

ACHIEVE  186

BOARD MONITORING REPORT

1/8/2017 | Wesley ES

Washington HS Feeder School

Principal Cornelius Anderson

STUDENT ENROLLMENT



		2015–16	2016–17	2017–18
Total Enrollment		395	324	349
Econ. Dis.		97%	98%	97%
ELLs		7%	6%	6%
Special Education		9%	9%	5%
Race/ Ethn.	Afr. Amer.	83%	77%	78%
	Hispanic	16%	16%	18%
	White	1%	5%	2%
	Other	<1%	1%	1%
Grade Level	EE/PK–2nd	54%	59%	58%
	3rd	17%	14%	15%
	4th	13%	14%	14%
	5th	15%	14%	13%

Source: PEIMS 2016 and 2017 data files and Chancery SIS for 2018 data as of 10/22/2017

ACCOUNTABILITY HISTORY

Index	2015 Score	2015 Target	Difference	2016 Score	2016 Target	Difference	2017 Score	2017 Target	Difference
1	38	60	-22	37	60	-23	39	60	-21
2	33	60	+3	31	32	-1	38	32	+6
3	17	28	-11	20	28	-8	19	28	-9
4	8	12	-4	8	12	-4	12	12	0

Index 1: Achievement
 Index 2: Student Progress

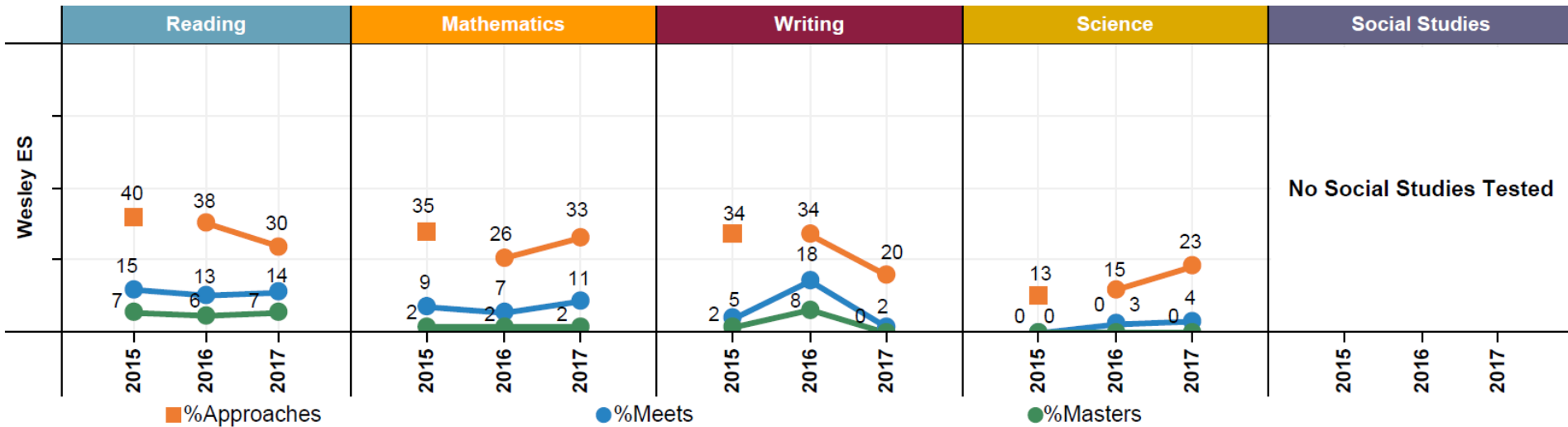
Index 3: Closing the Gap
 Index 4: Post Secondary

Source: TEA 2015–2017 Accountability Campus Summary

STAAR HISTORY

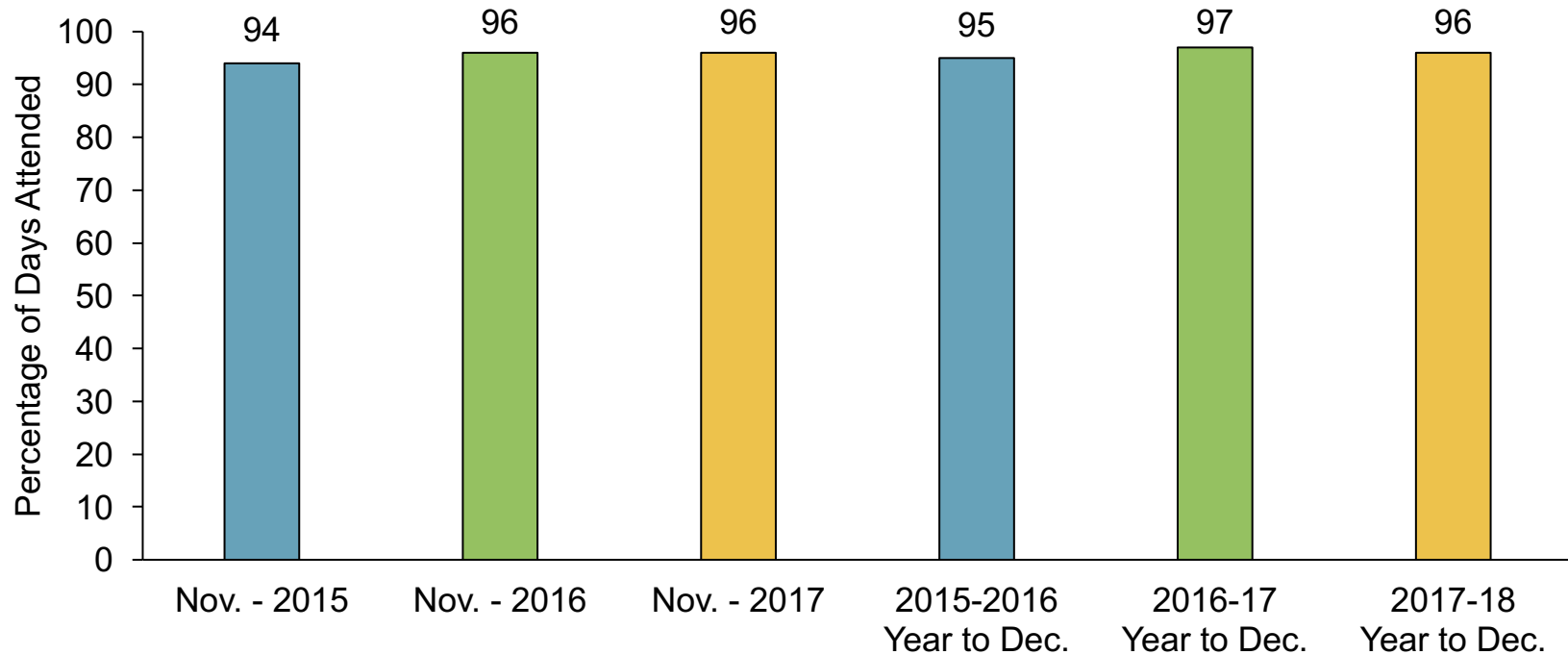
Wesley Elementary School

STAAR English and Spanish Combined by Subject and All Grades: 2015–2017 (Spring Administration)
Percent At or Above Approaches, Meets, and Masters Grade Level Standards
All Grades Tested - All Students



Source: TEA-ETS STAAR EOC Student Data Files

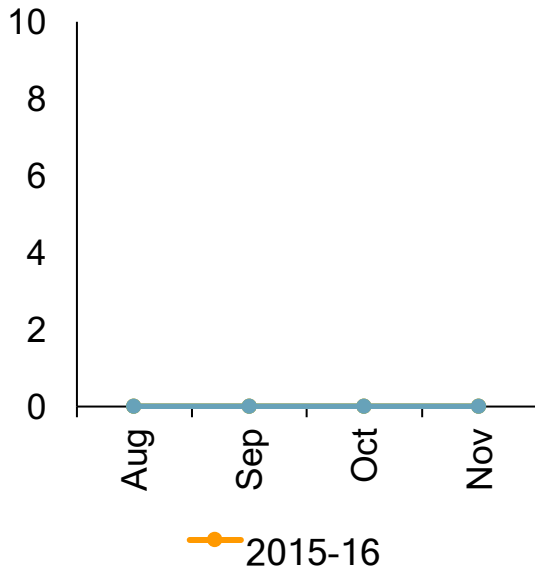
Student Attendance



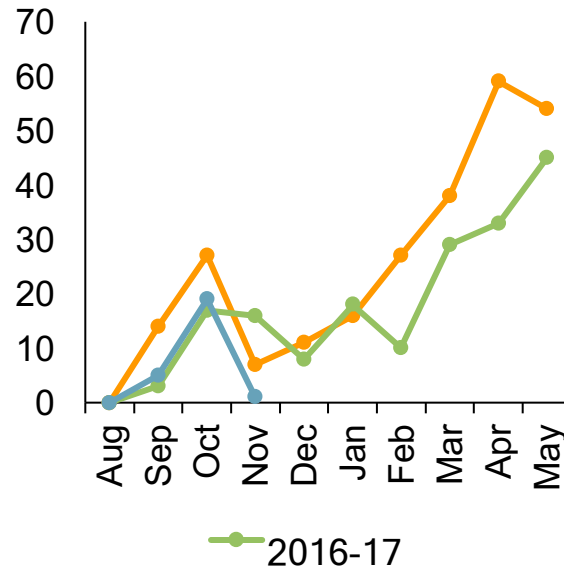
Source: Chancery SIS as of 12/11/2017. 2016 and 2017 data based on student enrollment for the last day of the school year.

Student Discipline

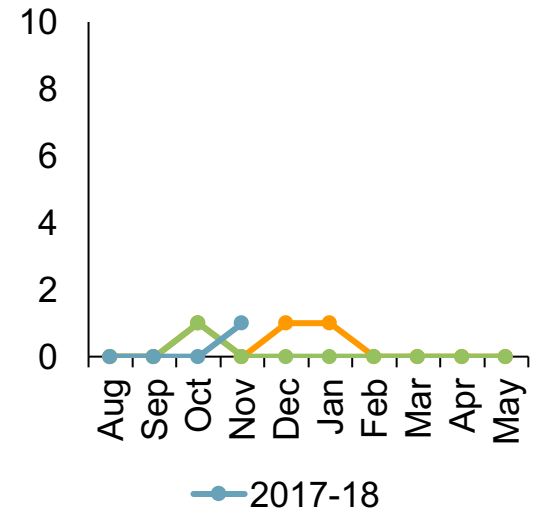
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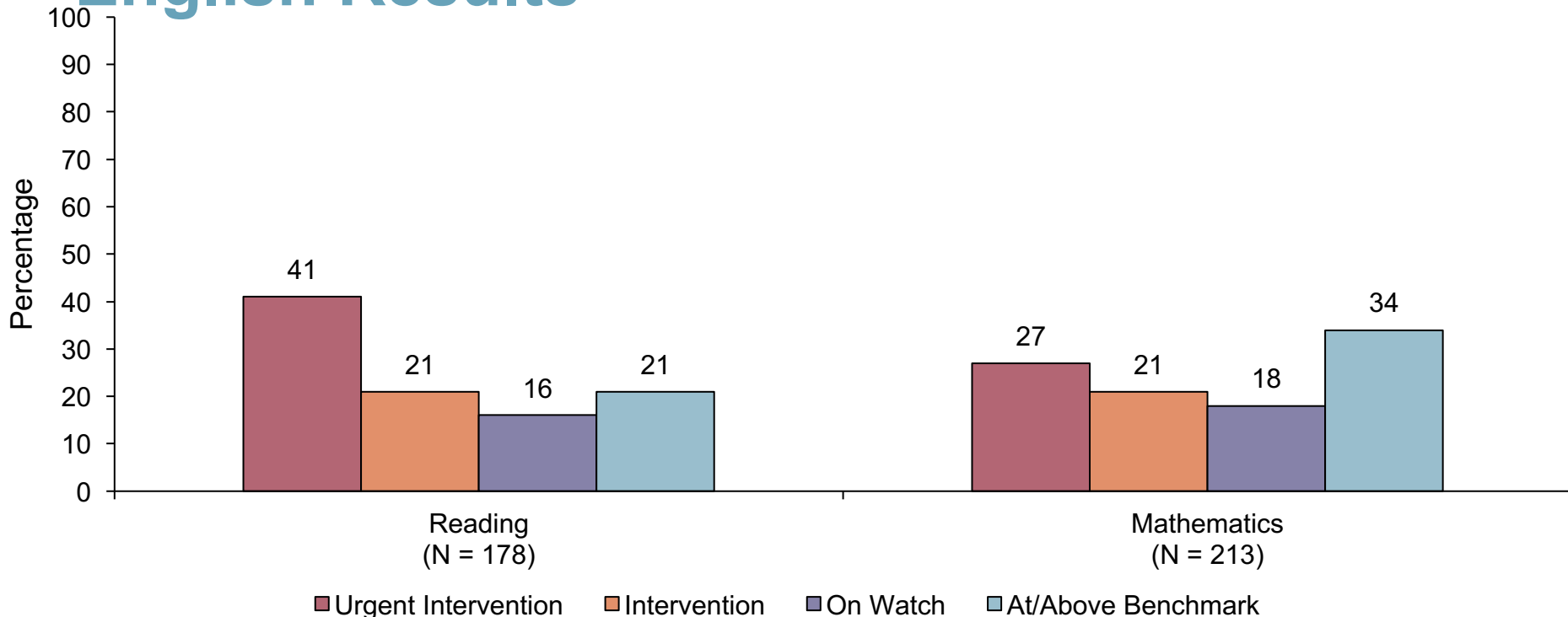
DAEP



Source: Chancery SIS as of 12/11/2017. 2016 and 2017 data based on student enrollment for the last day of the school year.

Universal Screener – All Grades Tested

English Results



Source: Renaissance 360 Reading and Mathematics BOY Student Data Files
 Note: Does not include Early Literacy Assessment

2017-2018 Targeted Improvement Plan Goals

- GOAL #1- 60% of students will meet the approaching standard on the 3 - 5 STAAR in all tested content areas.
- GOAL #2- 60% of teachers will improve their teacher effectiveness ratings at least one level or maintain (if currently rated effective) as measured by TADS.



GOAL #1- 60% of students will meet the approaching standard on the 3 - 5 STAAR.

- Establish beginning of the year academic baseline data in reading and math using Renaissance 360.
- Utilize intervention resources such as Imagine Learning, Corrective Reading and Reading Mastery to provide individualized support
- Utilize student data to schedule flexible groups, interventions and/or leveling classes through the master schedule.
- Through PLC, teachers will use their student data to track growth using the district's OnTrack system. Each grade level and content area will develop the strategies to achieve the quarterly goal.

Source:

GOAL #2- 60% of teachers will improve their teacher effectiveness ratings at least one level or maintain (if currently rated effective) as measured by TADS.

- Teachers receive weekly instructional coaching and feedback from leaders and TDS
- Professional development focused on effective instructional strategies to target individual students' needs is provided
- PLC protocols are utilized to facilitate planning 1st instruction, which is impacting how teachers craft effective lesson plans and intervention plans
- Teacher leaders have been identified and serve as coaches and mentors to struggling teachers to campus

Impact of Goals on Student Achievement and Campus Culture

PRESS- Promoting Relationships, Ensuring Student Success

- Wesley's community members and families are more aware of school needs and are directly involved in the turnaround plan
- An increase of students reaching At/Above grade level using Renaissance 360 progress monitoring reflects the impact of the interventions in place
- Training and effective implementation of guided reading has impacted literacy instruction
- Changes in master schedule for grades 3-5 have occurred based on identified teacher content strengths
- Teachers receive prescriptive feedback and action items resulting from Coaching and Development Rounds and/or Structured Calibration Walks

Achieve 180 Supports that have made an impact on Student Achievement and Campus Culture

Additional Instructional Support

- Campus based Teacher Development Specialist in reading and math for modeling of literacy and math best practices
- New Teacher Coach to provide in-the-moment coaching, modeling, and feedback to novice teachers.
 - This support will be differentiated to the needs of the teacher and include professional learning that will result in the retention of our effective teaching staff.
- Demonstration School support- Burrus and Atherton have collaborated with the leadership team and teachers at Wesley to provide feedback and direct services to further support the school

Wraparound Services Offered on Campus

- School Counselor & Student support office via district
- Wrap Around Service Specialist on Site
- Office of Family and Community Empowerment support our families

Celebrations

- Reading Mastery and Corrective Reading implementation has resulted in significant gains in fluency and decoding
- Imagine Learning usage and scale scores have increased
- Significant decrease in suspensions from last year
- Increase in staff attendance from last year
- Fully staffed with 100% Highly Qualified Teachers