovators able to meet the demands of a changing world.

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Comprehensive Needs Assessment

Student Achievement

Student Achievement Summary

i. Discuss how high-quality instructional materials aligned to instructional planning calendars and interim and formative assessments are used daily

High-quality instructional materials, aligned with instructional planning calendars and supported by interim and formative assessments, are pivotal for daily instruction. These materials offer a structured curriculum that ensures content is taught in accordance with educational goals. Teachers use them as the basis for daily lesson planning, while ongoing assessments provide real-time feedback on student progress. This data-driven approach allows educators to adapt instruction, support diverse learning needs, and make timely interventions. Professional development opportunities often accompany these materials, fostering teacher expertise. Moreover, their use promotes consistency across the institution and encourages parental involvement in students' education, ultimately enhancing the overall learning experience.

ii. Discuss what effective classroom routines and instructional strategies are used.

Effective classroom routines are essential for maintaining an organized and engaging learning environment. These include morning routines, transitions, classroom management, materials organization, and homework collection. Instructional strategies like differentiation, scaffolding, and active learning cater to diverse student needs and encourage interactive learning. Formative assessments provide real-time feedback, while cooperative learning and technology integration foster collaboration and engagement. Clear objectives, feedback, reflection, and assessment for learning ensure that students grasp lesson outcomes and progress effectively, promoting a positive and productive learning atmosphere.

iii. Provide examples of how data is used to drive instruction

Data-driven instruction is integral to effective teaching. In Professional Learning Communities (PLCs), educators collaboratively analyze assessment data to identify areas where students may be struggling and make informed instructional adjustments. This real-time monitoring ensures that learning goals are met. Scaffolding and differentiation are employed to adapt instruction to individual student needs based on data, offering additional support to those who require it and challenging those who excel. Through ongoing analysis of formative assessment results, teachers can refine their teaching strategies, reteach as necessary, and ultimately provide a tailored and responsive learning experience that maximizes student achievement.

Student Achievement Strengths

The following strengths were identified based on a review of the preliminary data for 2022-2023:

Based on the data provided, here are the answers to your questions:

i. Based on a review of last year's student growth and achievement data, the areas of strength and challenges are as follows:

- **Math**: An area of strength appears to be in Math. Between the 2021-2022 and 2022-2023 academic years there was an increase from 46% and 48% of students approaching

the standard.

- **Science**: Science also showed growth between the 2021-2022 and 2022-2023 academic year with an increase from 43% and 44% of students approaching the standard.

Reading: 5th grade reading showed growth between the 2021-2022 and 2022-2023 academic year with an increase from 65% and 70% of students approaching the standard.

ii. Where academically did the campus improve over the previous years?

Academically, the campus improved overall the previous year in the subjects of **Math and Science**. The percentage of students approaches increased. This improvement may be attributed to changes in teaching methods, additional resources, or targeted interventions.

iii. Did students excel in any particular area? If so, name areas.

Students excelled in **4th Math**, with preliminary results showing a growth from 27% to 55% approaches between the 2021-2022 and 2022-2023 school years. While 5th grade reading showed growth between the 2021-2022 and 2022-2023 academic year with an increase from 65% and 70% of students approaching the standard. The subject of **Science** also exhibited strength in 2021-2022, but there was a slight increase in performance in 2022-2023.

In summary, 4th grade Math and 5th Reading showed improvement. Also, science showed moderate improvement between the 2021-2022 and 2022-2023 school years.

Problems of Practice Identifying Student Achievement Needs

Problem of Practice 1: At Wainwright Elementary classroom instruction is not engaging for all learners. There is not a clear evidence of planning for student engagement in multiple forms; resulting in lack of preparedness to provide high quality instruction, the first time which has led to poor engagement, low level learning, activity without mastery, and a culture of intervention. **Root Cause:** Teachers are not engaging in lesson plan internalization or participating in lesson rehearsals; therefore teachers are including engagement " off the cuff" and falling short on Tier I instruction and the anatomy of a solid lesson delivery inclusive of the elements of best practices.

Problem of Practice 2: At Wainwright Elementary standards-aligned instruction is not pervasive school-wide, which is manifested as low-rigor instruction and low rigor academic tasks for students. While there is access to a high-quality curriculum, teachers have not leveraged it effectively resulting in low academic student achievement, performance and success. **Root Cause:** There were misconceptions about Tier I instruction that resulted in a lack of skillful facilitation of instructional planning meetings (PLCs) that included job-embedded professional development, lesson plan internalization, and analyzing data. All of which will enhance teacher capacity and implementation of high-quality Tier I instruction.

Problem of Practice 3: At Wainwright Elementary, there is not a consistent system in place to ensure special education compliance resulting in deadlines not being met at 100%. Additionally, students are not guaranteed delivery of special education services and accommodations. **Root Cause:** Campus leaders do not prioritize special education compliance through consistent meetings with the department chair and teachers.

School Culture and Climate

School Culture and Climate Summary

To ensure that Wainwright Elementary School creates a safe, inviting environment for all stake holders we aim to collect feedback from students, parents, and staff by partnering with our Parent Teacher Association. Together we have collected an email list of 200 parents (50% of current attendees of WES), door to door canvassing, collected all cell phone numbers of WES parents, and conduct surveys on Twitter via the PTA account. Administration also reviews information from POSSIP surveys and also send quarterly staff climate surveys to help us make adjustments based on feedback provided. Overall stake holders feel that the school is welcoming and safe. Parents biggest concern is the lack of communication they receive from their child's teacher. Parents request more information on academics, student behavior, and overall happenings around the school. Staff mentions that they feel respected and supported by administration, as well as the school PTA. Staff biggest concern is around the area of time and work load. Overall students feel safe and welcome at Wainwright. Students do express that at times they feel that there are students that do not treat them kind, and wish the teachers could "fix" this.

School Culture and Climate Strengths

One area of strength to help improve our school culture has been to improve the communication between the school and the parents. There is a newsletter that is given each month to the parents to let them know what is happening here at Wainwright. Improving communication was one of the actions the community wanted for the school and that has been granted.

Problems of Practice Identifying School Culture and Climate Needs

Problem of Practice 1: At Wainwright Elementary, although our attendance rate is low for all students, students identified as Prekindergarten and Kindergarten have a higher absence rate than other grade levels. **Root Cause:** Though we have dedicated resources to engage our Primary students and parents, we have a gap in the importance of school for our Primary students. Although the parents want their students in school, they don't believe it is as important as having their older Intermediate aged students in school.

Problem of Practice 2: At Wainwright Elementary, although our attendance rate is low for our teachers, attendance rate in our Intermediate grades for our teachers superseded those of the teachers in the Primary grades. **Root Cause:** Although we have emphasized the importance of attendance for all teachers, those teaching in the Intermediate grades have expressed burn out quicker than those that teach the Primary grades.

Problem of Practice 3: At Wainwright Elementary, although our communication with the community had been attempted, minimal and few attempts were made. **Root Cause:** Although the communication was attempted, the efforts were few and far between which caused a narrative to the community that was disjointed and fragmented.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

What does evaluation and student growth and achievement data reflect regarding teacher quality on campus?

The data from Wainwright Elementary School reveals consistent challenges in student performance across different subjects and years, indicating areas where teacher quality and instructional methods may need improvement. In the 2021-2022 academic year, a substantial percentage of students did not meet the standards in math (54%), reading (37%), and science (57%). While there were slight improvements in the following year, with fewer students not meeting the standards in math (52%), reading (44%), and science (56%), the percentages of students meeting the mastery level remained low, particularly in math and science. These results highlight a pressing need for targeted interventions, professional development, and support for teachers to enhance their instructional strategies, particularly in addressing the challenges faced in math and science education at Wainwright Elementary School. Continuous efforts to improve teacher quality and student achievement are crucial to ensuring a higher level of academic success for all students.

What are staff attendance rates, retention rates, turnover rates? How are you recruiting highly effective staff?

At Wainwright Elementary School, there were 32 teachers as of June 1, 2023. Seventeen teachers left the campus by October 25, 2023, resulting in a turnover rate of 53%. The staff attendance rate remained high at 94%. Our commitment to recruiting highly effective educators involves promoting teacher apprenticeships and active participation in job fairs.

How are you using data to inform the selection and development of targeted professional development for staff?

We leverage data from multiple sources including staff surveys, student achievement metrics, and classroom observations to identify areas for professional development. This data-driven approach ensures that the training is directly aligned with the district's mission and the specific needs of our educators. This enables us to offer targeted, high-impact professional development sessions that contribute to improved teaching and learning outcomes.

What types of professional development have staff attended, how is implementation of learned strategies monitored, what impact has it had on performance, and what follow-up is provided?

Staff have attended professional development in a variety of areas including Teacher Evaluation Systems, NES Implementation, the LSAE Model, HISD Instructional Characteristics, Multiple Response Strategies, the Science of Literacy, Coaching and Instructional Feedback, Annotations and Short Constructive Responses, SPED for General Education, NWEA, and Curriculum Training.

The implementation of learned strategies is systematically monitored through 10 observations per week on campus. These observations involve on-the-spot feedback as well as 1-1 sessions for more detailed feedback. Additionally, Professional Learning Communities (PLCs) are leveraged to ensure consistent

implementation of strategies.

Follow-up is provided through a specialized after-school Professional Development session on Thursdays called "Demo Day," where teachers demonstrate a lesson incorporating learned strategies for the following week.

The impact on performance has been significant, showing improved instructional quality and increased engagement in both staff and students.

What systems are in place to build capacity and support?

Supporting teachers and staff at the campus level is crucial for the growth and success of educational institutions. This can be achieved through various strategies and systems. These include offering regular professional development opportunities covering diverse topics, establishing mentorship programs for knowledge sharing, fostering professional learning communities for collaboration, implementing feedback and evaluation processes, using data for informed decision-making, and assisting with curriculum design and updates. Observing colleagues in the classroom, involving parents and the community, and creating a culture of continuous improvement are equally essential. Identifying and nurturing potential leaders and providing resources for diverse student needs further enhance the capacity and support for campus educators.

Staff Quality, Recruitment, and Retention Strengths

The following strengths were identified based on a review of the 2022-2023 data:

Wainwright Elementary School suggest positive recruitment, retention, and professional development practices on the campus:

- **Gender Inclusivity:** The campus has a balanced gender distribution among staff with both female and male teachers. This indicates that the recruitment process focuses on gender inclusivity, ensuring equal opportunities for educators of all genders.
- **Experienced Teaching Staff:** The campus has a significant number of educators with over 10 years of experience, indicating that the school values experienced teachers. This suggests that they may have strong professional development practices that help teachers grow in their careers and expertise over time.
- **Balanced Experience Levels:** Wainwright Elementary has teachers with varying levels of experience, with a notable presence of educators with 6-10 years of experience. This balance could indicate a strategic approach to recruitment, incorporating both seasoned educators and those relatively new to the profession.

The strengths in recruitment, retention, and professional development practices at Wainwright Elementary School include gender inclusivity in hiring, an emphasis on retaining experienced teachers, and a balanced mix of experience levels among the teaching staff. These practices likely contribute to a diverse and supportive educational environment.

The strengths observed at Wainwright Elementary School, including gender inclusivity, a focus on retaining experienced teachers, and a balanced mix of experience levels among the teaching staff, suggest that the school likely has comprehensive and effective professional development practices. Here's a general statement about Professional Development Practices on the campus:

"Wainwright Elementary School demonstrates a commitment to providing inclusive, robust, and well-rounded professional development practices. By valuing both experienced educators and those in the early to mid-stages of their careers, the school fosters a supportive and collaborative learning environment that encourages teacher growth and ongoing improvement. These practices contribute to the school's overall success and the positive experiences of both students and educators."

Problems of Practice Identifying Staff Quality, Recruitment, and Retention Needs

Problem of Practice 1: Wainwright Elementary grapples with enduring struggles in math and science education. In the 2021-2022 academic year, significant percentages of students

didn't meet standards in math (54%) and science (57%), persisting into the following year. These challenges highlight areas demanding enhanced teacher quality and instructional strategies in math and science education. **Root Cause:** Inadequate instructional methods in math and science emerge as the root cause. Persistent challenges in these subjects indicate a gap in teaching strategies. The absence of targeted interventions and effective teaching approaches hampers student performance, underscoring the need for specialized training and support in math and science education methodologies.

Problem of Practice 2: Wainwright Elementary faces a substantial 53% teacher turnover rate, posing a threat to institutional stability. Despite commendable 94% staff attendance, the loss of 17 teachers disrupts the learning environment. Retaining experienced educators is crucial for maintaining consistency in teaching quality and fostering a stable educational atmosphere. **Root Cause:** Ineffective retention strategies are identified as the primary cause of high turnover rates. Despite high attendance, the school struggles to retain teachers. Inadequate incentives, mentorship, and professional growth opportunities fail to create a supportive environment, leading to teacher attrition, impacting the school's overall educational stability.

Problem of Practice 3: While Wainwright Elementary invests in diverse professional development sessions, there's an implementation gap. Staff attendance in various training sessions is notable, yet consistent translation of acquired knowledge into effective teaching practices is lacking. Inconsistencies in implementing learned strategies hinder their impact on instructional quality and student engagement. **Root Cause:** Analysis reveals a lack of consistent implementation support as the underlying issue. Despite initial training, teachers lack ongoing guidance and support in integrating new strategies effectively. Inadequate follow-up mechanisms and feedback loops prevent sustained application, limiting the positive influence of professional development initiatives on teaching practices and student outcomes.

Parent and Community Engagement

Parent and Community Engagement Summary

The campus has improved based upon previous communicative efforts. In the prior years, there were attempts at improving communication through sporadic callouts and infrequent flyers that were sent home. Now, the communication is frequent and thorough. The parents know what is happening and when these things are expected to take place. Any further questions are directed to the person or people in charge of those specific events. This has kept our parents informed and has helped the school to become more transparent and open to the community at large. St. James Lutheran Church supports parents with utilities, emergency food, ESL classes, Clothing uniforms , after-school programming for students. Gethsemene Lutheran Church - supports the community grocery assistance , ESL classes, utility assistance, clothing for the community. Chick-FiL- A partnership attendance. The biggest barrier we see that is preventing greater parental involvement is the language barrier between parents, PTA board members, teachers, and leaders. Because many of our parents are limited in the English language, they tend to stay away from certain activities. Lack of 100% school wide implementation of Class Dojo by teachers and parents is also another barrier that prevents parental involvement.

Parent and Community Engagement Strengths

Trends and patterns that we have observed in the types of activities that parents are most involved in, are events such as: Hallow Read, Fun Runs, Pictures with Santa, Father/Daughter dances, and Mother/Son game nights. We also notice that our most engaged parents, are the ones who have been called by PTA leaders or WES administrators to step up and serve. By being visible and extending personal invitations during arrival and dismissal times, parents feel more included and welcomed to our events.

Problems of Practice Identifying Parent and Community Engagement Needs

Problem of Practice 1: At Wainwright Elementary School, we have not been effective in creating a safe and inviting environment for all of our community. We have been unable to demonstrate a clear capability to create and execute a strategic plan to accommodate our Spanish speaking parents. Therefore, participation is limited in most of our Coffee with Principal events and PTA meetings. **Root Cause:** Due to our Parent Teacher Association leaders being English speakers, there is little to no communication with our Spanish speaking community members.

Problem of Practice 2: At Wainwright Elementary, there is not a consistent system in place to ensure that teachers are communicating with parents. School wide implementation of Class Dojo was requested of all teachers but 100% implementation has not happened. **Root Cause:** Not all teachers were trained on how to implement Class Dojo.

Priority Problems of Practice

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- Campus goals

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

Student Data: Assessments

- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups

Student Data: Behavior and Other Indicators

- Discipline records

Employee Data

- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data

Parent/Community Data

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

Key Actions

Revised/Approved: October 25, 2023

Key Action 1: Raise the level of student-teacher engagement, by utilizing the use of multiple response strategies, annotating student work, and increasing student participation.

Strategic Priorities:

Expanding Educational Opportunities, Transforming Academic Outreach, Increasing Organizational Efficiency, Cultivating Team HISD Talent

Indicator of Success 1: The objective is to enhance educational effectiveness and student performance through targeted improvements: 80% of teachers will receive a point for using MRS strategies on the SPOT observation form by the end of the first semester. This percentage will increase to 90% by May 2024, alongside an aim to elevate student performance on district assessments in ELA and Math across all grade levels.

Indicator 1: 80% of teachers will receive a point for using MRS strategies on the SPOT observation form by the end of the first semester. This percentage will increase to 90% by May 2024,

Indicator 2: 70% of teacher submitted PLC Protocols will have planned MRS/Engagement strategies by the end of the first semester. This percentage will increase to 100% by May 2024.

Indicator 3: Increase student performance on district assessments (unit assessments) in ELA and Math to 80% approaches, 50% meets, and 20% masters across all grade levels.

Specific Action 1 Details	Reviews			
<p>Specific Action 1: School leaders will spearhead a comprehensive training and support program focusing on RMS-Ready and MRS/Engagement strategies, involving initial training, ongoing modeling, regular on-the-job coaching, and structured feedback mechanisms. This initiative will be complemented by strategically planned PLC opportunities, targeted calibration walks, and utilization of specific internalization templates. Staff will be actively involved in implementing feedback, participating in practical demonstration days, and engaging in thorough data analysis to optimize instructional strategies, with consistent adherence to PLC norms, aiming for holistic improvement and achievement of specified educational targets.</p> <p>School Leaders' Actions</p> <p>School leaders will train all staff on the RMS-Ready strategies during the week of 8/21.</p> <p>School leaders will model and incorporate use of MRS into pre-service content, as well as weekly PLC</p> <p>School leaders will create a calendar of daily and weekly PLC opportunities that incorporate unit internalization. lesson internalization, and data analysis</p> <p>School leaders will provide on-the-job coaching regularly (daily), as well as monthly written feedback for every teacher</p>	Formative			Summative
	Feb	Mar	Apr	June
	Empty review cells			

using the spot observation form. Implementation of feedback will be monitored through follow up spot observations.

School leaders will conduct weekly calibration walks targeted to the "engagement" portion of the spot observation tool. Data from these walks will be used to determine PD and coaching.

School leaders will utilize the district template for lesson plan internalization, that identifies incorporating engagement strategies. Feedback will be provided.

Staff Actions

All staff will utilize the district provided internalized lesson template that identify the planned use of MRS/Engagement strategies.

All staff will implement school leader feedback aligned MRS/Engagement strategies. This will be measured through follow up spot observations.

Staff will participate in Demo Days to practice and gain feedback on the use of MRS/Engagement strategies.

Staff will analyze district assessment data to determine highest leverage moves to achieve 80/50/20.

All staff will adhere to PLC norms- including arriving on time, being prepared, and being an active participant.

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 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Key Action 2: Improve the quality of instruction provided to special education students, by ensuring special education and general education teachers are implementing IEPs with fidelity.

Strategic Priorities:

Expanding Educational Opportunities, Transforming Academic Outreach, Increasing Organizational Efficiency

Indicator of Success 1: To achieve 100% compliance, all ARD meetings will be meticulously scheduled before the IEP end date, facilitated by a closely monitored yearly calendar, and aiming for Special Education students to attain a minimum growth of .5 years in reading and math, as evidenced by the NWEA-MAP assessments, with progress vigilantly reviewed through the analysis of mid-year scores.

Indicator 1: Special Education students will grow at least .5 years from fall to spring in reading and math as measured by the NWEA-MAP assessment. Progress toward this goal will be monitored by analyzing MOY NWEA-MAP scores.

Indicator 2: All ARD meetings held prior to the end IEP date, resulting in 100% compliance. A yearly calendar will be created and monitored weekly during PLC.

Specific Action 1 Details	Reviews			
<p>Specific Action 1: School leaders, after receiving specialized training from district special education supports, will actively engage in various strategic actions such as daily on-the-job coaching, weekly lesson plan reviews, and regular check-ins with district-level supports to ensure enhanced compliance and instructional quality in special education. This involves the meticulous creation and monitoring of a yearly ARD calendar, a detailed tracker for meeting compliance deadlines, and the implementation of weekly PLCs focused on reviewing data, meeting deadlines, and enhancing instructional strategies, all aimed at fostering a supportive and effective special education environment.</p> <p>School Leaders' Actions</p> <p>School leaders will receive training from district special education supports to train school leaders on special education aspects such as strong IEP goals, compliance reports, and instructional strategies. School leaders will train special education teachers on the information gleaned from this training by September 2023.</p> <p>School leaders will establish meetings and check in with district level special education support to ensure compliance, as well as improving the quality of special education documentation.</p> <p>School leaders will work with the special education team to create a year long ARD calendar by 9/15/23.</p> <p>School leaders will provide on-the-job coaching regularly (daily), as well as monthly written feedback for special education teachers using the spot observation form. Implementation of this feedback will be measured by follow up spot observations,</p> <p>School leaders will create a schedule to ensure a weekly special education PLC. This PLC will be utilized to review data, ensure deadlines are met, and train teachers in instructional strategies.</p> <p>School leaders will review lesson plans weekly, to ensure accommodations are planned for and implemented.</p>	Formative			Summative
	Feb	Mar	Apr	June
	Empty review cells			

Create and monitor tracker to ensure deadlines are met in a timely manner.

Staff Actions

Special education and general education teachers will submit lesson plan internalization that is aligned to student IEP goals and accommodations.

Special education teachers will update the tracker weekly during PLC to ensure all compliance deadlines are met. Including Progress Monitoring, ARDs, and Report Cards.

Teachers will adhere to PLC norms- including arriving on time, being prepared, and being an active participant.

Special education and general education teachers will implement school leader feedback from the spot observation tool observations, as measured by follow up spot observations.

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Key Action 3: Increase student achievement in reading and math, through the implementation of the LSAE model with fidelity.

Strategic Priorities:

Transforming Academic Outreach, Increasing Organizational Efficiency, Cultivating Team HISD Talent

Indicator of Success 1: Aiming to elevate educational outcomes, the objective is to augment STAAR ELA and Math scores to specified proficiency thresholds, enhance teacher performance based on spot observations, and achieve significant student growth in reading and math, as measured by NWEA-MAP assessments, across all relevant grade levels within designated timelines.

Indicator 1: Increase STAAR ELA and Math scores to 80% approaches, 50% meets, and 20% masters across all STAAR grade levels

Indicator 2: 80% of teachers will receive a point for LSAE on the SPOT Observation form by the end of the first semester. This will increase to 90% by May 2024.

Indicator 3: Kindergarten- 5th grade students will grow at least 1.8 years from fall to spring in reading and math as measured by the NWEA-MAP assessment. Progress toward this goal will be monitored by analyzing MOY NWEA-MAP scores.

Specific Action 1 Details	Reviews			
<p>Specific Action 1: School leaders and staff will engage in comprehensive professional development and ongoing support activities, including training, on-the-job coaching, and data analysis sessions, focusing on the LSAE model and student data to enhance instructional practices, drive student progress, and ensure effective implementation of learned strategies in classrooms.</p> <p>School Leaders' Actions</p> <p>School leaders will attend district-provided PD on the LSAE model during August pre-service. This information will be used to train the staff during the week of 8/21.</p> <p>School leaders will provide on-the-job coaching regularly (daily), as well as monthly written feedback for every teacher, feedback will be aligned to the LSAE component of the spot observation form. This will be monitored through follow up spot observations.</p> <p>School leaders will conduct weekly calibration walks targeted to the "LSAE" portion of the spot observation tool. Data from these walks will be used to determine PD offerings and coaching,</p> <p>Devote 1 PLC/week to data analysis of DOL to gauge student progress and determine next instructional steps.</p> <p>Analyze BOY NWEA-MAP data to determine the score needed for each student to achieve 1.8 years growth.</p> <p>School leaders will schedule "Data Dig" in January to analyze the results of the MOY NWEA Assessment Results. Desegregating data will determine instructional next steps.</p>	Formative			Summative
	Feb	Mar	Apr	June

Staff Actions

Staff will submit weekly internalized lesson plans that identify the planned use of the LSAE Model.

Staff will implement school leader feedback aligned to the LSAE Model. This will be monitored through follow up spot observations.

Participate in Weekly Data PLC to analyze DOL to identify the highest leverage moves needed in order to improve student outcomes.

Teachers will administer NWEA (BOY, MOY, EOY) to all students. Participate in BOY and MOY NWEA-MAP data digs to determine instructional next steps needed for students to make 1.8 years growth.

Staff will be an active participant in the LSAE PD. Staff will utilize the information provided in the training to establish the use of the LSAE model in his/her classroom with fidelity.

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 No Progress

 Accomplished

 Continue/Modify

 Discontinue

State Compensatory

Budget for 252 Wainwright Elementary School

Total SCE Funds: \$108,960.00

Total FTEs Funded by SCE: 2.25

Brief Description of SCE Services and/or Programs

Through the use of State Compensatory Education funds, Wainwright Elementary School will provide equitable services during the regular school day, before and after school day, over school breaks, in intensive, targeted, individualized programs, software program, technologies, extra duty pay, and/or by outside service providers in such a way that we meet the needs of the individual students by reducing failures, and increase STAAR performance assessment. Services will include our special populations such as but not limited to: ELs, Special Education, GT, At-Risk, and Economically Disadvantaged.

Personnel for 252 Wainwright Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Esmeralda Ahumada	NES-A Copy clerk	1
Keren Hernandez Alanis	NES-A Kindergarten Teacher	0.3
Pearl Franco	NES-A Asst. Office Manager ES 12M	0.6
Torrie Taylor	NES-A Kindergarten Teacher	0.35