

Plano Independent School District

Weatherford Elementary

2021-2022



Board Approval Date: November 3, 2021

Mission Statement

Mission

WE are dedicated to nurturing future leaders by creating a safe, inclusive and diverse learning community.

Core Beliefs

At Weatherford WE believe...

In RESPECT by providing safety, both physically and emotionally

In RESPONSIBILITY by communicating clearly with all stakeholders

In DOING OUR PERSONAL BEST by providing an excellent and equitable experience for all

In PROBLEM SOLVING by creating individualized opportunities for learning

In BEING AN UPSTANDER by empowering students and families to be their best selves

In BEING A CHANGEMAKER by cultivating an environment full of joy, gratitude and love

Vision

Vision

WE at Weatherford will cultivate a family that celebrates diversity, promotes community involvement, and empowers champions of academic and social and emotional success.

Table of Contents

Comprehensive Needs Assessment	4
Student Learning	4
School Processes & Programs	4
Perceptions	5
Priority Problem Statements	6
Comprehensive Needs Assessment Data Documentation	7
Goals	9
Goal 1: DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Reading and STAAR Writing from 2019 to 2022.	10
Goal 2: DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Math from 2019 to 2022.	15
Goal 3: DIP - Plano ISD will increase student learning in Science as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Science from 2019 to 2022.	19
Goal 4: All students will have access to a culture of high expectations coupled with an engaging, innovative, personalized and supportive learning environment.	21
Goal 5: Weatherford will develop, foster and maintain meaningful partnerships with families, organizations, businesses and with the community as a whole.	22
Schoolwide and Targeted Assisted Title I Elements	23
ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)	24
ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)	24
ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)	24
2021-2022 SBIC Committee	24
Campus Funding Summary	25
Addendums	26

Comprehensive Needs Assessment

Revised/Approved: July 29, 2021

Student Learning

Student Learning Summary

Weatherford Elementary Goals Including HB3 Goals: (see tables in addendum): Individual goals are set for each student group with the expectation of high standards as well as to narrow the gap between each group and the All Students group. If the student group is below the All Students group, that student group's goal for 2024 is to narrow the performance gap by half as well as meet the overall percentage increase in the STAAR Meets Grade Level performance required for the All Students group.

Weatherford Elementary overall scaled score for Domains I, II, and III was 75% and a "C" rating. Students scored 71% in student achievement, Domain I, based on STAAR data 3-5. We had 66% of our students score in the Approaches, 39% in Meets, and 20% in Masters range in all STAAR testing subjects for 2019. In Domain II, school progress, 75% of our students showed academic growth. Domain III, closing the gaps, our school scored 75%.

Student Learning Strengths

I/E time has helped our scores based on ability grouping

Planning-Targeted instruction focusing on TEKS in group planning has helped our scores

SEL programs are helping our teacher-student relationships

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Teams are at varying levels of proficiency in analyzing data in order to drive instruction. **Root Cause:** Teachers need assistance on how to use data to design student learning, are still planning to teach rather than planning for student learning.

School Processes & Programs

School Processes & Programs Summary

Weatherford has a leadership team that consists of two administrators, eight instructional support specialists, and six grade level team leaders, a special education team leader, counselor and specials team leader. All our grade levels provide instruction in a self-contained setting with each grade level offering one class of bilingual education. Our master schedule is developed to prioritize intervention and enrichment time without affecting Tier I instruction. Our collaborative teams meet regularly utilizing high reliability schools strategies and philosophies. We also use district curriculum resource and supports as well as formative and summative data to drive our instructional program.

School Processes & Programs Strengths

Staff collaboration, what to do in an emergency, office staff is friendly, PLC training and collaboration, 98% of students attend school regularly, 80% of teachers differentiate, 85% need no refinement, increase in student data analysis, learning target posted to reflect instruction, SEL awareness, student to student communication, safe and orderly, collaborative teams willing and able to change together using technology, meaningful learning google form data from walkthroughs

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Planning does not begin with the end in mind. **Root Cause:** Teachers are not proficient at using agreed upon planning protocols.

Problem Statement 2 (Prioritized): Weatherford Elementary does not have a clear model of instruction. **Root Cause:** Teachers understanding effective classroom management and following a clearly defined master schedule.

Problem Statement 3: Weatherford does not have a clear model for Instructional Coaching. **Root Cause:** Instructional Coaching are not skilled at providing meaningful coaching opportunities for teachers.

Perceptions

Perceptions Summary

The Weatherford community inspires all students to achieve thier personal best. We provide a safe and orderly school environment that nurtures maximum growth. Weatherford maintains a high staff retention rate with generational ties. Seveal of our teachers were or are a part of the Weatherford Parent Alumni group. We value and celebrate diversity as evidenced in our staff demographics and parent/teacher association. Doing what's best for our students is always at the forefront of our decision making.

Perceptions Strengths

Staff collaboration

Action Plan in an Emergency

Friendly Office Staff

PLC training and collaboration had a positive impact

98% of students attend school regularly

80% of teachers differentiated their lessons

85% of teachers needed no refinement in their walk through

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Weatherford's vision is not equitable, inclusive and audacious. **Root Cause:** Over the years attention hasn't been paid to celebrating excellence in our students and staff.

Problem Statement 2: Consistency with campus climate being a safe and orderly environment are at varying levels. **Root Cause:** Teams are at varying levels of consistency with social emotional learning practices and strategies.

Priority Problem Statements

Problem Statement 3: Teams are at varying levels of proficiency in analyzing data in order to drive instruction.

Root Cause 3: Teachers need assistance on how to use data to design student learning, are still planning to teach rather than planning for student learning.

Problem Statement 3 Areas: Student Learning

Problem Statement 1: Weatherford's vision is not equitable, inclusive and audacious.

Root Cause 1: Over the years attention hasn't been paid to celebrating excellence in our students and staff.

Problem Statement 1 Areas: Perceptions

Problem Statement 2: Weatherford Elementary does not have a clear model of instruction.

Root Cause 2: Teachers understanding effective classroom management and following a clearly defined master schedule.

Problem Statement 2 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements
- Covid-19 Factors and/or waivers

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Targeted support Identification data
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- (STAAR) current and longitudinal results, including all versions
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Grades that measure student performance based on the TEKS

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback

- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- TTESS data
- 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
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Revised/Approved: August 23, 2021





Goal 1: DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Reading and STAAR Writing from 2019 to 2022.









Performance Objective 1: HB3 - The percent of Weatherford 3rd grade students that score meets grade level or above on STAAR Reading will increase from 44% in 2019 to 48% by June 2022. The Hispanic student group performance will increase from 27% in 2019 to 35% in 2022. The Economically Disadvantaged student group performance will increase from 34% in 2019 to 43% in 2022.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: 2022 STAAR Assessment

Strategy 1 Details	Formative Reviews		
Strategy 1: Teacher learning on how to analyze and use data to inform decisions with fidelity using Plano ISD's Collaborative Team Framework. Strategy's Expected Result/Impact: Teacher understanding on how to analyze and use data to inform decisions with fidelity, Staff Responsible for Monitoring: Principal , Assistant Principal, Instructional Specialists, and Team Leaders Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Targeted Support Strategy Problem Statements: Student Learning 1	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Lead focused planning processes with strategic monitoring of outcomes. Strategy's Expected Result/Impact: Sustain a high level performing culture of innovation, improvement and accountability that is data and results driven. Efficiency of the PLC and the meeting times when PLC meets will improve. Staff Responsible for Monitoring: Principal, Assistant Principal Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Targeted Support Strategy Problem Statements: Student Learning 1	Formative		
	Nov	Feb	June
			

Strategy 3 Details	Formative Reviews		
Strategy 3: Create a system from accountability to responsibility for student learning. Strategy's Expected Result/Impact: Utilize running records to assess and monitor students. Staff Responsible for Monitoring: Teachers, Team Leaders, Instructional Specialists and Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Targeted Support Strategy	Formative		
	Nov	Feb	June
			
Strategy 4 Details	Formative Reviews		
Strategy 4: Utilize highly qualified tutors to provide intensive, targeted intervention to at-risk students Strategy's Expected Result/Impact: Address unfinished learning. Staff Responsible for Monitoring: Principal Assistant Principal Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.6 - Targeted Support Strategy Problem Statements: School Processes & Programs 2	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:


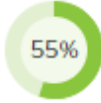




Student Learning
Problem Statement 1: Teams are at varying levels of proficiency in analyzing data in order to drive instruction. Root Cause: Teachers need assistance on how to use data to design student learning, are still planning to teach rather than planning for student learning.
School Processes & Programs
Problem Statement 2: Weatherford Elementary does not have a clear model of instruction. Root Cause: Teachers understanding effective classroom management and following a clearly defined master schedule.







Goal 1: DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Reading and STAAR Writing from 2019 to 2022.

Performance Objective 2: The percent of Weatherford students that score Meets grade level or above on STAAR Reading 3-5 will increase from 37% in 2019 to 41% by June 2022. The SPED student group performance will increase from 7% in 2019 to 12% in 2022. The Economically Disadvantaged student group performance will increase from 22% in 2019 to 31% in 2022.

Targeted or ESF High Priority

Evaluation Data Sources: 2022 STAAR Assessment

Strategy 1 Details	Formative Reviews		
Strategy 1: Lead focused planning processes with strategic monitoring of outcomes. Strategy's Expected Result/Impact: Sustain a high level performing culture of innovation, improvement and accountability that is data and results driven. Efficiency of the PLC and the meeting times when PLC meets will improve. Staff Responsible for Monitoring: Principal, Assistant Principal Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Targeted Support Strategy Problem Statements: Student Learning 1	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Teacher learning on how to analyze and use data to inform decisions with fidelity using Plano ISD's Collaborative Team Framework. Strategy's Expected Result/Impact: Teacher understanding on how to analyze and use data to inform decisions with fidelity, Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialists, and Team Leaders Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Targeted Support Strategy Problem Statements: Student Learning 1	Formative		
	Nov	Feb	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Create a system from accountability to responsibility for student learning. Strategy's Expected Result/Impact: Utilize running records to assess and monitor students. Staff Responsible for Monitoring: Teachers, Team Leaders, Instructional Specialists and Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Targeted Support Strategy	Formative		
	Nov	Feb	June
			

Strategy 4 Details	Formative Reviews		
Strategy 4: Utilize highly qualified tutors to provide intensive, targeted intervention to at-risk students Strategy's Expected Result/Impact: Address unfinished learning. Staff Responsible for Monitoring: Principal Assistant Principal Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.6 - Targeted Support Strategy Problem Statements: School Processes & Programs 2	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 2 Problem Statements:





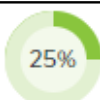

Student Learning
Problem Statement 1: Teams are at varying levels of proficiency in analyzing data in order to drive instruction. Root Cause: Teachers need assistance on how to use data to design student learning, are still planning to teach rather than planning for student learning.
School Processes & Programs
Problem Statement 2: Weatherford Elementary does not have a clear model of instruction. Root Cause: Teachers understanding effective classroom management and following a clearly defined master schedule.


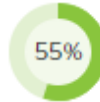




Goal 1: DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Reading and STAAR Writing from 2019 to 2022.

Performance Objective 3: The percent of Weatherford students that score Meets grade level or above on STAAR Writing 4 will increase from 31% in 2019 to 35% by June 2022. The Economically Disadvantaged student group performance will increase from 22% in 2019 to 31% in 2022. The Hispanic student group performance will increase from 20% in 2019 to 28% in 2022.

Targeted or ESF High Priority

Evaluation Data Sources: 2022 STAAR Assessment

Strategy 1 Details	Formative Reviews		
Strategy 1: Lead focused planning processes with strategic monitoring of outcomes. Strategy's Expected Result/Impact: Sustain a high level performing culture of innovation, improvement and accountability that is data and results driven. Efficiency of the PLC and the meeting times when PLC meets will improve. Staff Responsible for Monitoring: Principal, Assistant Principal Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Targeted Support Strategy Problem Statements: Student Learning 1	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Teacher learning on how to analyze and use data to inform decisions with fidelity using Plano ISD's Collaborative Team Framework. Strategy's Expected Result/Impact: Teacher understanding on how to analyze and use data to inform decisions with fidelity, Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialists, and Team Leaders Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Targeted Support Strategy Problem Statements: Student Learning 1	Formative		
	Nov	Feb	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Create a system from accountability to responsibility for student learning. Strategy's Expected Result/Impact: Utilize running records to assess and monitor students. Staff Responsible for Monitoring: Teachers, Team Leaders, Instructional Specialists and Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Targeted Support Strategy	Formative		
	Nov	Feb	June
			

Strategy 4 Details	Formative Reviews		
Strategy 4: Utilize highly qualified tutors to provide intensive, targeted intervention to at-risk students Strategy's Expected Result/Impact: Address unfinished learning. Staff Responsible for Monitoring: Principal Assistant Principal Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.6 - Targeted Support Strategy Problem Statements: School Processes & Programs 2	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 1: Teams are at varying levels of proficiency in analyzing data in order to drive instruction. Root Cause: Teachers need assistance on how to use data to design student learning, are still planning to teach rather than planning for student learning.
School Processes & Programs
Problem Statement 2: Weatherford Elementary does not have a clear model of instruction. Root Cause: Teachers understanding effective classroom management and following a clearly defined master schedule.





Goal 2: DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Math from 2019 to 2022.









Performance Objective 1: HB3 - The percent of Weatherford 3rd grade students that score meets grade level or above on STAAR Math will increase from 59% in 2019 to 61% by June 2022. The Hispanic student group performance will increase from 36% in 2019 to 43% in 2022. The Economically Disadvantaged student group performance will increase from 44% in 2019 to 51% in 2022.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: 2022 STAAR Assessment

Strategy 1 Details	Formative Reviews		
Strategy 1: Lead focused planning processes with strategic monitoring of outcomes. Strategy's Expected Result/Impact: Sustain a high level performing culture of innovation, improvement and accountability that is data and results driven. Efficiency of the PLC and the meeting times when PLC meets will improve. Staff Responsible for Monitoring: Principal, Assistant Principal Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Targeted Support Strategy Problem Statements: Student Learning 1	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Teacher learning on how to analyze and use data to inform decisions with fidelity using Plano ISD's Collaborative Team Framework. Strategy's Expected Result/Impact: Teacher understanding on how to analyze and use data to inform decisions with fidelity, Staff Responsible for Monitoring: Principal , Assistant Principal, Instructional Specialists, and Team Leaders Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Targeted Support Strategy Problem Statements: Student Learning 1	Formative		
	Nov	Feb	June
			

Strategy 3 Details	Formative Reviews		
Strategy 3: Create a system from accountability to responsibility for student learning. Strategy's Expected Result/Impact: Utilize running records to assess and monitor students. Staff Responsible for Monitoring: Teachers, Team Leaders, Instructional Specialists and Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Targeted Support Strategy	Formative		
	Nov	Feb	June
			
Strategy 4 Details	Formative Reviews		
Strategy 4: Utilize highly qualified tutors to provide intensive, targeted intervention to at-risk students Strategy's Expected Result/Impact: Address unfinished learning. Staff Responsible for Monitoring: Principal Assistant Principal Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.6 - Targeted Support Strategy Problem Statements: School Processes & Programs 2	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:


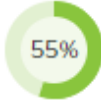


Student Learning
Problem Statement 1: Teams are at varying levels of proficiency in analyzing data in order to drive instruction. Root Cause: Teachers need assistance on how to use data to design student learning, are still planning to teach rather than planning for student learning.
School Processes & Programs
Problem Statement 2: Weatherford Elementary does not have a clear model of instruction. Root Cause: Teachers understanding effective classroom management and following a clearly defined master schedule.




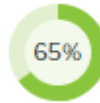




Goal 2: DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Math from 2019 to 2022.

Performance Objective 2: The percent of Weatherford students that score Meets grade level or above on STAAR Math 3-5 will increase from 48% in 2019 to 50% by June 2022. The SPED student group performance will increase from 18% in 2019 to 23% in 2022. The Hispanic student group performance will increase from 28% in 2019 to 35% in 2022.

Targeted or ESF High Priority

Evaluation Data Sources: 2022 STAAR Assessment

Strategy 1 Details	Formative Reviews		
Strategy 1: Lead focused planning processes with strategic monitoring of outcomes. Strategy's Expected Result/Impact: Sustain a high level performing culture of innovation, improvement and accountability that is data and results driven. Efficiency of the PLC and the meeting times when PLC meets will improve. Staff Responsible for Monitoring: Principal, Assistant Principal Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Targeted Support Strategy Problem Statements: Student Learning 1	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Teacher learning on how to analyze and use data to inform decisions with fidelity using Plano ISD's Collaborative Team Framework. Strategy's Expected Result/Impact: Teacher understanding on how to analyze and use data to inform decisions with fidelity, Staff Responsible for Monitoring: Principal , Assistant Principal, Instructional Specialists, and Team Leaders Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Targeted Support Strategy Problem Statements: Student Learning 1	Formative		
	Nov	Feb	June
			

Strategy 3 Details	Formative Reviews		
Strategy 3: Create a system from accountability to responsibility for student learning. Strategy's Expected Result/Impact: Utilize formative assessments to assess and monitor student learning and teacher professional growth. Staff Responsible for Monitoring: Teachers, Team Leaders, Instructional Specialists and Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Targeted Support Strategy	Formative		
	Nov	Feb	June
			
Strategy 4 Details	Formative Reviews		
Strategy 4: Utilize highly qualified tutors to provide intensive, targeted intervention to at-risk students Strategy's Expected Result/Impact: Address unfinished learning. Staff Responsible for Monitoring: Principal Assistant Principal Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.6 - Targeted Support Strategy Problem Statements: School Processes & Programs 2	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 2 Problem Statements:


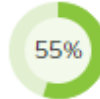
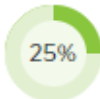

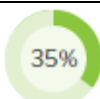
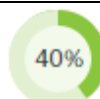
Student Learning
Problem Statement 1: Teams are at varying levels of proficiency in analyzing data in order to drive instruction. Root Cause: Teachers need assistance on how to use data to design student learning, are still planning to teach rather than planning for student learning.
School Processes & Programs
Problem Statement 2: Weatherford Elementary does not have a clear model of instruction. Root Cause: Teachers understanding effective classroom management and following a clearly defined master schedule.







Goal 3: DIP - Plano ISD will increase student learning in Science as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Science from 2019 to 2022.

Performance Objective 1: The percent of Weatherford students that score Meets grade level or above on STAAR Science 5 will increase from 19% in 2019 to 22% by June 2022. The English Learner student group performance will increase from 17% in 2019 to 20% in 2022. The Economically Disadvantaged student group performance will increase from 5% in 2019 to 12% in 2022.

Targeted or ESF High Priority

Evaluation Data Sources: 2022 STAAR Assessment

Strategy 1 Details	Formative Reviews		
Strategy 1: Lead focused planning processes with strategic monitoring of outcomes. Strategy's Expected Result/Impact: Sustain a high level performing culture of innovation, improvement and accountability that is data and results driven. Efficiency of the PLC and the meeting times when PLC meets will improve. Staff Responsible for Monitoring: Principal, Assistant Principal Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Targeted Support Strategy Problem Statements: Student Learning 1	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Teacher learning on how to analyze and use data to inform decisions with fidelity using Plano ISD's Collaborative Team Framework. Strategy's Expected Result/Impact: Teacher understanding on how to analyze and use data to inform decisions with fidelity, Staff Responsible for Monitoring: Principal , Assistant Principal, Instructional Specialists, and Team Leaders Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Targeted Support Strategy Problem Statements: Student Learning 1	Formative		
	Nov	Feb	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Create a system from accountability to responsibility for student learning. Strategy's Expected Result/Impact: Utilize running records to assess and monitor students. Staff Responsible for Monitoring: Teachers, Team Leaders, Instructional Specialists and Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Targeted Support Strategy	Formative		
	Nov	Feb	June
			

Strategy 4 Details	Formative Reviews		
Strategy 4: Utilize highly qualified tutors to provide intensive, targeted intervention to at-risk students Strategy's Expected Result/Impact: Address unfinished learning. Staff Responsible for Monitoring: Principal Assistant Principal Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.6 - Targeted Support Strategy Problem Statements: School Processes & Programs 2	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			











Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Teams are at varying levels of proficiency in analyzing data in order to drive instruction. Root Cause: Teachers need assistance on how to use data to design student learning, are still planning to teach rather than planning for student learning.
School Processes & Programs
Problem Statement 2: Weatherford Elementary does not have a clear model of instruction. Root Cause: Teachers understanding effective classroom management and following a clearly defined master schedule.

Goal 4: All students will have access to a culture of high expectations coupled with an engaging, innovative, personalized and supportive learning environment.

Performance Objective 1: Strengthen consistency in the use of restorative practices to address social emotional learning so that there is 50% less administrative interventions as evidenced by campus discipline referral tracking system which will result in increased opportunities for effective learning in the classroom.









Evaluation Data Sources: Promote a culture of positive behavior support and increase opportunities for learning self-regulation and developmentally appropriate emotional maturity.

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement Change Makers (SEL) curriculum in grades Pre-K - 3. Strategy's Expected Result/Impact: Consistent scope and sequence in order to teach social emotional and self-regulation strategies. Staff Responsible for Monitoring: Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Partnership with the Anti-Defamation League to become a No Place for Hate Campus where students lead school initiatives to promote acceptance and inclusion. Strategy's Expected Result/Impact: Promote a culture of inclusion and a safe environment for all students through 3 campus-wide initiative throughout the school year. Staff Responsible for Monitoring: Administrators, ADL Campus Representative Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6	Formative		
	Nov	Feb	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Utilize Dr. Fergus' work in creating professional development around equity learning. Strategy's Expected Result/Impact: Promote a culture of inclusion and a safe environment for all students through a campus-wide initiative throughout the school year. Staff Responsible for Monitoring: Principal, Assistant Principal, Teachers TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative		
	Nov	Feb	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 5: Weatherford will develop, foster and maintain meaningful partnerships with families, organizations, businesses and with the community as a whole.

Performance Objective 1: Work collaboratively with the PTA and parent liaison to provide a variety of education and enrichment activities for our families in order to sustain the vision beyond the campus.

Evaluation Data Sources: Number of events and activities held as well as feedback from parents.

Strategy 1 Details	Formative Reviews		
Strategy 1: Looking at the yearly calendar to create opportunities for family and community engagement. Strategy's Expected Result/Impact: Unified vision of excellence and bridging the community. Staff Responsible for Monitoring: Administrators, PTA, and parent liaison Schoolwide and Targeted Assisted Title I Elements: 3.1, 3.2	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Leverage social media platform to tell our Weatherford story. Strategy's Expected Result/Impact: Creating and sustaining a campus culture of pride, excellence, and equity. Staff Responsible for Monitoring: Principal, Assistant Principal, Social Media Liaison, All Staff Members TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Schoolwide and Targeted Assisted Title I Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

2021-2022 SBIC Committee

Committee Role	Name	Position
Administrator	Heather Schmitt	Assistant Principal
Administrator	Nidia Cedillo	Principal
Classroom Teacher	Javier Velazquez	5th grade teacher
Classroom Teacher	Paulina Vial	3rd Grade Teacher
Classroom Teacher	Alexander Kirton	Music Teacher
Classroom Teacher	Christal Rutanhira	ESL Specialist
District-level Professional	Rachel Beachy	EAS-Literacy
Paraprofessional	Maria Congemi	Bilingual Para
Parent	Tara Hobbs	Parent
Parent	Jennifer Becraft	Parent
Parent	Manny Reyes	Parent
Parent	Pam Owens	Parent
Parent	Laura Seifred	Parent
Community Member	Liliana Sculla	MAS
Community Member	Tita Matamoras	MAS

Campus Funding Summary

199 State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$5,958.00
+/- Difference					\$5,958.00
199 Bilingual/ESL/ELL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$1,140.00
+/- Difference					\$1,140.00
211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$173,282.00
+/- Difference					\$173,282.00
282 ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$6,550.00
+/- Difference					\$6,550.00
Grand Total Budgeted					\$186,930.00
Grand Total Spent					\$0.00

Addendums

Weatherford - STAAR Grade 4 Writing

The percent of 4th grade students that score Meets grade level or above on STAAR Writing Grade 4 will increase from 31% in 2019 to 33% by June 2021.

Yearly Target Goals

2020	2021	2022	2023	2024
32% 2019 Baseline: 31%	33%	35%	37%	39%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled	All
2019 Baseline	0	20	47	*	60	*	*	6	22	*	30	33	29	31
2020	1	22	47	*	60	*	*	7	24	*	31	33	30	32
2021	4	24	48	*	61	*	*	8	27	*	33	34	32	33
2022	7	28	48	*	61	*	*	10	31	*	36	34	34	35
2023	11	32	49	*	62	*	*	13	36	*	39	35	37	37
2024	16	38	51	*	64	*	*	16	42	*	44	37	40	39
2019-2021	4	4	1	*	1	*	*	2	5	*	3	1	3	2
2019 Baseline	100	100	100	100	100	100	100	100	100	100	100	100	100	100
2020	1	2	0	1	0	1	1	1	2	1	1	0	1	1
2021	4	4	1	4	1	2	2	2	5	3	3	1	3	2
2022	7	8	1	7	1	4	4	4	9	5	6	1	5	4
2023	11	12	2	11	2	6	6	7	14	8	9	2	8	6
2024	16	18	4	16	4	8	9	10	20	11	14	4	11	8

Weatherford - STAAR Grade 5 Science

The percent of 5th grade students that score Meets grade level or above on STAAR Science Grade 5 will increase from 19% in 2019 to 21% by June 2021.

Yearly Target Goals

2020	2021	2022	2023	2024
20% 2019 Baseline: 19%	21%	22%	23%	24%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled	All
2019 Baseline	7	9	35	*	*	*	*	7	5	*	17	24	12	19
2020	8	10	35	*	*	*	*	8	6	*	18	24	13	20
2021	11	13	35	*	*	*	*	9	9	*	19	24	14	21
2022	14	15	36	*	*	*	*	11	12	*	20	25	16	22
2023	18	19	36	*	*	*	*	14	16	*	22	25	18	23
2024	23	24	37	*	*	*	*	17	21	*	25	26	21	24
2019-2021	4	4	0	*	*	*	*	2	4	*	2	0	2	2
2019 Baseline	100	100	100	100	100	100	100	100	100	100	100	100	100	100
2020	1	1	0	0	0	1	0	1	1	1	1	0	1	1
2021	4	4	0	0	0	2	1	2	4	2	2	0	2	2
2022	7	6	1	1	1	3	2	4	7	4	3	1	4	3
2023	11	10	1	1	1	4	4	7	11	6	5	1	6	4
2024	16	15	2	2	2	5	6	10	16	9	8	2	9	5

HB3 Campus Goals - All Grades STAAR at Meets Standard

Weatherford

2019 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2019 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2024 Goal for each student group based on the increase for each group required at the district level.

Target for interim years based achieving increases of 12% in 2020, 15% in 2021, 18% in 2022, 25% in 2023, and 30% in 2024 of the required overall increase from 2019 to 2024.

Reading

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2019	24	23	55		70			7	22	33	29	44	25	37
2020	26	25	55		70			8	24	34	31	44	26	38
2021	28	28	56		71			10	27	36	33	45	28	39
2022	31	31	57		72			12	31	38	35	46	30	41
2023	35	36	58		73			14	36	41	39	47	33	43
2024	40	41	59		74			17	42	44	43	48	37	45

Mathematics

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2019	39	28	70		90			18	30	50	41	54	37	48
2020	41	30	70		90			19	32	51	42	54	38	49
2021	43	32	71		91			21	34	52	43	55	39	49
2022	46	35	71		91			23	37	54	45	55	41	50
2023	50	39	72		92			25	41	56	47	56	43	52
2024	55	44	73		93			28	46	59	50	57	46	53

HB3 Early Childhood Campus Goals - Grade 3 STAAR at Meets Standard

Weatherford

2019 Rates: Based on percent of students at STAAR Grade 3 Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2019 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2024 Goal for each student group based on the increase for each group required at the district level.

Target for interim years based achieving increases of 12% in 2020, 15% in 2021, 18% in 2022, 25% in 2023, and 30% in 2024 of the required overall increase from 2019 to 2024.

Reading

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2019 # of Students	10	22	24					13	32		19	47	12	59
2019	40	27	58					8	34		37	49	25	44
2020	42	29	58					9	36		39	49	26	45
2021	44	32	59					11	39		41	50	28	46
2022	47	35	60					13	43		43	51	30	48
2023	51	40	61					15	48		47	52	33	50
2024	56	45	62					18	54		51	53	37	52

District Goals for Grade 3 STAAR

District 2019 Baseline	44	40	70	43	77	-	57	37	37	53	48	63	53	60
District 2024 Goal	60	58	74	60	81	68	67	47	57	65	62	67	65	68
District Increase 2019 to 2021	4	4	1	4	1	2	3	3	5	3	4	1	3	2
District Increase 2019 to 2024	16	18	4	17	4	8	10	10	20	12	14	4	12	8

HB3 Early Childhood Campus Goals - Grade 3 STAAR at Meets Standard

Weatherford

2019 Rates: Based on percent of students at STAAR Grade 3 Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2019 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2024 Goal for each student group based on the increase for each group required at the district level.

Target for interim years based achieving increases of 12% in 2020, 15% in 2021, 18% in 2022, 25% in 2023, and 30% in 2024 of the required overall increase from 2019 to 2024.

Mathematics

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2019 # of Students	10	22	24					13	32		19	47	12	59
2019	60	36	79					23	44		47	66	33	59
2020	62	38	79					24	46		48	66	34	60
2021	64	40	80					26	48		49	67	35	60
2022	67	43	80					28	51		51	67	37	61
2023	71	47	81					30	55		53	68	39	63
2024	76	52	82					33	60		56	69	42	64

District Goals for Grade 3 STAAR

District 2019 Baseline	43	44	72	71	85	-	63	40	43	57	58	67	57	65
District 2024 Goal	59	60	75	74	88	70	69	50	59	66	67	70	66	70
District Increase 2019 to 2021	4	4	1	1	1	2	2	3	4	2	2	1	2	2
District Increase 2019 to 2024	16	16	3	3	3	5	6	10	16	9	9	3	9	5

CAMPUS APPENDIX

STATE MANDATES IMPLEMENTATION REFERENCE

Texas law and Board Policies mandate the following be addressed with strategies for improving student performance. To increase the LEA's ability to focus on a limited number of targeted initiatives in this improvement plan, the LEA will plan, implement, monitor and evaluate the following mandates through other procedures and practices. When requested, the LEA Person Responsible will report progress to the site-based committee.

LEA Person Responsible for update	Mandate	Reference	Location of Documentation
Executive Director for Student & Family Services	<p>Bullying</p> <p>Staff Prevention</p> <ul style="list-style-type: none"> Identify high risk areas Monitor high risk areas Follow campus rules/expectations <p>Staff Education</p> <ul style="list-style-type: none"> Participate in annual staff training on bullying/sexual harassment/suicide prevention/trauma informed practices/human trafficking Review referral process <p>Staff Intervention</p> <ul style="list-style-type: none"> Establish recommended intervention strategies for classroom/campus Implement campus referral plan Utilize Discipline Management strategies <p>Student Prevention</p> <ul style="list-style-type: none"> Clearly state student expectations/campus rules/citizenship Monitor high risk areas <p>Student Education</p> <ul style="list-style-type: none"> Explain referral process/contacts Anonymous Tip Line <p>Student Intervention</p> <ul style="list-style-type: none"> Apply classroom interventions 	TEC 11.252(a)(3)(E)	The school will follow the Student Handbook and Board Policies: FFI, FDB, FFF, FFH, FO, CQA, and FFB.

	<ul style="list-style-type: none"> ● Employ discipline interventions ● Use other intervention strategies as necessary/appropriate ● Conference with parents/students 		
Principal	<p>Coordinated Health Program</p> <p>Coordinated School Health</p> <ul style="list-style-type: none"> ● K-8 Designate a Campus Wellness Captain and establish a Campus Wellness Team; set meetings, establish measurable goals and document progress toward goal completion. ● K-8 Include at least one Parent on Campus Wellness Team. ● K-8 Ensure that all components of the Coordinated School Health curriculum are delivered in an appropriate setting, i.e. classroom component requires use of a classroom. ● K-8 Create a Coordinated School Health bulletin board inside the school building for students, staff and parents to view. ● K-8 Notify parents/community members of Family Wellness Nights/Health Fairs through use of marquee, newsletter, web page, and/or myPISD. <p>Fitness</p> <ul style="list-style-type: none"> ● 3-8 Pre and Post Assess all eligible students using fitness test components. ● 4th and 7th Ensure all data for 3rd - 8th grade students is entered on timely basis, fitness report cards are printed (4th grade and 7th grade) and sent to parents or linked through myPISD. Include at least one Parent on Campus Wellness Team. <p>Physical Activity Requirements</p> <ul style="list-style-type: none"> ● K-8 Campuses Only: Ensure students are receiving required physical education classes/minutes for each school year and achieving moderate to vigorous physical activity (MVPA) 50% of the physical education class period. ● K-8 Measure MVPA and physical activity time 	TEC 11.253(d) Board Policy FFA(Local)	The school will follow Board Policies: FFA and EHAA.

	<p>using pedometers and heart rate monitors.</p> <ul style="list-style-type: none"> ● K-8 Ensure physical education staff is using a sequential and developmentally appropriate curriculum which has students active at least 70%-90% of class time. ● K-5 Ensure students are receiving daily unstructured play during recess. ● K-5 Encourage opportunities for brain breaks and short activity breaks throughout the day. <p>Attendance</p> <ul style="list-style-type: none"> ● K-8 Monitor attendance of students and follow up on prominent and chronic absences. 		
Principal	<p>Recruiting Certified Teachers and Highly-Qualified Paraprofessionals</p> <ul style="list-style-type: none"> ● Local on-going high quality professional development based on campus needs or district identified needs is provided to all teachers in all core subject areas. ● Funding source: State and Local 	ESSA	
Principal	<p>Parent Involvement</p> <ul style="list-style-type: none"> ● Require all parents to register students via Parent Portal in order to have access to eNews, grades, attendance, and other electronic information. Funding Sources: SCE, Title I and Local ● Identify parents without computer/Internet access and offer assistance through the District Mobile Technology Lab for parent education and access. Funding Sources: SCE, Title I and Local ● Upgrade and maintain the campus website for easy access and increased communication with the community. Funding source: State and Local ● Communicate information through eNews and through hard copies when Internet access is not available. Funding source: State and Local ● Utilize social media to keep parents and 		

	<p>community informed. Funding source: State and Local</p> <ul style="list-style-type: none">● PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs. Funding source: State and Local● Partner with PTA to offer parental programs on a variety of topics (academic, social, etc...). Funding source: State and Local● Parent Education programs focused on relevant topics of interest will be available upon request by any campus or PTA		
--	--	--	--