Birdville Independent School District

W.A. Porter Elementary

2024-2025 Campus Improvement Plan

Mission Statement

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

Vision

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

W. A. Porter Elementary School is established in 1975 and is located in northeast Tarrant County and serves a portion of three municipalities: North Richland Hills, Hurst, and Colleyville. Neighborhoods served by the district range from urban, low-income to suburban upper-middle-class.

The school serves 541 students in grades EE - 5, of which 69.15% are White, 16.33% are Hispanic, 4.72% African American,5.44% Asian, and 4.6% two or more races. We have 21.78% that are Economically Disadvantaged. The percentage of Hispanic students has steadily increased over the last 10 years, while the percentage of white students has slowly declined. The percentage of students considered to be English language learners (ELLs) has increased over this same time period. There are only 6.35% LEP, but that number has gone up each of the past 4 years. There was a slight increase in Asian and African American students this year. While the characteristics of the student population have changed over this time period, the overall number of students the past 10 years has remained relatively stable with slight decrease in student population. One interesting thing about our campus is that we have a relatively high special educaiton population of 19.24%, but we also have a fairly high percentage of gifted and talented students at 11.81%

W. A. Porter is also the Regional Day School for the Deaf (PK-5) serving students from the districts of Birdville, Carroll, Hurst-Euless-Bedford, Keller, Grapevine-Colleyville, Eagle-Mountain Saginaw.

Of the 53 teachers on the campus, 98% are female, 97% are White, 2.6% are two or more races.This is taken from 2020-2021 school year which is the most recent update from TEA. We have 1 teacher that is new to the profession. 13% had 1 to 5 years experience in education, 18% had 6 to 10 years, 36.6% had 11 to 20 years,and 30.6% had more than 20 years experience. The average length of service years in BISD was 14.8 years. In terms of highest college degree held, 100% of teachers have a bachelor's degree and 34.6% hold a master's degree.

Teacher retention remains high. We only have 1 teacher retiring this year, and we are retaining all other teachers.

Student attendance rate was 95.89%.

Porter as has 21% economically disadvantaged which was down from the previous year. Porter also serves 41.92% at risk students which increased by 8% from last year.

Demographics Strengths

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

Our students come from homes where they have a strong foundation of literacy as they enter Porter compared to most campuses.

Our mobilty rate is 9.0% which has increased over the past year from 5%, but still remains relatively low. It means our students get to have a solid foundation and have stability in their lives as learners.

There is a lot of support from parents and the community on our campus.

Demographics

Demographics Summary

W. A. Porter Elementary School is established in 1975 and is located in northeast Tarrant County and serves a portion of three municipalities: North Richland Hills, Hurst, and Colleyville. Neighborhoods served by the district range from urban, low-income to suburban upper-middle-class.

The school serves 546 students in grades EE - 5, of which 70.91%(390) are White, 16.36%(90)are Hispanic, 5.27%(29) African American,6%(33) Asian, and .73%(4) two or more races. We have 16.73%(92) that are Economically Disadvantaged. The percentage of Hispanic students has slowly but steadily increased over the last 10 years, while the percentage of white students has slowly declined. The percentage of students considered to be English language learners (ELLs) has increased over this same time period. There are only 5.64%(31) LEP, but that number has maintained for the past 2 years. There was a slight increase in Asian and African American students this year. While the characteristics of the student population have changed over this time period, the overall number of students the past 11 years has remained relatively stable with slight decrease in student population. One interesting thing about our campus is that we have a relatively high special education population of 23.82%(130), but we also have a fairly high percentage of gifted and talented students at 12.91%(70)

W. A. Porter is also the Regional Day School for the Deaf (PK-5) serving students from the districts of Birdville, Carroll, Hurst-Euless-Bedford, Keller, Grapevine-Colleyville, Eagle-Mountain Saginaw.

Of the 53 teachers on the campus, 98% are female, 97% are White, 2.6% are two or more races.This is taken from 2020-2021 school year which is the most recent update from TEA. We have 1 new teacher to the profession this year, and overall our turnover is low which is a great things about our school. Thirteen percent had 1 to 5 years experience in education, 18% had 6 to 10 years, 36.6% had 11 to 20 years,and 30.6% had more than 20 years experience. The average length of service years in BISD was 14.8 years. In terms of highest college degree held, 100% of teachers have a bachelor's degree and 34.6% hold a master's degree.

Teacher retention remains high. We had 1 teacher move to another campus to get experience with a Title 1 campus so she could work on becoming an administrator. We have had 3 teachers in the past 3 years move on to become academic coaches which says a lot on how we are trying to develop leaders here on campus.

Student attendance rate was 95.89%.

Porter is 21.78% economically disadvantaged which was down from the previous year. Porter also serves 43.09% at risk students which has increased 10 percent in the last 2 years.

Demographics Strengths

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

Our students come from homes where they have a strong foundation of literacy as they enter Porter compared to most campuses.

Our mobility rate is 9.0% which has increased over the past year from 5%, but still remains relatively low. It means our students get to have a solid foundation and have stability in their lives as learners.

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

We have a PTA that has 34 sitting members on the board that are non-teachers. They provide many opportunities for kids through funding programs that we would not be able to do as a non-title campus.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Students miss several days of instruction due to family vacations taken during the school year which caused us to not reach our goal of 97%
Root Cause: There is lack of awareness among families regarding the impact of vacation -related absences on student learning and the campus attendance goals.

Student Learning

Student Learning Summary

2024 STAAR Scores

3rd Grade

- 3rd grade reading scores had 85.06%(74) of our students score Approaches, 67.82%(59 students) score Meets and 32.18%(28students) score Masters.
- 3rd grade math scores we had 87.21%(75 students) score Approaches, 70.93%(61 students) scored Meets and 32.56%(28 students) score Masters.

4th Grade

- 4th grade reading had 93.59%(73 students) of our students score Approaches, 70.51%(55 students) score Meets and 33.33%(26 students) score Masters.
- 4th grade math had 83.33%(65 students) of students score Approaches, 62.82%(49 students) scored Meets, and 21.79%(17 students) scored Masters.

5th Grade

- 5th grade Reading had 92.47%(85 students) of students score Approaches, 75.27%(69 students) score Meets and 40.86%(38 students) score Masters.
- 5th grade Math we had 81.52% (75 students) of students score Approaches, 64.13%(59 students) score Meets and 30.43%(28 students) score Masters.
- 5th grade Science scores had 89.25%(83 students) of students score Approaches, 49.46%(46 students) score Meets and 24.73%(23 students) of students score Masters.

Student Learning Strengths

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

5h Grade science scores increased from 2023 from 85% approaches to 89% approaches in 2024. They also increased their masters scores from 2023 from 19% to 25% in 2024.

4th grade students from 2023 increased their reading scores in 2024 from 91.75% approaches to 93% approaches. They also showed an increase in Meets from 2023 to 2024 from 72% Meets to 75% Meets.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): We scored a 76 on our Domain 2A which deals with academic growth showing that 48 students dropped from masters to meets on their 4th or 5th grade reading or math STAAR. **Root Cause:** Third grade math has always been at the top of our district scores as well as the state campus comparisons. Fourth grade math was shown not to be at the same level of rigor that 3rd grade math was using.

Problem Statement 2 (Prioritized): Many of our 3rd and 5th grade writing Extended Constructive Response scores got scored as a 0 on the writing rubric this past year. **Root Cause:** Students that scored a 0 were not always re-stating the prompt which was an automatic score of 0. Students wrote very nice responses, but not re-stating the prompt cost many of our students great scores.

Problem Statement 3 (Prioritized): Special Education population did not make sufficient growth on their STAAR test in reading or math. **Root Cause:** Differentiated instructional strategies and interventions were not consistently tailored to meet the individual learning needs of Special Education students.

School Processes & Programs

School Processes & Programs Summary

Students at W. A. Porter Elementary are served by a number of specialized programs related to student need. There are 16.73 percent of our students that are served by the free/reduced lunch program. We have 23.82% of students that are served through special education which includes the regional day school for the deaf. The Gifted and Talented program serves 12.91% of our population.

The academic RTI program serves students in grades Pre-K through 5th in both Reading and Mathematics. Students are identified for tiered intervention services using data from universal screeners administered three times each year and through consideration of other performance evidence by a collaborative conference committee. Teachers use progress monitoring as a means to keep a closer watch on student progress and group students according to their ability level. Specific services provided for students on Tiers 2 and 3 are outlined in the district RtI Manual, which is updated annually to reflect programmatic changes in screening assessments and interventions. Performance data suggest that the RtI program has been successful in moving students off of tiered interventions.

We will continue to use Capturing Kids Hearts this year which focuses on getting through to a student's heart before you capture the mind. Empowering the students to lead our Capturing Kids' Hearts program will be a focus this year. Teachers have students follow a social contract in the classroom and campus wide. Students also participate each week in team building games in PE build those skills that students need. Students learn how to work together to solve problems in a fun but challenging environment. They are guided on problem solving strategies that are life skills as well.

Porter has a very involved community which takes part in our Panther Race, Open House, Data Nights and PTA sponsored events which gives a great chance to interact with the community. These activities are designed to have parents come and participate with their students to see what they are learning and doing as school.

Data meetings are held after each round of assessments to look at student growth and make decisions based on student performance. There is a once a month meeting with our digital specialist and academic coach where teachers will have access to help improve technology in the classroom.

The LOL meets as needed, but not less than once a month to assist in making sure teacher input is heard and to tweak any processes that are not leading to student gains.

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

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

Vertical teaming has been successful in aligning our curriculum and coming up with common strategies to best serve our students. Vertical teaming using our writing rubric will be added this year to help focus on our writing performance with the Extended Constructive Responses.

Teachers and staff feel like the PLC process is going very well where we are able to track data, look at progress and pin point areas of growth and evaluate where improvement is needed.

Staff has revealed that they feel campus professional development is specific to what we need. They are included through our LOL team on what they feel like they need, and then we make our professional development plans based on input given.

Our PLC meetings are held once a month in addition to our student monthly data meetings where we focus on using the data to help support student growth. Our RTI process has reduced the number of students on reading tiers, but our math tier 2 and 3 students had a slight increase.

School Processes & Programs Strengths

Grade levels plan with fidelity together to ensure consistency and making sure TEKS and curriculum are covered. Our academic coach meets with our grade levels once a month as well as pop ins to see how things are going. She is involved in our data meetings to discuss how we can help students once we review all information.

Teachers use student data folders helping students to take ownership of their learning. Digital data folders will be used this year as a means of helping students be involved with their own learning. Data meetings are held after assessments to review any new testing, review student progress or further testing we feel might need to be done. We make sure to discuss our tiered students and accommodations that have been tried to see if we need to address any new concerns or make changes in the current plans.

PTA is strong at Porter and there is a lot of help and support that can be tapped into here. We have 34 sitting members that are all parents that serve on our PTA board. More than 35 thousand dollars have been spent each year due to funds generated from our Panther Race. PTA also helps us reach families to come in and help read to students as well as offer classroom support needed. Our PTA also leads 2 events each year where families come to hear a speaker that is relevant to what students or families are going through.

Porter has an experienced and dedicated staff that is stable. We have very little turnover in our staff from year to year, and our student mobility rate is very low meaning these kids our ours from kindergarten to 5th grade.

Teachers at Porter do a great job of integrating technology into the classroom. We are now 1-1 with technology that will allow our staff to utilize Canvas when lessons are applicable, and now all teachers will have brand new IFPs in their classrooms where teachers have access to more instant feedback. So many of the apps used now allow for students to go at their own pace.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): There has been some misalignment in reading in math where K-5 teachers had some processes that were not consistent with each other. **Root Cause:** The vertical alignment process was not where it needed to be in grades K-5. There were pockets of alignment, but K-5 had some random variation.

Problem Statement 2 (Prioritized): There were accidents on campus where worker's compensation had to be used for employees. **Root Cause:** There were minor injuries where more focus and awareness could have possibly prevented an injury.

Problem Statement 3 (Prioritized): Our campus fell short in the Capturing Kids' Hearts(CKH) surveys, preventing us from achieving our recognition as a showcase school. **Root Cause:** There was inconsistent implementation of CKH strategies across classrooms and grade levels, possibly due to varying levels of teacher buy-in or limited ongoing training and support.

Problem Statement 4 (Prioritized): Our campus will continue to strengthen our approach to school safety that is critical to maintaining a secure environment for students and staff.
Root Cause: Safety meetings will be a priority throughout the year to ensure all protocols are being followed after all drills and monthly meetings with our safety committee.

Perceptions

Perceptions Summary

With our attendance rate at or near the top consistently in our district and high expectations at Porter, we have a culture that emphasizes the importance of school attendance. With very low absenteeism, our students contribute to the culture of the school by being here. We also have few discipline issues as compared to most campuses. The climate of the school emphasizes high expectations both academically and behaviorally. Even when a discipline program came to Porter, students in that program saw how other students were acting. They many times wanted to be a part of what others were doing. Staff here really embraced the program and poured into those kids to make them feel valued. Our Deaf Ed program is much the same way where our community really embraces those students and staff members to make all of them fee loved and valued.

Surveys have gone out to parents, students and staff at Porter to seek out what were areas of concern.

Parents and students felt that the school was a safe place to be. 96% of parents strongly agreed that they felt safe when their child was at school. They feel loved and cared for by our teachers. According to staff surveys, 97% of staff feel as though the school culture is positive with high staff morale.

Parents are highly involved and always willing to help at a moments notice, and we have a PTA that works tirelessly to help support our teachers and school. Parents also commented on how there is a fantastic and welcoming culture at Porter.

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

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

Our surveys indicated that staff feels included in campus decisions. In one survey taken 27% of students did no feel recognized for their good work.

Perceptions Strengths

Parents report that Porter Elementary feels like a private school environment. We have a tremendous amount of open enrollment applications due to the number of people that hear about Porter via word of mouth. They hear about the academic excellence at Porter and want to be a part of it. They love the community feel. Parents have commented on the walk up campus feel since there is not a drive through lane here at Porter. Many families stay late and let their kids play making connections. Parents love the high expectations and comment on how many Porter kids appear in the top 12 every year for the senior class at Birdville High School.

Turnover rate among staff is extremely low which provides Porter with stability that many campuses don't have. Teams work extremely well together and have a family feel.

Parents feel their child is safe at school and have always felt welcome while they are on campus.

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

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

We have a walk up community which allows parents to stay after school and let their kids play and interact with each other. This allows parents to build relationships among other families. Our parents feel welcome at Porter where they can come and help volunteer any time.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): According to students, 27% of them felt like they were not recognized for their hard work. **Root Cause:** Our bigger award ceremonies were not a part of our celebrations last year due to trying a new way of recognizing students.

Priority Problem Statements

Problem Statement 1: There has been some misalignment in reading in math where K-5 teachers had some processes that were not consistent with each other.

Root Cause 1: The vertical alignment process was not where it needed to be in grades K-5. There were pockets of alignment, but K-5 had some random variation.

Problem Statement 1 Areas: School Processes & Programs

Problem Statement 2: There were accidents on campus where worker's compensation had to be used for employees.

Root Cause 2: There were minor injuries where more focus and awareness could have possibly prevented an injury.

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: We scored a 76 on our Domain 2A which deals with academic growth showing that 48 students dropped from masters to meets on their 4th or 5th grade reading or math STAAR.

Root Cause 3: Third grade math has always been at the top of our district scores as well as the state campus comparisons. Fourth grade math was shown not to be at the same level of rigor that 3rd grade math was using.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Many of our 3rd and 5th grade writing Extended Constructive Response scores got scored as a 0 on the writing rubric this past year.

Root Cause 4: Students that scored a 0 were not always re-stating the prompt which was an automatic score of 0. Students wrote very nice responses, but not re-stating the prompt cost many of our students great scores.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Students miss several days of instruction due to family vacations taken during the school year which caused us to not reach our goal of 97%

Root Cause 5: There is lack of awareness among families regarding the impact of vacation -related absences on student learning and the campus attendance goals.

Problem Statement 5 Areas: Demographics

Problem Statement 6: According to students, 27% of them felt like they were not recognized for their hard work.

Root Cause 6: Our bigger award ceremonies were not a part of our celebrations last year due to trying a new way of recognizing students.

Problem Statement 6 Areas: Perceptions

Problem Statement 7: Special Education population did not make sufficient growth on their STAAR test in reading or math.

Root Cause 7: Differentiated instructional strategies and interventions were not consistently tailored to meet the individual learning needs of Special Education students.

Problem Statement 7 Areas: Student Learning

Problem Statement 8: Our campus fell short in the Capturing Kids' Hearts(CKH) surveys, preventing us from achieving our recognition as a showcase school.

Root Cause 8: There was inconsistent implementation of CKH strategies across classrooms and grade levels, possibly due to varying levels of teacher buy-in or limited ongoing training and support.

Problem Statement 8 Areas: School Processes & Programs

Problem Statement 9: Our campus will continue to strengthen our approach to school safety that is critical to maintaining a secure environment for students and staff.

Root Cause 9: Safety meetings will be a priority throughout the year to ensure all protocols are being followed after all drills and monthly meetings with our safety committee.

Problem Statement 9 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

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

Student Data: Assessments

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

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

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

Employee Data

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

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

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

Goals

Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social and emotional needs of the student.

Performance Objective 1: All students will make at least one year's progress in reading and mathematics by the end of school year. a) Meet the progress monitoring targets in Prekindergarten - 3rd for each demographic group as measured by district approved screeners (BOY, MOY and EOY) to achieve the HB3 Board Goals. b) Improve performance in Domain 3 Closing the Gaps by making more than a year's growth in reading and mathematics which would in turn increase the number of students performing at the "meets" and "masters" level as measured by the spring 2025 STAAR and EOC assessments. This will also increase Domain 1 Student Achievement which counts the number of students at the various performance levels for state assessments.

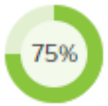
High Priority

HB3 Goal

Evaluation Data Sources: A. Elementary: Fountas & Pinnell reading levels
B. CLI (Center for Improving the Readiness of Children for Learning and Education)Circle(Pre-K)
C. Renaissance Math(1-5)
D. MCLASS reading K-2
E. Renaissance Reading (3-5)
F. TEA Interims for Reading and Math (3-5)
G. Teacher created common assessments
H. I-Ready resources
I. New digital student data folders
J. T-Tess SLO(Student Learning Objective) and Professional Learning Goals
K. STAAR 2024-2025 results
L. District CBA(Curriculum Based Assessments) tests

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Build capacity to implement the district literacy plan at the campus level. **Actions:** A. Provide training for all staff to build their capacity to implement campus literacy plans. B. Utilize LOL(Leaders of Learners) team to train and lead implementation of the district literacy plan and strategies. C. Set up campus walks with coaches to help support and visit with staff to implement tier 1 priorities. D. Provide teachers opportunities for them to have professional development off campus E. Provide teachers with the opportunity to take focused campus walks and observe other classrooms on campus as well as other campuses to watch implementation of Tier 1 priorities from master teachers. F. Use coaching cycles to assist teachers in targeted goals. G. Use teachers at staff meetings to help train other teachers in best practices used in the classroom **Staff Responsible for Monitoring:** Administration LOL team Teachers Instructional Facilitator **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **Problem Statements:** School Processes & Programs 1	30%	65%	50%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Use frequent and systematic assessment of student performance to direct and improve instruction while focusing on continuous improvement. **Actions:** A. Use data from progress monitoring,Renaissance Reading and Math, CBA tests, Interims and F&P(Fountas and Pinell)and MCLASS progress monitoring to help guide instruction B. Use Instructional Facilitator to help monitor and train teachers on how to effectively administer the BAS and MCLASS tests to ensure as much accuracy and consistency as we can. C. Using continuous improvement walk through forms to help guide instruction D. Students will use new digital data folders which contain a PDSA(Plan, Do, Study, Act) model to help students plan their learning. E. Common assessments will be used with a focus on rigor and relevance. F. Use I-Ready program to help increase the rigor with questioning. G. Teachers will collect data on students, meet in PLCs to analyze the data and plan for interventions. **Staff Responsible for Monitoring:** Teachers Administrators Reading and Math Interventionist Instructional Facilitators **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **Problem Statements:** School Processes & Programs 1	50%	75%		

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Coordinate processes that promote and support personalized learning for students in reading and math to enhance overall achievement and close gaps in core content areas. **Actions:** A. Host and participate in instructional focus walks with other campuses as well as our own to tighten alignment. B. Lead literacy-focused discussions in PLC(Professional Learning Communities) meetings. C. Use district monitoring guide to monitor instructional delivery D. Focused campus walk-throughs focusing on Continuous Improvement and Tier 1 priorities. E. Utilize district resources with tier 1, 2 and 3 students during interventions and small group instruction. F. Campus admin and our Instructional Facilitator will work in vertical teams to tighten practices used in Pre-K through 5th grade to focus on common language and alignment. G. Utilize District Content Coordinators, Digital Learning Specialist and Instructional Facilitator as an instructional support. H. Focused small group instruction based on data review to focus on problematic TEKS. **Staff Responsible for Monitoring:** Administration, Instructional Facilitator and teachers **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 1 **Funding Sources:** SCE Campus Personnel - 199 - General Funds: SCE - $88,046				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Improve the effectiveness and inclusivity of the special needs programs by providing specialized training for all staff, enhancing resources, and increasing family engagement **Actions:** A. Special education teachers will receive support from the special education academic coach and administrators. B. Special education teachers will be a part of all RTI(Response to Intervention) meetings as well as data meetings. C. Resources that regular education students receive will be purchased for special education students. D. Special education teachers will be included on LOL teams and vertical team meetings. E. Special education teachers will be a part of the PLC process to ensure data is evaluated and strategic action put in place to measure growth. F. Deaf Ed and PASS programs will team plan with gen ed teachers to be consistent when students mainstream into the classroom. G. Pre-K through 1st grade teachers identifying students early who need speech assistance to make sure gaps are filled quickly. H. Family nights for special needs programs to get families together to provide opportunities to connect. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Academic Coach **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **Problem Statements:** Student Learning 3				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Continue to enhance and execute a comprehensive campus plan for Gifted/Talented students, offering opportunities for advanced learning beyond standard Tier I coursework. **Actions:** A. Utilize the Rigor and Relevance framework. B. Plan interdisciplinary projects, research opportunities, or competitions that GT students can engage in across different grade levels. C. Vertical team members will observe each other's classrooms to gain insights and share best practices for teaching GT students. D. Review student data for gifted/talented students to ensure they are making adequate growth. **Staff Responsible for Monitoring:** Teachers, Principal, Assistant Principal, Academic Coach and District Trainer. **Problem Statements:** Demographics 1 - Student Learning 1	25%	50%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

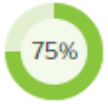
Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Students miss several days of instruction due to family vacations taken during the school year which caused us to not reach our goal of 97% **Root Cause**: There is lack of awareness among families regarding the impact of vacation -related absences on student learning and the campus attendance goals.
Student Learning
Problem Statement 1: We scored a 76 on our Domain 2A which deals with academic growth showing that 48 students dropped from masters to meets on their 4th or 5th grade reading or math STAAR. **Root Cause**: Third grade math has always been at the top of our district scores as well as the state campus comparisons. Fourth grade math was shown not to be at the same level of rigor that 3rd grade math was using.
Problem Statement 3: Special Education population did not make sufficient growth on their STAAR test in reading or math. **Root Cause**: Differentiated instructional strategies and interventions were not consistently tailored to meet the individual learning needs of Special Education students.
School Processes & Programs
Problem Statement 1: There has been some misalignment in reading in math where K-5 teachers had some processes that were not consistent with each other. **Root Cause**: The vertical alignment process was not where it needed to be in grades K-5. There were pockets of alignment, but K-5 had some random variation.

Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social and emotional needs of the student.

Performance Objective 2: Reduce the number of students assigned to behavior RTI tiers 2 and 3.

Evaluation Data Sources: Behavior RTI Data Sheets

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Implement our campus positive behavioral RTI and support program. **Actions:** A. Provide district expectations of Behavior RTI as outlined in the RTI handbook. B. Conduct Collaborative conferences as needed with teachers and staff and involve the Behavior Interventionist when there is an opportunity. C. Use Character Strong curriculum once a week to support our SEL(Social Emotional Learning). D. Capturing Kids Hearts used for daily positive behavior support. E. Utilize SCE funded Crisis Counselors to provide support to students in areas of social-emotional learning. F. Scheduled WATCH DOGS(Dads of Great Students) to be used as weekly mentors for struggling behavior students. G. Provide mentors form Legacy Church to have weekly lunches with students to build positive connections. **Staff Responsible for Monitoring:** All Staff **Problem Statements:** School Processes & Programs 3				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 3: Our campus fell short in the Capturing Kids' Hearts(CKH) surveys, preventing us from achieving our recognition as a showcase school. **Root Cause**: There was inconsistent implementation of CKH strategies across classrooms and grade levels, possibly due to varying levels of teacher buy-in or limited ongoing training and support.

Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social and emotional needs of the student.

Performance Objective 3: Students will display dispositions of high levels of social-emotional development measured by a district administered survey of student perceptions.

Evaluation Data Sources: District and school surveys

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Use the district approved program Capturing Kids Hearts that teaches social-emotional skills. **Actions:** A. Implement district program Character Strong with teachers and counselor provided lessons B. Ensure Capturing Kids Hearts strategies are being used in the classrooms with walk-through checks. C. Use the morning announcements as a time to reflect on monthly challenges shared with the school and parents to partner with CKH strategies. D. Providing mentors by partnering with local churches. E. WATCH DOGS will be on campus to help students feel safe, but also we want our WATCH DOGS to help serve as mentors. **Staff Responsible for Monitoring:** All Staff **Problem Statements:** School Processes & Programs 3	50%	80%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Implement Character Strong and Capturing KIds' Hearts for social-emotional development **Actions:** A. Teachers will complete Character Strong lessons each Friday. B. Teachers document their weekly lessons and complete unit evaluation. C. Announcement crew will be using SEL quotes to help support Character Strong. D. Assistant Principal and counselor will oversee the progress of the program. E. Continue developing teacher and student leaders with Capturing Kids' Hearts **Staff Responsible for Monitoring:** Assistant Principal Counselor Teachers **Problem Statements:** School Processes & Programs 3	70%	90%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

School Processes & Programs

Problem Statement 3: Our campus fell short in the Capturing Kids' Hearts(CKH) surveys, preventing us from achieving our recognition as a showcase school. **Root Cause**: There was inconsistent implementation of CKH strategies across classrooms and grade levels, possibly due to varying levels of teacher buy-in or limited ongoing training and support.

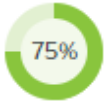
Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social and emotional needs of the student.

Performance Objective 4: Teachers will close the achievement gaps of student gaps of student groups in reading and mathematics performance as measured by STAAR in grades 3-5 compared to the 2023-2027 interim goals from Closing the Gaps section of State and Federal Accountability.

High Priority

HB3 Goal

Evaluation Data Sources: A. STAAR Ren for Reading and Math
B. Data Folders with targets and goals
C. STAAR Data for 2024-2025 school year

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Closely monitor achievement gaps in 4th and 5th grade student groups to make sure targets are hit for identified sub groups looking at the 2023-2027 interim goals **Actions:** A. Evaluate student progress during our monthly data meetings where targets will be evaluated by sub group B. Use new admin digital data folders that track progress of all groups as measured by STAAR Closing the Gaps Domain. C. Provide professional development for all teachers in the use of Aware to build assessments and analyze data to inform instruction D. Ensure that instructional facilitator is working with teachers to utilize progress monitoring data and designing instructional practices. E. Evaluate new spreadsheet that tracks how students performed on the STAAR to how they are performing on STAR Ren and have student data meetings to discuss progress. **Staff Responsible for Monitoring:** Teachers, principal, assistant principal and instructional facilitator **Problem Statements:** Student Learning 2				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Implement plans for third and fourth grade students who did not score approaches on the 2024 STAAR test. **Actions:** A. Implement accelerated instruction according to HB1416 B. Adjust instruction based on data meetings and reviewing progress. C. Monitor hours needed by using the Instructional Facilitator and Assistant Principal as case managers. D. Establish classroom intervention groups to develop specific skills that students were missing. E. Monitoring progress monitoring in the classroom to ensure focus on growth. F. Use Instructional Facilitator to evaluate data and form focus lessons G. Utilize ST Math in station work to help support math instruction. **Staff Responsible for Monitoring:** Principal and Assistant Principal Academic Coaches Instructional Facilitator **Problem Statements:** School Processes & Programs 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Continue implementation of the district continuous improvement process and requirements for mission statements, development of smart goals, use of the PDSA process and progress monitoring using electronic or paper data folders in the classroom. **Actions:** A. Continue to support and monitor the implementation of the PDSA process and provide appropriate, tiered professional learning support. B. Monitor the PDSA development process through PLCs to ensure alignment to district expectation. C. Collect examples during campus walk-throughs. D. We will have a data night for students to share data with their parents. E. Campus walks at Porter as well as off campus at hosting sites to view best practices in the classroom. F. Provide teacher and instructional facilitator led PDSA trainings as well as celebrating teachers who are doing great things with Continuous Improvement so they can share out. G. Celebrate students on morning announcements and award assemblies that are making performance gains. **Staff Responsible for Monitoring:** Principal and Assistant Principal Teachers Instructional Facilitators **Problem Statements:** School Processes & Programs 1 - Perceptions 1				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Use intervention strategies designed to meet the needs of English Language Learners to increase growth measured on TELPAS. **Actions:** A. Ensure all staff members are ELL certified and trained on strategies to support English learners. B. Use campus Instructional Facilitator to assist in providing tools and strategies needed to support EL students C. Track student progress to have discussions during RTI and data meetings. **Staff Responsible for Monitoring:** Principal, Assistant Principal and Campus Instructional Coach **Problem Statements:** School Processes & Programs 1				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 4 Problem Statements:

Student Learning
Problem Statement 2: Many of our 3rd and 5th grade writing Extended Constructive Response scores got scored as a 0 on the writing rubric this past year. **Root Cause**: Students that scored a 0 were not always re-stating the prompt which was an automatic score of 0. Students wrote very nice responses, but not re-stating the prompt cost many of our students great scores.
School Processes & Programs
Problem Statement 1: There has been some misalignment in reading in math where K-5 teachers had some processes that were not consistent with each other. **Root Cause**: The vertical alignment process was not where it needed to be in grades K-5. There were pockets of alignment, but K-5 had some random variation.
Perceptions
Problem Statement 1: According to students, 27% of them felt like they were not recognized for their hard work. **Root Cause**: Our bigger award ceremonies were not a part of our celebrations last year due to trying a new way of recognizing students.

Goal 2: The system will utilize efficient and effective operations to support and improve the learning organization.

Performance Objective 1: Increase the annual total average daily attendance(ADA) as compared to the prior school year, through improved student retention, recruitment, and days in attendance.

High Priority

Evaluation Data Sources: Pulse

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Develop and implement a campus-wide incentive program to increase student and staff attendance. **Actions:** A. Track attendance by school wide and classroom attendance boards. B. Provide incentives to students and staff on a 6 weeks as well as a yearly basis. C. Recognizing classes with improved attendance D. Implement Truancy Prevention Measures with fidelity. E. Ongoing communication with parents discussing attendance issues. and finding the root causes. F. Work closely with attendance officers to address severe attendance problems. G. Increase communication regarding early dismissals with parents explaining significance of minutes missed in school. **Staff Responsible for Monitoring:** All Staff **Problem Statements:** Demographics 1	70%	80%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

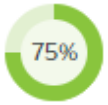
Demographics
Problem Statement 1: Students miss several days of instruction due to family vacations taken during the school year which caused us to not reach our goal of 97% **Root Cause**: There is lack of awareness among families regarding the impact of vacation -related absences on student learning and the campus attendance goals.

Goal 3: All students and staff will learn and work in a safe and responsive environment.

Performance Objective 1: Increase the percentage of students and staff that feel safe at school.

High Priority

Evaluation Data Sources: Staff and student surveys

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Develop and implement a campus program that promotes an accident-free work environment **Actions:** A. Conduct trainings and distribute materials provided by the district in campus safety. B. Conduct safety drills in compliance with district expectations. C. Collect and review perception data from students, staff and parents. D. Ensure all Safe School trainings have been viewed to help promote awareness of safety protocols. **Staff Responsible for Monitoring:** Administration **Problem Statements:** School Processes & Programs 2				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Establish a safe school-community environment where students and staff report a sense of belonging, security, and well-being. **Actions:** A. Local PTA has partnered with Porter to provide off duty officers to attend events where large numbers of people would be coming in and out of our building. B. WATCH Dogs put in place to help monitor the building inside and out to provide an extra set of eyes for security. C. Set multiple daily walks by administrators and head custodian to check doors and walk the perimeter. D. Partner with local churches to provide mentoring programs to students who need extra support. E. CKH program in place to help students feel welcome and have a voice at school F. Implement Character Strong as SEL program with weekly lessons. G. Partner with PTA to provide 2 evenings to have speakers come in to present relevant topics that are current with student concerns. H. Implement de-escalation strategies learned during PD(professional development) from the Sped department. **Staff Responsible for Monitoring:** Administration, counselor and staff **Problem Statements:** School Processes & Programs 3 - Perceptions 1				

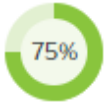
 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 2: There were accidents on campus where worker's compensation had to be used for employees. **Root Cause**: There were minor injuries where more focus and awareness could have possibly prevented an injury.
Problem Statement 3: Our campus fell short in the Capturing Kids' Hearts(CKH) surveys, preventing us from achieving our recognition as a showcase school. **Root Cause**: There was inconsistent implementation of CKH strategies across classrooms and grade levels, possibly due to varying levels of teacher buy-in or limited ongoing training and support.
Perceptions
Problem Statement 1: According to students, 27% of them felt like they were not recognized for their hard work. **Root Cause**: Our bigger award ceremonies were not a part of our celebrations last year due to trying a new way of recognizing students.

Goal 3: All students and staff will learn and work in a safe and responsive environment.

Performance Objective 2: Reduce the cost of accidents resulting in workers' compensation claims by 20% over the previous year and reduce the number of work days lost each year due to accidents occurring on the job by 20%.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Comply with all training provided by the district addressing employee safety. **Actions:** A. Forward information provided to all faculty and staff regarding employee safety. B. Complete all required safety trainings C. Safe Schools trainings will be completed by all staff by the district deadline. D. Frequent reminders of safety protocols in newsletters. **Staff Responsible for Monitoring:** All Staff **Problem Statements:** School Processes & Programs 2				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 2: There were accidents on campus where worker's compensation had to be used for employees. **Root Cause**: There were minor injuries where more focus and awareness could have possibly prevented an injury.

Goal 3: All students and staff will learn and work in a safe and responsive environment.

Performance Objective 3: The campus will meet all compliance requirements for improvement planning.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Implement the campus plan and all required required compliance plans. **Actions:** A Meet 3 times a year to review campus plan and evaluate progress. B. Create teacher leadership to help maintain consistency in school and district compliance. **Staff Responsible for Monitoring:** Admin LOL Team **Problem Statements:** School Processes & Programs 1				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

School Processes & Programs
Problem Statement 1: There has been some misalignment in reading in math where K-5 teachers had some processes that were not consistent with each other. **Root Cause**: The vertical alignment process was not where it needed to be in grades K-5. There were pockets of alignment, but K-5 had some random variation.

Goal 3: All students and staff will learn and work in a safe and responsive environment.

Performance Objective 4: The campus will implement the Standard Response Protocol to maximize safety for all students and staff.

High Priority

Evaluation Data Sources: Navigate 360

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Drills will be performed monthly to ensure staff and students are trained to handle all emergency procedures. **Actions:** A. Contact Officer Brown and Hurst PD when performing lock down drills B. Evaluate each drill afterwards problem solving areas that did not go as planned. C. Safety team will meet to review plans and discuss scenarios to trouble shoot. D. Navigate 360 will be used to aid in communication during drills or actual emergencies with the expectation that 100% of students will be accounted for. **Staff Responsible for Monitoring:** Principal Assistant Principal Teachers on safety team **Problem Statements:** School Processes & Programs 4	50%	75%		

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 4 Problem Statements:

School Processes & Programs
Problem Statement 4: Our campus will continue to strengthen our approach to school safety that is critical to maintaining a secure environment for students and staff. **Root Cause** : Safety meetings will be a priority throughout the year to ensure all protocols are being followed after all drills and monthly meetings with our safety committee.

State Compensatory

Budget for W.A. Porter Elementary

Total SCE Funds: $88,046.00
Total FTEs Funded by SCE: 1.31
Brief Description of SCE Services and/or Programs

Funds are used to pay for additional personnel to serve students who are at risk of dropping out of school or who have not performed satisfactorily on an end-of-course assessment.

Personnel for W.A. Porter Elementary

Name	Position	FTE
Darla Cowan	Reading Intervention	0.15
Debra Byczek	Reading Intervention	0.33
Julie Hester	Instructional Facilitator	0.5
Kelly Vaughan	Teacher	0.33

Campus Funding Summary

199 - General Funds: SCE					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	3	SCE Campus Personnel		$88,046.00
				Sub-Total	$88,046.00
				Budgeted Fund Source Amount	$88,046.00
				+/- Difference	$0.00
				Grand Total Budgeted	$88,046.00
				Grand Total Spent	$88,046.00
				+/- Difference	$0.00