Pflugerville Independent School District

Windermere Elementary School

2023-2024 Board Approved

Board Approval Date: October 19, 2023

Mission Statement

Our Windermere community focuses on providing students with quality instruction, encouragement, and academic excellence in a safe, enriching, and nurturing environment as they continue to grow, thrive, and develop into successful, productive members of our community.

Vision

We envision that our students will become:

- Enthusiastic, life-long learners,
- Effective problem solvers, decision makers, and future leaders
- Enabled to achieve their personal potential, as well as work with others using effective, Win-Win communication
- Empathetic to others' aspirations, needs, and cultures
- Empowered to achieve excellence in all aspects of life equipped with technological knowledge and skills.

Core Beliefs

We believe that:

Our community embraces a superior, quality education as integral to student success. We celebrate and incorporate diversity and individuality in the WES family. Our diverse student population mandates that individual potential be met with unlimited opportunities. Dedication to an effective work ethic maximizes educational and life impact. A safe campus enhances our educational environment. Recognition of achievement motivates greater student learning.

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

The 2022-2023 school year was difficult in some ways for WES but also "back to normal" in other ways. The campus was able to bring back several events that brought in community members that had happened pre-pandemic. Building culture to create a more cohesive building will need to continue to be a focus for administration since there was quite a few new staff members during the 2022-2023 school year. We will once again be adding several new staff members for the 2023-2024 school year so we will continue to focus on culture. STAAR scores have not rebounded to pre-Covid times and Math will continue to be a focus for the 2023-2024 school year. Having several new teachers this past year that were not certified along with not having an instructional coach caused many challenges.

Demographics

Demographics Summary

Students

Windermere Elementary is an EE-5th grade campus with an enrollment of 703 students. Enrollment has decreased from Fall of 2022 to Fall of 2023.

Windermere is proud to be one of the most diverse campuses in PfISD. Students identify to the following race/ethnic groups, which has remained similar over the last several school years.

Student Demographics - Windermere Elementary School					
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Total Enrollment	765	659	683	756	703
African American	20.9%	21.2%	25.3%	21.9%	22.9%
Hispanic	45.4%	43.6%	41.7%	40.2%	40.5%%
White	20.5%	22.0%	13.6%	23.8%	24.3%
American Indian	0.1%	0.2%	1.7%	0.1%	0.1%
Asian	4.97%	5.6%	7.0%	6.8%	5.7%
Pacific Islander	0.4%	0.0%	0.4%	0.5%	0.4%
Two or More Races	7.7%	7.4%	10.1%	6.4%	5.97%

Windermere Elementary is a Title I Schoolwide campus. Economically Disadvantaged status had been decreasing consistently for several years. Last school year our economically disadvantaged student group was at 45.7%. We will continue to reach out to families and have them fill out the free and reduced lunch applications in order to get the most accurate economic picture of our community.

The last school year - 2022-2023, our At-Risk students were at 53%.

Student Special Program Identification/Participation - Windermere Elementary School (Source: TAPR & OnDataSuite)					
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Economically Disadvantaged	57.3%	58.9%	52%	53.75%	45.7%
Emergent Bilingual	10.2%	9.7%	12.6%	14.5%	12.9%
At-Risk	37.3%	47.9%	54%	49.28%	Not yet reported
Special Education	17.1%	15.3%	14.7%	17.1%	16.9%

Gifted & Talented	9.4%	12.1%	10%	11.2%	12.5%
Dyslexia	4.97%	4.9%	5.5%	5.76%	3.7%
Section 504	7.2%	8.8%	7.2%	6.2%	5.7%
Immigrant	1.3%	0.6%	0.9%	1.44%	1.3%
Homeless	0.0%	2.6%	1.1%	1.15%	2.6%
Migrant	0.0%	0.0%	0.0%	0.0%	0.0%
Intervention Indicator	12.0%	20.8%	14.7%	9.3%	1.3%
Campus Mobility Rate	14.4%	11%	12.8%	not yet reported	not yet reported

Staff

The teaching staff compared to the student demographics are progressing to be representative of all students at WES. There were several staff members that were hired for the 21-22 school year which allows for representation and diversity amongst the entire campus. As of June 2023, the 2021-2022 is the latest data provided in the TAPR report. The 2022-2023 school year we increased diversity in our staff. 7 out of the 15 newly hired staff identify as a person of color.

Teacher Demographics - Windermere Elementary School (Source: TAPR)						
	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Total Teachers	30.7	41.1	53.0	52.7%	47.1	
African American	3.3%	9.2%	1.9%	3.8%	4.2%	
Hispanic	3.3%	6.1%	13.2%	13.3%	14.8%	
White	90.2%	81.6%	77.3%	77.3%	76.7%	
American Indian	0.0%	0.0%	0.0%	0.0%	0.0%	
Asian	0.0%	0.0%	5.7%	5.7%	4.2%	
Pacific Islander	0.0%	0.0%	0.0%	0.0%	0.0%	
Two or More Races	3.3%	3.1%	1.9%	0.0%	0.0%	

At WES, a majority of the teachers have between 1-20 years of experience. There continues to be several teachers who serve on the campus year after year. Many of the new teachers develop a trust and bond with the community and remain. There was a big turnover beginning in the 2021-22 school year and once again in the 2022-2023 school year due to external factors and new administration. As of June 2023, the 2021-2022 is the latest data provided in the TAPR report.

Teachers by Years of Experience - Windermere Elementary School (Source: TAPR)					
	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Beginning Teachers	13.0%	12.2%	9.4%	3.8%	6.4%
1-5 Years Experience	35.9%	28.0%	30.1%	37.9%	38.2%
6-10 Years Experience	16.3%	15.3%	15.1%	11.4%	7.4%
11-20 Years Experience	28.3%	35.3%	28.3%	26.6%	25.5%
Over 20 Years Experience	6.5%	9.2%	17.0%	20.4%	22.6%

Demographics Strengths

We are proud to be a comprehensive Pre-K (3 & 4 year olds) through 5th grade campus with a diverse community that is supported and celebrated. We have created a culture committee with staff this year to support celebrating the different cultures in our community.

We also offer multiple special education programs, including two Early Childhood Special Education (ECSE) classrooms, two essential academics classrooms and a communications class.

In order to support all students, specifically the gifted student group, WES continues to implement the ASCEND program in which highly gifted students from across the district attend.

We are actively working to identify more of our low-SES families through obtaining their free and reduced lunch applications to ensure their basic needs are met.

Problem Statements Identifying Demographics Needs

Problem Statement 1: WES attendance has declined over the last two years. The average daily attendance for the 2020-2021 school year was 95.7% and it dropped to 92.85% for the 2021-2022 school year. We increased slightly to 93.65% for the 2022-2023 school year, but not as much as we'd like.   **Root Cause:** Due to Covid concerns, attendance declined significantly and we have not been able to return to pre-Covid percentages.

Problem Statement 2: There has been an increase in staff turnover for the last two school years.   **Root Cause:** Due to the affordability of housing in our area, staff are leaving and moving to be closer to family or to where it is cheaper to live.

Student Learning

Student Learning Summary

2022 Accountability Ratings

Windermere ES received an overall accountability rating of C for student performance on STAAR testing in the 2021-2022 school year. Accountability ratings for the 2022-2023 school year have not been released as of October 2, 2023.

Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		79	**C**
Student Achievement		76	**C**
STAAR Performance	48	76	
College, Career and Military Readiness			
Graduation Rate			
School Progress		80	**B**
Academic Growth	75	80	**B**
Relative Performance (Eco Dis: 52.8%)	48	74	**C**
Closing the Gaps	69	75	**C**

2022 Closing the Gaps Outcomes

When evaluating STAAR performance across student groups in Closing the Gaps,

- In Math, 5 out of 7 Growth targets were met across student groups. Growth targets were missed for our Economically Disadvantaged and Continuously Enrolled student groups
- In Math at Meets Grade level or above, only 3 out of 9 student group targets were met; 6 targets were missed including the All Students group target.
- In Reading, all Growth targets were met, and all Meets Grade Level or above targets for all student groups were met.
- 55% of Student Success targets were met (the average performance for math, reading, and science STAAR tests combined) for all student groups.
- The English Language Proficiency Status target of 36% was missed with only 33% of Emergent Bilingual students making progress in their TELPAS composite rating from

	Academic Achievement		Growth Status	

Student Group	ELA/Reading	Mathematics	ELA/Reading	Mathematics	English Language Proficiency	Student Success
% of Targets Met	67% (12 out of 18)		86% (12 out of 14)		0% (0 out of 1)	55% (6 out of 11)
All Students	✓	✗	✓	✓	n/a	✓
African American	✓	✗	✓	✓	n/a	✗
Hispanic	✓	✗	✓	✓	n/a	✗
White	✓	✓	✓	✓	n/a	✓
American Indian	n/a	n/a	n/a	n/a	n/a	n/a
Asian	n/a	n/a	n/a	n/a	n/a	✓
Pacific Islander	n/a	n/a	n/a	n/a	n/a	n/a
Two or More Races	n/a	n/a	n/a	n/a	n/a	✗
Economically Disadvantaged	✓	✗	✓	✗	n/a	✗
Emergent Bilingual (EB) / English Learners (EL)	✓	✓	n/a	n/a	✗	✓
Receiving Special Education Services	✓	✓	n/a	n/a	n/a	✓
Formerly Receiving Special Education Services	n/a	n/a	n/a	n/a	n/a	n/a
Continuously Enrolled	✓	✗	✓	✗	n/a	✓
Non-Continuously Enrolled	✓	✗	✓	✓	n/a	✗

n/a Indicates data reporting is not applicable for this group or minimum size requirements were not met.

Spring 2023 compared to prior year

The 2021-2022 school year provided several challenges for our students, teachers, staff members, families, and community. Covid continued to be a worldwide problem and impacted both absenteeism and morale due to not having in-person events and being short staffed. During the 2022-2023 school year, the campus returned to many in person events that had become common at Windermere prior to the pandemic. 2021-2022 also saw an entirely new office staff along with a new principal who started in the summer of 2021 and then another new principal who started in February of 2022. The Windermere community is looking forward to having the same administration return next school year. Another challenge for the 2022-2023 school year was the lack of available teachers to hire. The school hired several teacher facilitators and a few that didn't get hired well into the school year. This created a unique set of challenges that required a lot of coaching even though the campus did not have an instructional coach. Several staff members were being pulled to help fill in until a teacher could be hired.

Student Learning Outcomes

Overall, we had several areas of growth from 2022 to 2023, including Approaches & Meets in reading and Approaches & Meets in science. Areas in which we saw a decline were Masters in reading and Meets & Masters in math. Areas in which we stayed the same were Approaches in reading and Masters in science.

STAAR RESULTS BY SUBJECT AREA

	READING			MATH			SCIENCE		
	2021	**2022**	**2023**	**2021**	**2022**	**2023**	**2021**	**2022**	**2023**
Approaches	76%	73%	80%	67%	68%	68%	69%	57%	73%
Meets	49%	54%	59%	43%	44%	40%	34%	35%	45%
Masters	28%	34%	32%	28%	22%	19%	14%	21%	21%

2023 TELPAS Composite Ratings and Yearly Progress

The data below represents the 2023 TELPAS outcomes for Windermere.

TELPAS COMPOSITE RATINGS

Grade-level	BEG	INT	ADV	ADV H
Kindergarten	0	33%	40%	27%
First Grade	13%	25%	50%	13%
Second Grade	9%	36%	45%	9%
Third Grade	0	71%	29%	0
Fourth Grade	6%	13%	44%	38%
Fifth Grade	0	0	50%	50%

Yearly Progress is not yet updated as of 9/30/2023

YEARLY PROGRESS IN TELPAS COMPOSITE RATING

Grade-level	Students Who Progressed AT LEAST ONE Proficiency Level
First Grade	
Second Grade	
Third Grade	
Fourth Grade	
Fifth Grade	
Closing the Gaps Total	
English Language Proficiency Status	(Did Not Meet the Closing the Gaps Target of 36%)

Student Learning Strengths

2023 STAAR

100% of our students in 3rd, 4th and 5th grade participated in STAAR testing for the 2022-2023 school year.

2023 Closing the Gaps ***We are still awaiting state data reports for this.

Domain 2: School Progress, Academic Growth ***We are still awaiting state data reports for this.

	Did Not Meet	**Approaches Grade Level**	**Meets Grade Level**	**Masters Grade Level**		
Prior Year Performance on STAAR	Met or Exceeded Progress (1 point)	Met or Exceeded Progress (1 point)	Met or Exceeded Progress (1 point)	Progress Not Applicable (1 point)	Growth Points Earned	Total Possible Points
Did Not Meet						
Approached Grade Level						
Meets Grade Level						
Masters Grade Level						
Total Number of Test						
Total Points						
Overall Domain 2, Part A Raw Score						
Overall Domain 2, Part A Scaled Score						
Overall Domain 2, Part A Letter Score						

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Our 4th grade students struggled to perform on level in math during the 2022-2023 school year.   **Root Cause:** During the 2022-2023 school year, all four members of the 4th grade team were new to Windermere. Three of the four teachers were new to the profession and required additional coaching. We did not have an instructional coach dedicated to the campus.

Problem Statement 2: Combined 3rd, 4th and 5th STAAR math scores showed a decrease in Meets from 44% to 40% and in Masters from 22% to 19% from the Spring of 2022 to

the Spring of 2023.   **Root Cause:** Even though 3rd and 5th grade increased dramatically in these areas, the 4th grade decline pulled the overall scores down. 4th grade had an entirely new team along with mostly teachers new to the profession.

School Processes & Programs

School Processes & Programs Summary

Professional learning communities will meet every two weeks with administrators. We will continually look at data to inform instruction and to make sure every student is showing growth. We will develop common assessments together in order to determine the effectiveness of our teaching.

The Campus Academic Advisory Council (CAAC) continues to meet quarterly to help inform decisions and the campus leadership team meets monthly. The campus leadership team shares concerns and problem solves together so that there is shared decision-making.

The master schedule was developed to ensure that every grade level has the appropriate amount of instructional minutes, coupled with an intervention schedule to support Tier II and Tier III instruction. The Special Areas teachers have a rotating schedule that allows students to obtain their required special areas and P.E. minutes. We will prioritize students needing support regarding HB1416 through required accelerated instruction for math and reading. If students did not attend summer school, after school tutoring will be provided for additional support. The campus master schedule has been arranged in a way that will allow for interventions to take place during the required intervention times.

At WES we continue to implement the ASCEND program so that gifted and talented students are supported.

We developed a streamlined consistent discipline referral process, with a new document created by the PBIS team. Once again, PBIS expectations are posted throughout the building. Students caught "soaring" by meeting the hallway, cafeteria, classroom expectations are rewarded with a SOAR buck. These "bucks" may be used for in class SOAR store with tangible and other exciting incentives, or saved for campus wide events. There are SOAR posters with reminders in all settings of the building, and teachers and staff reinforce these campus wide expectations. Administrators draw weekly SOAR bucks and students who are chosen get to come to the office for a prize.

We will be bringing back the Student Spotlight (shoutout) in 2023-2024 in which students are caught doing something extraordinary. Administrators present the student with a certificate, a prize and their picture in the main hallway.

Our restorative practices facilitator will continue to meet with teachers and students who request a meeting. Meetings can be requested through a form that's listed on the staff site that they have access to.

A behavior flowchart and an immediate help request form have both been linked on a staff site in order to help with behavior needs.

Campus Social Emotional Learning practices are implemented by teachers weekly. The district utilized program is Second Step. Teachers also have access to the parent Second Step lessons that can be sent home to parents for their continued work on these valuable skills at home.

The principal will continue to send out the Windermere Weekly to further communication with parents/guardians as well as the Talon Times to update staff with weekly information.

School Processes & Programs Strengths

PBIS/Restorative Practices will have the following:

- SOAR buck behavior incentives

- Student spotlights
- Grant funded Restorative Practices Facilitator

At WES, a Master Schedule was developed with the following features:

- Maximized instructional time, Tier II/III intervention for Math and reading, small group instruction and accelerated learning
- Common planning for grade levels
- Recess to support student learning

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Student behavior expectations are a concern of the community, including staff who indicated in the EOY survey that behavior and disciplinary practices need to be addressed fairly and consistently. **Root Cause:** Although behavior expectations have not changed, students being in and out of school for several years due to the pandemic, the lack of consistency until now with campus leadership and staff turnover, students social/emotional needs have increased.

Perceptions

Perceptions Summary

We continue to provide parent engagement opportunities as parents have asked for more of this, including the opportunity to be involved in volunteer opportunities.

We continue to provide weekly communication to staff regarding upcoming events and initiatives. The following was noted by staff in a climate survey:

- 93% of staff believe the school builds trusting relationships with parents
- 59% of staff believe parents and teachers work together as partners
- 93% of staff believe the principal backs them up when they need support
- 80% of staff believe the principal is an effective instructional leader
- 41% of staff believe rules for behavior are not consistently enforced by teachers
- 44% of staff believe disciplinary practices are not applied fairly to all students
- 95% of staff believe teachers help each other improve their instructional practices
- 88% of staff believe that administrators actively seek input from teachers when making important decisions
- 98% of staff believe that the school recruits teachers from diverse backgrounds
- 98% of staff believe administrators at WES are actively working to create an inclusive school culture
- 66% of staff believe we openly discuss issues of race, ethnicity and culture

Perceptions Strengths

The relationship between parents and teachers is strong for some, but continues to be difficult for some teachers who are new to the campus. Parents continue to enjoy the community events that we provide and have provided for years. We continue to provide parent engagement opportunities including academic nights for the entire school. Our PTO membership has increased which means more parents on campus weekly.

The community continues to have access to staff through email, phone calls and newsletters. Some of the staff choose to communicate through class Dojo. The principal continues to send home weekly emails regarding updates, initiatives and upcoming events.

An Upbeat climate survey was conducted for staff input in both the Fall and the Spring during the 2022-2023 school year. The following are some of the highlights of the survey.

- 93% of staff believe the school builds trusting relationships with parents
- 93% of staff believe the principal backs them up when they need support
- 95% of staff believe teachers help each other improve their instructional practices
- 88% of staff believe that administrators actively seek input from teachers when making important decisions
- 98% of staff believe that the school recruits teachers from diverse backgrounds
- 98% of staff believe administrators at WES are actively working to create an inclusive school culture

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Less than half of the staff believe that disciplinary practices are applied fairly. **Root Cause:** Alignment of practices amongst teachers and grade level to grade level have not always been consistent.

Problem Statement 2: The WES community continues to ask for more information regarding involvement in the school. **Root Cause:** The principal provided weekly communication about upcoming events, but didn't specifically address how the community could get involved and volunteer.

Priority Problem Statements

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
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Running Records results
- Observation Survey results
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Budgets/entitlements and expenditures data

Goals

Goal 1: PfISD will recruit, support, and retain teachers and principals.

Performance Objective 1: By May 2024, WES will provide a fair and equitable hiring practice that is inclusive of the input of current WES staff and utilizes a rubric that supports the vision of PfISD with an increase in teacher retention from the previous year.

Evaluation Data Sources: Upbeat climate survey results will indicate staff input in hiring quality teaching staff.

Goal 1: PfISD will recruit, support, and retain teachers and principals.

Performance Objective 2: WES will support and develop all campus staff by providing ongoing professional development, building their teaching skills through coaching, and assisting them in applying new skills to ensure there is little to no turnover (less than 5%) of staff at the end of the 2023-2024 school year.

Evaluation Data Sources: Fewer than 5% of the staff leave at the end of the 2023-2024 school year due to reasons other than moving/retiring
Quality staff hired as evident through T-TESS data

Goal 2: PfISD will build a foundation of reading and math.

Performance Objective 1: By June 2024, WES will improve the All Student group performance on the Reading STAAR test for third, fourth, and fifth grade students combined to reach an accountability rating of a B.

Evaluation Data Sources: Campus and District Assessments
Walk-through feedback
Progress Monitoring Data
STAAR

Goal 2: PfISD will build a foundation of reading and math.

Performance Objective 2: By June 2024, WES will improve the All Student group performance on the math STAAR test for third, fourth, and fifth grade students combined to reach an accountability rating of a B.

High Priority

HB3 Goal

Evaluation Data Sources: STAAR Math Assessment

Goal 2: PfISD will build a foundation of reading and math.

Performance Objective 3: WES will improve science STAAR results for the All Student group in order to reach an accountability rating of a B.

Evaluation Data Sources: STAAR Science results
Campus and District Assessments

Goal 2: PfISD will build a foundation of reading and math.

Performance Objective 4: By June 2024, students will meet the Closing the Gaps targets on the 3rd-5th STAAR assessments in all subjects in order to achieve a B accountability rating.

High Priority

Evaluation Data Sources: STAAR Assessments in all subjects 3rd-5th grade

Goal 2: PfISD will build a foundation of reading and math.

Performance Objective 5: Throughout the 2023-2024 school year, WES K-5 teachers will increase their knowledge of best practices in tiered reading and math interventions resulting in a 10% increase on on-level students from EOY universal screeners in 2023 to EOY 2024.

Evaluation Data Sources: STAAR
Progress Monitoring
Star360 data

Goal 3: PfISD will connect high school to career and college.

Performance Objective 1: By May 2024, WES will promote College and Career Readiness with students and parents by wearing college shirts each Wednesday of the school year and measured by observation of participation.

Evaluation Data Sources: Conversations with students about colleges and careers discussed.
College/Career T-shirt participation.

Goal 4: PfISD will improve low performing schools.

Performance Objective 1: During the 2023-2024 school year, WES will increase the student attendance rate to 96%.

    Evaluation Data Sources: Attendance Daily average at or above 96%

Goal 4: PfISD will improve low performing schools.

Performance Objective 2: Throughout the 2023-2024 school year, WES will ensure that campus staff development is relevant to the various roles and positions throughout our campus as evident by a 5% increase in positive responses on the Upbeat climate survey for professional development.

    Evaluation Data Sources: Climate Survey
Teacher Feedback Forms at PD session

Goal 4: PfISD will improve low performing schools.

Performance Objective 3: During the 2023-2024 school year, WES will utilize Restorative Practices/PBIS Rewards and SOAR bucks to encourage positive behavior and lower the number of office referrals submitted by each teacher as compared to the previous year.

    Evaluation Data Sources: Office referral data
Student climate survey data

Goal 4: PfISD will improve low performing schools.

Performance Objective 4: During the 2023-2024 school year, WES will collaborate with parents and the community in meaningful ways to improve the culture, climate and relationships as shown by a 10% increase in positive responses on the Family Engagement survey.

    Evaluation Data Sources: Climate Surveys
School Feedback via Email

Addendums

Early Childhood Literacy Plan Campus Goal - Windermere ES

The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 44% to 51% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
44%	45%	47%	49%	51%

Yearly Target Goals -- by Student Group

	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
2020	n/a	**39%**	**62%**	n/a	n/a	n/a	n/a	n/a	**38%**	n/a	n/a	**41%**	**54%**
2021	n/a	**40%**	**63%**	n/a	n/a	n/a	n/a	n/a	**39%**	n/a	n/a	**42%**	**55%**
2022	n/a	**41%**	**64%**	n/a	n/a	n/a	n/a	n/a	**40%**	n/a	n/a	**43%**	**56%**
2023	n/a	**42%**	**65%**	n/a	n/a	n/a	n/a	n/a	**41%**	n/a	n/a	**44%**	**57%**
2024	n/a	**43%**	**66%**	n/a	n/a	n/a	n/a	n/a	**42%**	n/a	n/a	**45%**	**58%**

Data Source: TAPR 2018-19 Campus STAAR Performance Report - Grade 3 Reading at Meets Grade Level or Above - Campus accountability subset

Note: Student Groups that do not meet minimum group size of 25 students are marked with "n/a"

Early Childhood Literacy Progress Measure 1 - Windermere ES

The percent of PreK students that score on grade level or above in Reading (Emergent Literacy) on the Ready, Set, K! assessment will increase from 41% to 47% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
41%	42%	44%	46%	47%

Yearly Target Goals -- by Student Group

	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
2020	n/a	**33%**	n/a	n/a	n/a	n/a	n/a	n/a	**40%**	n/a	n/a	n/a	n/a
2021	n/a	**34%**	n/a	n/a	n/a	n/a	n/a	n/a	**41%**	n/a	n/a	n/a	n/a
2022	n/a	**36%**	n/a	n/a	n/a	n/a	n/a	n/a	**43%**	n/a	n/a	n/a	n/a
2023	n/a	**38%**	n/a	n/a	n/a	n/a	n/a	n/a	**45%**	n/a	n/a	n/a	n/a
2024	n/a	**40%**	n/a	n/a	n/a	n/a	n/a	n/a	**47%**	n/a	n/a	n/a	n/a

Data Source: Ready, Set, K! 2019-20 3rd Nine Weeks Assessment - Emergent Literacy Domain - Average Score per Domain - Raw Score of 3 and above meets competency - All students tested (where they were view)

Note: Student Groups that do not meet minimum group size of 25 students are marked with "n/a"

Early Childhood Literacy Progress Measure 2 - Windermere ES

The percent of Kindergarten students that score on grade level or above in Reading on the TX-KEA assessment will increase from 79% to 82% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
79%	79%	80%	81%	82%

Yearly Target Goals -- by Student Group

	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
2020	n/a	**68%**	**96%**	n/a	n/a	n/a	n/a	n/a	**69%**	n/a	n/a	n/a	n/a
2021	n/a	**68%**	**96%**	n/a	n/a	n/a	n/a	n/a	**69%**	n/a	n/a	n/a	n/a
2022	n/a	**69%**	**96%**	n/a	n/a	n/a	n/a	n/a	**70%**	n/a	n/a	n/a	n/a
2023	n/a	**70%**	**97%**	n/a	n/a	n/a	n/a	n/a	**71%**	n/a	n/a	n/a	n/a
2024	n/a	**70%**	**97%**	n/a	n/a	n/a	n/a	n/a	**71%**	n/a	n/a	n/a	n/a

Data Source: MOY Star Early Literacy At/Above Benchmark level averaged with TejasLEE Band 1 or 2 levels pulled for Eduphoria - All students tested (where they were view)

Note: Student Groups that do not meet minimum group size of 25 students are marked with "n/a"

Early Childhood Literacy Progress Measure 3 - Windermere ES

The percent of 1st through 3rd grade students that score on grade level or above in Reading on the TPRI, Star 360, and STAAR Reading assessments will increase from 54% to 58% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
54%	55%	56%	57%	58%

Yearly Target Goals -- by Student Group

	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
2020	**44%**	**50%**	**61%**	n/a	n/a	n/a	**61%**	**13%**	**46%**	n/a	**60%**	n/a	n/a
2021	**45%**	**51%**	**62%**	n/a	n/a	n/a	**62%**	**14%**	**47%**	n/a	**61%**	n/a	n/a
2022	**46%**	**52%**	**63%**	n/a	n/a	n/a	**63%**	**16%**	**48%**	n/a	**62%**	n/a	n/a
2023	**47%**	**53%**	**64%**	n/a	n/a	n/a	**64%**	**18%**	**49%**	n/a	**63%**	n/a	n/a
2024	**48%**	**54%**	**65%**	n/a	n/a	n/a	**65%**	**20%**	**50%**	n/a	**64%**	n/a	n/a

Data Source: Eduphoria - Grade 3 Reading STAAR, Eng & Sp versions combined, campus accountability subset - Grade 1 & 2 MOY Star 360 Reading, all students tested - Grade 1 & 2 MOY TejasLEE, all students tested (where they were view)

Note: Student Groups that do not meet minimum group size of 25 students are marked with "n/a"

EC Literacy Targeted Professional Development Plan

This is the section that can be used for detailing campus actions and implementation steps that may include: strategies; materials; personnel responsible; timelines; and funding sources.

PROFESSIONAL DEVELOPMENT RECOMMENDED: All PreK through 3rd grade teachers will complete The Science of Reading Academies over the next three years.

Early Childhood Math Plan Campus Goal - Windermere ES

The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 50% to 54% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
50%	51%	52%	53%	54%

Yearly Target Goals -- by Student Group

	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
2020	n/a	**41%**	**73%**	n/a	n/a	n/a	n/a	n/a	**40%**	n/a	n/a	**49%**	**54%**
2021	n/a	**42%**	**73%**	n/a	n/a	n/a	n/a	n/a	**41%**	n/a	n/a	**50%**	**55%**
2022	n/a	**43%**	**74%**	n/a	n/a	n/a	n/a	n/a	**42%**	n/a	n/a	**51%**	**56%**
2023	n/a	**44%**	**75%**	n/a	n/a	n/a	n/a	n/a	**43%**	n/a	n/a	**52%**	**57%**
2024	n/a	**45%**	**76%**	n/a	n/a	n/a	n/a	n/a	**44%**	n/a	n/a	**53%**	**58%**

Data Source: TAPR 2018-19 Campus STAAR Performance Report - Grade 3 Mathematics at Meets Grade Level or Above - Campus accountability subset
Note: Student Groups that do not meet minimum group size of 25 students are marked with "n/a"

Early Childhood Math Progress Measure 1 - Windermere ES

The percent of PreK students that score on grade level or above in math on the Ready, Set, K! assessment will increase from 61% to 64% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
61%	61%	62%	63%	64%

Yearly Target Goals -- by Student Group

	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
2020	n/a	**57%**	n/a	n/a	n/a	n/a	n/a	n/a	**60%**	n/a	n/a	n/a	n/a
2021	n/a	**58%**	n/a	n/a	n/a	n/a	n/a	n/a	**60%**	n/a	n/a	n/a	n/a
2022	n/a	**59%**	n/a	n/a	n/a	n/a	n/a	n/a	**61%**	n/a	n/a	n/a	n/a
2023	n/a	**60%**	n/a	n/a	n/a	n/a	n/a	n/a	**62%**	n/a	n/a	n/a	n/a
2024	n/a	**60%**	n/a	n/a	n/a	n/a	n/a	n/a	**63%**	n/a	n/a	n/a	n/a

Data Source: Ready, Set, K! 2019-20 3rd Nine Weeks Assessment - Mathematics Domain - Average Score per Domain - Raw Score of 3 and above meets competency - All students tested (where they were view)
Note: Student Groups that do not meet minimum group size of 25 students are marked with "n/a"

Early Childhood Math Progress Measure 2 - Windermere ES

The percent of Kindergarten students that score on grade level or above in math on the TX-KEA assessment will increase from 65% to 68% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
65%	65%	66%	67%	68%

Yearly Target Goals -- by Student Group

	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
2020	n/a	50%	86%	n/a	n/a	n/a	n/a	n/a	54%	n/a	n/a	n/a	n/a
2021	n/a	51%	86%	n/a	n/a	n/a	n/a	n/a	55%	n/a	n/a	n/a	n/a
2022	n/a	52%	87%	n/a	n/a	n/a	n/a	n/a	56%	n/a	n/a	n/a	n/a
2023	n/a	53%	88%	n/a	n/a	n/a	n/a	n/a	57%	n/a	n/a	n/a	n/a
2024	n/a	54%	88%	n/a	n/a	n/a	n/a	n/a	58%	n/a	n/a	n/a	n/a

Data Source: MOY Star Early Literacy (Early Numeracy) averaged with TEMI-PM levels pulled for Eduphoria - All students tested (where they were view)
Note: Student Groups that do not meet minimum group size of 25 students are marked with "n/a"

Early Childhood Math Progress Measure 3 - Windermere ES

The percent of 1st through 3rd grade students that score on grade level or above in math on the STAAR and Star 360 Mathematics assessments will increase from 64% to 67% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
64%	64%	65%	66%	67%

Yearly Target Goals -- by Student Group

	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
2020	50%	60%	78%	n/a	n/a	n/a	63%	29%	53%	n/a	69%	n/a	n/a
2021	51%	61%	78%	n/a	n/a	n/a	63%	29%	53%	n/a	69%	n/a	n/a
2022	52%	62%	79%	n/a	n/a	n/a	64%	30%	54%	n/a	70%	n/a	n/a
2023	53%	63%	80%	n/a	n/a	n/a	65%	31%	55%	n/a	71%	n/a	n/a
2024	54%	64%	81%	n/a	n/a	n/a	66%	32%	56%	n/a	72%	n/a	n/a

Data Source: Eduphoria - Grade 3 Math STAAR, Eng & Sp versions combined, campus accountability subset - Grade 1 & 2 MOY Star 360 Math, all students tested - Grade 1 TEMP-PM, all students tested (2nd Grade did not take the TEMI-PM. They took Star 360 in English for Math) (where they were view)
Note: Student Groups that do not meet minimum group size of 25 students are marked with "n/a"

EC Math Targeted Professional Development Plan

The campus will complete a baseline screener at beginning of year and respond to the data through a variety of measures. The campus staff will conduct a data dig to determine foundational deficits and spiral teach these skills beginning in PK using the vertical alignment scope and sequence. Campus focus on foundational math skills is still a priority, and students will be encouraged and incentivized for learning their math facts starting in 1st grade. The Instructional Coach will provide the problem solving PD for new to campus staff. The Math look fors will be introduced this school year, and we will grow our use of standard math practices to ensure all students are successful. Vertical Math team meetings will occur three times this school year.

Policies, Procedures, and Requirements

Bullying Prevention – page 33

Coordinated Health Program

Disciplinary Alternative Education Program (DAEP) campus wesbsite

Disciplinary Alternative Education Program (DAEP) handbook information

Decision-Making & Planning Policy Evaluation – evaluation to be completed during 2022-23 school year

Dropout Prevention – PACE

Dyslexia Treatment Program

Title I, Part C Migrant

Pregnancy Related Services – page 6

Post-Secondary Preparedness

Recruiting Teachers & Paraprofessionals

Sexual Abuse & Maltreatment of Children – page 61

Student Welfare: Crisis Intervention Programs & Training – page 70

 Student Welfare: Discipline/Conflict/Violence Management – page 47

Texas Behavior Support Initiative (TBSI)

Technology Integration

Job Description for Peace Officers, Resource Officers, & Security Personnel (TEC 11.252 & Board Policy CKE (Legal))

> Security Officer

> Police Department Positions (Chief, Dispatcher, Records Clerk, Lieutenant, Detective, Officer, Sergeant)